

REPUBLIC OF TRINIDAD AND TOBAGO
MINISTRY OF EDUCATION
GORTT/IBRD BASIC EDUCATION PROJECT

Primary School Syllabus
(Standards III, IV, V)

LANGUAGE ARTS

September 1999

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A NOTE TO TEACHERS

The Ministry of Education, through this syllabus, is introducing a new approach to the teaching of Standard English. The new approach as outlined in this Primary School Language Arts Syllabus reflects contemporary thinking about the nature and purpose of language, and the process involved in language learning and their implications for language teaching. The approach advocated in the new Language Arts Syllabus mirrors, on the basis of current developments in theory, research and practice in language, and language learning/teaching, what has emerged in the field as common areas of agreement and acceptance of what is practice in language teaching.

The new Syllabus also takes account of second language learning. In the Trinidad and Tobago context, the teaching of Standard English, which is the second language of most of our learners, must take account of the Trinidad vernacular of Trinidad Creole. Relevant strategies must be employed. The Language Arts Syllabus suggests some of the major strategies that should be used in teaching a second Language (Standard English) in the context of a first language (Trinidad Creole).

The new Language Arts Syllabus represents a change perspective. This is the major difference between the existing syllabuses in 'Reading' and 'Language' and the new Language Arts Syllabus. As indicated in the Syllabus document in greater detail, it takes a holistic and integrated approach to language and the teaching of Language. Reading is viewed as one of the components of language arts. Accordingly, 'reading' and 'language' are integrated in the approach suggested and physically brought together as well, in this one syllabus document, 'The Language Arts Syllabus for Primary Schools'.

The Syllabus, which follows, has its origins in the Fourth (GORTT/IBRD Basic Education Project. One of the Projects targets improvement of the quality of education at the primary level of the education system. Specifically, curriculum reform / renewal in the teaching of English is one of the areas included in this thrust towards improving the quality of education at this level.

In this regard, a team of international consultants, a local consultant, and a selected group of Trinidad and Tobago educators (see 'Acknowledgements' for names of curriculum team members), reviewed in the existing 'Reading' and 'Language' Syllabuses, and drafted a new Language Arts Syllabus. During the period 1997-1999, the Draft Language Arts Syllabus was piloted in the Primary Schools.

The Ministry of Education is pleased to present the new Language Arts Syllabus for primary schools which reflects and incorporates the feedback received from the implementation of the draft version.

We are confident that it will contribute significantly to improving the quality of teaching of English / Language in our primary schools and that it will be widely welcomed by teachers and all of those involved and/or interested in the curriculum improvement/reform at the primary level of our educational system.

LLOYD W.PUJADAS
Director of Curriculum
20th August, 1999.

BELIEF STATEMENT

We believe that

The Language Arts plays a very significant role in the development of communication skills among learners in the primary school. **This process** of development directly influences the students' ability to be successful learners, to become self-actualized and to lead productive lives.

- The primary school child enters school with a language of its own, with a range of language forms and functions, a means of self expressions and communication which he (she) begin acquiring at birth. An assessment of the child's language capabilities is, therefore, essential to better classroom teaching which will meet the child's developments needs.
- While it is at times necessary to delineate the unique elements which constitute the Language Arts Curriculum, it is important to emphasize the interrelatedness among the language processes of listening, speaking, reading, writing, thinking and viewing. The processes of thinking undergird all the language skills. In fact, children are unable to write and read without a strong command of language.
- Teachers are crucial to children's language learning in the classroom. The class teacher is the key to what happens. He/she appropriately guides and facilitates the child's efforts to learn language for a variety of purposes. He/she is as model of English language competence.
- The primary school child needs to feel valued and to be supported in his/her efforts to acquire a positive self-concept. High self-esteem motivates the learner. All children are capable of learning language.
- Individual differences among children are a psychological reality that manifests itself through different learning styles and rates. The teacher should provide the child at the primary class with multiple opportunities for achieving his/her fullest potential in language and through language, individual and corporative.
- Language is the central informing element in the curriculum, integral to the acquisition of knowledge and understanding in all areas of the curriculum: Mathematics, Science, Social Studies, Physical Education and Health, the Creative Arts of Music, Dance, Drama, Art, Craft, and Literature.
- The teacher must exploit every opportunity to develop and refine the child's communicative abilities in listening, speaking, reading, writing, viewing and thinking, for a variety of purposes.
- Teachers, Parents and other members of the community, working in partnership, on behalf of children, regardless of race, ethnicity, gender, religion, or socio- cultural and economic background foster the total development of children in the primary school through language learning.

GOALS OF THE LANGUAGE ARTS CURRICULUM

The main goal of the Language Arts curriculum is to enable pupils to communicate effectively through speech and writing, by means of Standard English.

The pupil will:

- Listen with a high degree of understanding to instructions, descriptions, explanations and narration in Standard English, in a familiar accent and in the vocabulary and sentence structure appropriate to his/her age.
- Speak, using words exactly and precisely for his age, to communicate thoughts and feels; demonstrate spontaneity in speaking in a variety of situations .
- Think creatively, critically and constructively.
- Respond sensitively, to varied and meaningful literature and other forms of art at the appropriate level.
- Read effectively, and for different purposes, a variety of print or electronic media.
- Express himself or herself in the following forms of writing, explanations, narratives, descriptions, letters writing and do so legibly.
- Use various forms of visual literacy to interpret and gain information.

Essential Concepts

Thinking is ‘the innate ability of the mind to form patterns, mental structure of concepts of objects, events, processes and relationships’. Facility to language is basic to thinking processes and to the construction, acquisition and communication of meaning. Because language is the primary instrument of thinking, the school child should be taught to develop thinking skills as well as metacognitive strategies.

Listening

Listening is the vital part of a complex thinking process. It is a lifelong process, beginning at birth. It is closely tied to speaking as both depend on oral language. Listening is also related to reading, which depends on receiving and interpreting information. Listening to language is as much a key process in language acquisition and learning as it is the vital element in the cultivation of healthy interpersonal relationships.

Speaking

Speaking is intimately connected to thinking. It provides children with ideas and enables them to communicate those ideas orally to others. Oral language development is also the foundation on which reading and writing were built. Speaking a productive skill has a reciprocal relationship with listening. Speaking precedes writing, the other productive, communicative skill. Our oral culture demands that competent citizens improve, extend and refine speaking skills for social, academic, civic, aesthetic and personal purposes.

The reading of literature in the primary school contributes to children's' cognitive and effective development by deepening their insights, giving them opportunities to experience life vicariously, offering delight and wonder to their lives. Through the experience of literature children achieve personal identification, understanding, enjoyment, and rhythm and beauty. It is an integrating element in the language arts curriculum, engaging the skills if listening, speaking, writing and viewing.

Reading

Reading is not a single skill that can be taught in isolation from other areas of the primary school curriculum. The best teaching of reading exploits the interrelationships among the Language Arts and the other subjects that comprise the total school curriculum.

All readers interact with the text they are reading. They have personal expectations about what they wish to derive from a selection and bring these expectations to bear as they read by predicting and testing those predictions. They actively create meaning by constructing or generating relationships between what is within the text and what they already know.

Strategic readers value reading with set purposes, select strategies, make inferences and evaluate critically.

Writing is a powerful tool for thinking. It is a process which gives the primary school child opportunities to discover meanings, explore possibilities, reflect on experience and exercise the imagination as he/she communicates through a variety of rhetorical modes/genres to fulfil a range of purposes.

Visual Literacy

Visual Literacy is the act of learning, evaluating and extracting information from art, photographs, videos and other visual media; eye- opening experiences occur when pupils view different materials for different purposes. Students recognize that video, film, photography, art and other visual media are all ways of communicating messages and this recognition of how to use these different media improves their communication skills. Pupils may then be asked to express ideas both verbally and through visual media.

Visual Literacy is connected to reading and other language processes. Viewers construct meaning from images jus as readers and listeners construct meaning from words.

Strategic viewing involves pre-viewing, setting purposes, using prior knowledge and personal experiences, and making predictions. Since research indicates that eighty percent (80%) of the information we process comes to us through our eyes, it is vital that our children participate in viewing activities to enhance the skills necessary for an age of technology.

The Language Content

In Trinidad and Tobago, there are two linguistic systems, Standard English and the Trinidad and Tobago dialect or English-based Creole. The vast majority of children in our primary school system speak dialect. It is the form which they use to express their feelings, thoughts and experiences. The dialect is an organized grammatical system with a vocabulary that is largely drawn from Standard English. The co-existence of two linguistic systems poses problems for learners of English in our school system. For example, in the area of reading, problems of decoding and meaning making derive from the differences in syntax, phonology and morphology between the standard language and the dialect.

There are two clear implications arising from the linguistic situation:

- (a) Teachers need to know and understand the differences between the two language systems.
- (b) Teachers need to analyze the nature of the problem learners experience in the acquisition and the use of Standard English.

The Language Arts Syllabus explicitly recognizes the nature of the problem and therefore seeks to address it. The major areas related to the structures of Standard English, consist with current communicative language teaching approaches, and the techniques / strategies recommended in this document include:

- (a) Use of a variety of controlled and meaningful drills and dialogue practice
- (b) Role- playing and dramatization
- (c) Use of objects, charts, maps, tables, cartoons and other visual materials
- (d) Use of oral and written text combining form, function, meaning and situation
- (e) Authentic, varied oral literacy tasks for which structures are required.

The principles which govern the above techniques and strategies:

- (1) The use of language to accomplish genuine purposes in meaningful experience- based contexts promotes language competence.
- (2) The social situation is major determinant of children's language behaviour. A socially interactive classroom climate that encourages risk-taking is conducive to language growth.
- (3) Mastery of the grammatical structures of Standard English depends on a variety of practice activities that familiarize children with the structures in the context, in both form and communicative meaning.
- (4) The grammatical elements/items of language are best acquired in situations that encourage authentic tasks in reading, writing, speaking and listening.
- (5) Teachers of Language Arts who demonstrate quality models of successful language in use and model their love of reading, joy in composing, and responsiveness in listening, contribute to children's linguistic resources. Children bring to the classroom an extensive range of language experiences. Teachers' respect and value for children's linguistic resources are motivating factors in children's acquisition of Standard English.

Language: An Integrated Perspective

Theories of how children learn and how they learn language arts ought to provide the basis for the teaching of Language Arts. In fact, a view of the learner, the learning process, teaching, and language should inform what we do in the everyday transaction within the classroom.

In recent times the call for the integration of the language arts has come from current views derived from language education research. The claims were:

- (a) The language arts are so strongly inter-related that no single skill can be taught in isolation
- (b) The strands of language are so closely interwoven that speaking, listening, reading, writing activities are almost indistinguishable
- (c) Communication is a dynamic complex of independent systems involving different “mixes” of thinking and speaking and listening and reading and writing and viewing and feeling.
- (d) Language is a meaning-making process
- (e) Learning language is an integrated holistic interactive process
- (f) Language growth and development is not a sequential, linear process.

In spite of the recognition of the interconnectedness of language skills, teaching language has been characterized by fragmentation and division among the language modes. For example, during the school day time slots are designed for reading, spelling, punctuation, handwriting and composition. This fragmentation of the language arts promotes an unrealistic view of language and language learning. Language is not a collection of discrete, unrelated elements, but a process which organically combines various elements. In reading, for example, the language modes are used simultaneously and reciprocally. Almost any language activity involves more than one language skill. Within a typical language lesson students engage in talking and asking questions, listening, reading and writing. Each one becomes a medium for supporting and reinforcing the other. Students discuss or talk about what they have written, listen to their peers reading what they have produced and write about what they have read. When children read they are learning about reading. There is much overlap in an integrated curriculum.

The view of language as an integrated holistic collaborative activity is demonstrated in the following features inherent in this document:

- (a) The inclusion of the category “Connected Activity” within the syllabus framework
- (b) The introduction of process writing which includes pre-writing, drafting, revising, editing
- (c) The focus on literature and its organic relationship with language
- (d) The reading-writing connections
- (e) The Language – Experience approach

Methods of Alternative Assessment

In the field of education, two powerful trends are impacting on the teacher in the classroom. Parents, business, tertiary education institutions, etc, are calling for greater accountability on the part of educators. On the other hand, teachers, principals and educational administrators are connected with school restructuring, teacher empowerment, integrated curricular approaches, and making education more meaningful and exciting for students.

A major outcome of these concerns is a clamouring for new ways of evaluating students work so that they would be more representative of their progress and achievement. We are, therefore, at a point where a statement on alternative assessment must be made. Terms such as continuous assessment and portfolios have now entered the lexicon of evaluating in the Language Arts.

It must be pointed out that authentic measures in the form of portfolio assessment, teacher observations, checklist, and student self assessment will give greater coherence and comprehensiveness to the evaluation process.

The term 'assessment' is regarded as an important and ongoing part of the instructional process. Assessment suggests, 'glimpses' of students' behaviour overtime as they strive toward attainment of personal goals in the language Arts.

ORGANISATION OF THE SYLLABUS

The syllabus consists of two documents, sequenced from Infant Year 1 and Year 2; Standards 1 and 2 to Standards 3, 4 and 5.

The syllabus documents contain the following elements in increasing levels of complexity within the spiral of the English Language Arts curriculum.

- Listening
- Speaking
- Visual Literacy
- Literature
- Reading- Mechanics
- Vocabulary
- Reading- Comprehension
- Study Skills
- Writing – Process
 - Mechanics
- Grammar

Each element is treated under the following headings:

Component

Outcome/Objective

Suggested Teaching Strategy

Sample Assessment/ Evaluation

Connected Activity and

Resources

ATTENTIVE LISTENING

STANDARDS 3, 4 & 5

Students will listen attentively for a variety of purposes

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>1. To observe rules of etiquette</p> <p>2. To listen and To follow directions fully <u>ATTENTIVE LISTENING</u> Listen to directions, details, announcements, introductions.</p> <p>3. a. To recall information</p>	<p>Students will Listen attentively and courteously (body language and eye contact)</p> <p>Perform a task for which oral directions have been given</p> <p>Listen to recall information in a. stories to answer correctly the questions: Who? What? When? Where? And elements of story grammar</p>	<p>Teacher will discuss how to listen. List the rules for good listening and behaviour</p> <p>Teacher will repeat simple as well as multi- step instructions to give student practice. Task given will depend on student's level.</p> <p>Teacher will carefully choose reading material that allows for the development of listening skills for this purpose. Discuss and explain each activity in order to achieve expected outcome.</p>	<p>Teacher directs students to listen to piece chosen. Student demonstrates listening behaviour by:</p> <ol style="list-style-type: none"> 1. Not talking 2. Looking at the speaker 3. Giving the speaker full attention <p>Student will listen to a multi-step instruction that is given only once. Pupils will perform each step of task accurately.</p> <p>Exercises for each given objective must be given. Listen to a short. Answers to be given orally or in writing.</p>	<p><u>SPEAKING ACTIVITY</u> Give pupils an opportunity to make oral presentations through: Book report Show & tell Debates Story retelling Recitation Giving direction and explanation</p> <p><u>SCIENCE</u> Step for Science activity and be given orally</p> <p><u>ART</u> Instructions for a Paper-folding exercise (origami)</p> <p><u>WRITING</u> Pupils can write their own stories using the elements of story grammar. Sequencing of events must also be present in finished writing products. Paragraphs must reflect a main idea sentence & supporting details.</p>	<p>Tape Recorder Audio Cassettes Story books Poems Expository material</p>

RESPONSIVE LISTENING

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>b. To sequence information</p> <p>c. To listen to comprehend: get central ideas, draw inferences, understand the organisation, select items for a summary</p> <p><u>RESPONSIVE LISTENING</u> Listen to join in conversation and in planning and discussing.</p> <p>4. To demonstrate use of telephone:</p> <p>a. For message</p> <p>b. For instruction</p> <p>c. For explanation</p> <p>5. For dictation</p> <p>6.a. To generate questions & response</p>	<p>Listen to identify the sequence of events on both narrative & expository selections</p> <p>Listen to determine the main idea from a given list of words, topics, or short selections</p> <p><u>Students will</u> Listen to messages , instructions and explanations given by phone</p> <p>Listen to reproductive notes given orally</p> <p>Listen to a narrative or expository selection to generate questions and responses.</p> <p>b. to write short paragraphs or summaries</p>	<p>Teacher will stimulate the telephone scenario in the classroom (important aspect of this activity is listening without eye-contact with other person)</p> <p>Teacher will give many opportunities to practice this skill before extensive dictation is attempted.</p> <p>Teacher will discuss and give examples of activity with expected outcomes</p>	<p>Listen to this story. State the order in which the events took place</p> <p>Listen to this list/selection. Give a title for the list/selection</p> <p>Teacher will provide a taped message or instruction or explanation. Pupils must listen and respond by repeating the information</p> <p>Teacher selects a topic and dictated notes for students to write. Exercise will be assessed on accuracy of information spelling and punctuation.</p> <p>Teacher will provide several examples of both narrative and expository texts.</p> <p>a. pupils will listen and formulate questions and responses.</p> <p>b. Write short paragraphs or summaries.</p>	<p>WRITING Write a telephone dialogue for one of the following:</p> <p>a. Directions to find an office building</p> <p>b. An explanation of a process</p> <p><u>SPEAKING & LISTENING</u> Let pupils take turns, dictating sentences to other pupils in a group or class</p> <p><u>READING & WRITING</u> Pupils will read a list of comprehension questions and write 3 pieces of information that would generate those questions.</p>	<p>Tape Recorder Props: old telephones Expository material</p> <ul style="list-style-type: none"> - Maps - Diagrams

APPRECIATE AND CREATIVE LISTENING

STANDARDS 3, 4 & 5

PUPILS WILL LISTEN ATTENTIVELY FOR A VARIETY OF PURPOSES

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>INTERPRETATION OF VARIOUS ORAL GENERS</p> <p>Listen to enjoy the content and respond to the mood of poems, choral reading, drama, literary extracts</p> <p>Music</p> <p>Poetry</p> <p>Dramatic presentations</p> <p>Stories</p> <p>Plays</p>	<p>Students will listen to respond through oral presentation by :</p> <ol style="list-style-type: none"> 1. Creating and varied sensory images. 2. Noting elements of speech- verbal and non- verbal 3. Demonstrating an understanding of mood and setting through sharing and enjoyment. <p>Experience and gain enjoyment from <u>appreciatively listening</u> to music, plays, poetry.</p> <p>Develop appropriate intellectual and emotional responses after listening to aesthetic stimuli. Creating mental pictures, respond to literature presented orally. Perform/produce creative/artistic responses. Listen to enjoy the content and to respond to the mood of poems, choral reading, drama, literary extracts. Compare, contrast speakers points, pieces of music, poetry, dramatic presentations, stories, essays.</p>	<p>Teacher selects a variety of genres to give pupils an opportunity to demonstrate expected outcomes.</p> <p>Discussion and pupil feedback, participation and interaction are an essential part of the exercise.</p>	<p>Pupils can, through oral discussion and participation in groups, give feedback on responses to genres presented</p> <p>Teacher observation of pupil response more important than scoring/grading</p>	<p>DRAMA/WRITING</p> <p>Pupils can perform various genres that they have written either as individual or group projects</p>	<p>Poems</p> <p>Plays</p> <p>Stories</p> <p>Songs</p> <p>Taped music</p>

ANALYTICAL/CRITICAL LISTENING

STANDARDS 3, 4 & 5

PUPILS WILL LISTEN ATTENTIVELY FOR A VARIETY OF PUROSES

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESMENT/ EVALUATION	CAONNECTED AVTIVITY	RESOURCES
<p>Listen to evaluate: make judgements, discriminate between fact and opinion, note the degree of relevance</p>	<p>Pupils will listen to selections from various genres to: determine word meanings through the use of context clues differentiate relevant & irrelevant details.</p> <p>Differentiate an expressed point of view</p> <p>Evaluate an expressed point of view.</p> <p>Recognize the emotional appeal of a book, poem, story</p> <p>Follow oral directions and perform language learning tasks such as dictation exercises, practice in speaking.</p> <p>Identify significant details accurately and note them mentally or in writing for particular purposes; focus on facts.</p> <p>Carefully follow sequence of ideas, events.</p> <p>Determine central idea of spoken 'message'.</p>	<p>Teacher will make selections from Children's Literature e.g. fairy tales, folk tales, fables, myths & legends, realistic, fiction, biographies, informational books to provide examples for each of the skills to be developed</p> <p>Provide many opportunities through <u>daily</u> oral reading of the various genres</p>	<p>Give an exercise t match stated objected e.g. differentiate fact & opinion. Students will complete exercises to demonstrate an understanding of skills being developed.</p>	<p>READING/ WRITING</p> <p>Pupils can further develop the skills by reading comprehension activities and producing writing exercises that demonstrate understanding of tasks.</p>	<p>Fiction</p> <p>Biography</p> <p>Informational books</p> <p>Poems</p> <p>Plays</p>

ANALYTICAL/CRITICAL LISTENING

STANDARDS 3, 4 & 5

PUPILS WILL LISTEN ATTENTIVELY FOR A VARIETY OF PURPOSES

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>To recall information for various purposes.</p>	<p>Listen to and recall information e.g. to provide information and materials related to chosen composition topic in pre- writing ‘warm-up’ periods. Derive or recall word meanings used in spoken contexts in order to build vocabulary. Explain the denotative or connotative meanings of words which have been spoken/ read. Formulate their own questions and answer questions of others. Paraphrase and/or summarise spoken presentation. Organise into main and subordinate ideas or supporting details; differentiate important from unimportant. Begin to detect clues that show speaker’s purpose or trend of thought, to anticipate outcomes. Make interpretations, i.e.</p> <ol style="list-style-type: none"> a. Draw inferences; b. Build understanding; c. Evaluate the expresses point of view fact in the light of evidence, established criteria, previous knowledge and experience. 	<p>Pupils select part of a chapter e.g. in their Social Studies book and formulate different kinds of question to ask their peers. Questions to find out the facts, inferences questions and application. Teacher models the process using material from another chapter. Then pupils ask (other answer) each type of question in sequence and listen to the answers of their peers.</p> <p>Teacher (and pupils) selects material with emotional appeal e.g. advertisement, one-sided article in newspaper and read it or a taped speech from radio or television. Guided discussion to</p> <ul style="list-style-type: none"> -recognise emotional appeal -question what is heard -differentiate between Prejudice, propaganda and plain information -note contradictions -discern truth by questioning <p>What does speaker mean? How does he know? Is he deliberately leaving out something and repeating others?</p>	<p>Pupils prepare to talk on a tropical or controversial subject. Before they Speak they are given direction by the teacher are given directions by the teachers to either speak positively or negatively about it. The rest of the class detects clues to show the speaker’s purpose: draw inferences about his point of view. The teacher observes the pupils’ ability to get meaning and their points of views across.</p>	<p>Oral exercises can be practiced in all subject areas, using similar strategies.</p>	<p>Listening and Reading material. Tapes from radio and television.</p>

ANALYTICAL/ CRITICAL LISTENING

STANDARDS 3, 4 & 5

PUPILS WILL LISTEN ATTENTIVELY FOR A VARIETY OF PURPOSES

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITY	RESOURCES
Critical Listening	<p>Select the type of listening essential to their purpose; adjust speed of reception and assimilation of auditory impression to speed of oral delivery</p> <p>Respect the view of others especially when they disagree, and be courteous and thoughtful to others</p> <p>Recognize and respect listening as a medium for learning individually, in small groups or larger groups.</p> <p>Appreciate fully the role of the listener in the speaking/listening aspects of communication and value its relationship with reading, in particular, as well as writing.</p>	<p>Expressing differences courteously. Teacher says something topical that pupils are likely to disagree with. Pupils take turns in courteously expressing their opinions in Standard English. Small assessing group comments at the end on how well they meet the criteria.</p> <p>Pupils comment on what made it difficult and on what went well.</p> <p>Teacher encourages a relaxed atmosphere that allows risk-taking, making mistakes and unexpected views,</p>	<p>Similar exercises but with time constraints and formal peer assessment.</p>	<p>Oral strategies learnt in the Language Arts classes are practised in cross-curricular classes.</p>	<p>Tape recorder/s in the class to record and replay the oral work of the pupils and teacher.</p>

SPEAKING

STANDARDS 3, 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>A. Understand and using the stages of the speaking process</p> <p>CONVERSATIONS</p> <p>Effective use of the elements of speech to acquire desirable habits of correct grammar. Use of non-verbal behaviours consistent with verbal. Exchanging ideas to clarify a message. Determining purpose appropriate to the topic.</p>	<p>To express oneself fluently and effectively in informal/ formal situations</p> <p><u>Speech Skills</u></p> <p>Make effective oral communication of thoughts and feelings.</p> <p>Maintain good delivery posture.</p> <p>Speak in a natural, easy manner with directness and enthusiasm.</p> <p>Speak with adequate loudness.</p> <p>Use natural intonation.</p> <p>Speak at an acceptable rate.</p> <p>Speak clearly with fluency.</p> <p>Pronounce correctly.</p> <p>Use Standard English</p> <p>Use language appropriate to social context.</p> <p>Students will :</p> <p>Participate in many types of group conversations e.g. compare characters in a story.</p> <p>Brain storm questions for an interview.</p> <p>Write a script for a short skit.</p> <p>Share writing in writing groups.</p>	<p>Teacher uses a checklist of guidelines for conducting conversations.</p> <p>Beginning the conversation.</p> <p>Keeping the conversations going by expanding or extending classmates' comments. Dealing with conflicts.</p> <p>Ending a conversation.</p>	<p>Teacher and classmates assess talk done by other classmates using the following.</p> <p>Did they:</p> <p>Contribute to the conversation.</p> <p>Share ideas and feelings</p> <p>Observe rules of courtesy.</p> <p>Listen carefully to classmates' comments.</p> <p>Call group members by name.</p> <p>Maintain eye contact.</p>	<p>WRITING & SPEAKING</p> <p>Write a book report and present it orally to the class.</p> <p>LISTENING & RESPONDING</p> <p>After listening to a book report, give two reasons for your selecting the book.</p>	<p>Class library books</p> <p>Tapes of eloquent speakers.</p> <p>Tape recorder</p> <p>Audio cassettes.</p>

SPEAKING

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Speech Skills</p> <p>A. Speaking for a variety of purposes</p> <p>Interpretation of materials</p> <p>Discussion</p> <p>Informing listeners</p> <p>Challenging ideas of others</p> <p>Oral presentation</p> <p> News</p> <p> Poems</p> <p> Directions</p> <p> Stories</p> <p> Explanations</p> <p> Ideas</p> <p> Opinions</p> <p> Reports</p> <p>Extemporaneous reporting</p> <p>Expressing humour</p> <p>Using telephone intelligently</p> <p>Persuasion</p> <p>Restating, rehearsing and reciting to reinforce</p>	<p>Ask questions to obtain information.</p> <p>Answer questions giving relevant details.</p> <p>Relate a story or an event in sequence.</p> <p>Dramatise short plays or skits</p> <p>Express opinion, current or important issues.</p> <p>Describe a scene or picture or event</p> <p>Recite poems from memory</p> <p>Make oral reports on books read, a trip or a project.</p> <p>Practice correct grammatical structures.</p> <p>Participate in discussions.</p> <p>Deliver short speeches.</p> <p>Debate important issues.</p> <p>Students will:</p> <p>Participate in activities that demonstrate a number of purposes for speaking e.g. retelling a story</p> <p>Placing an order by phone for delivery of an item to a specified address.</p> <p>Persuading classmates to choose an activity from a list given by the teacher.</p>	<p>Modelling:</p> <p>Teacher demonstrates with deed back from students. Sets up situations that show clearly the format and the essential details of particular speaking activities e.g.</p> <p>Retelling a story</p> <p>Telling a story</p> <p>Placing an order</p> <p>Persuading classmates to make a choice.</p>	<p>After teacher checks that student's move through the steps of planning and rehearsing the story, teacher assesses storytelling by checking the following.</p> <p>Was the story introduced?</p> <p>Did it have a beginning, middle and an end?</p> <p>Was there dialogue?</p> <p>Were voices varied for interest?</p> <p>Were props and gestures used?</p>	<p><u>READING & DRAMA</u></p> <p>Pupils will read a story and dramatize any episode they liked.</p> <p><u>MATHEMATICS</u></p> <p><u>SPEAKING</u></p> <p>One pupil will:</p> <p>Give directions for a problem- solving activity.</p>	<p>Expository material</p> <p>Story books</p> <p>Class portfolios</p> <p>Tape recorders</p> <p>Audio Cassettes</p>

SPEAKING

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>B. <u>Speak for a variety of purposes with greater confidence.</u></p>	<p>Talk freely and easily about personal or group experiences; Report an event or activity in an orderly manner, sticking to the point, following a simple sequence of ideas; Relate or read stories effectively and interestingly in audience- type situations; Use the telephone correctly (without assistance); Recite, read simple poems, individually or chorally in an audience- type situation in the classroom;</p>	<p>Encourage children to talk to and with others- Provide opportunities to express their understandings and feelings. Evaluate suggestions for speaking fluently.</p> <p>Role-play conversations appropriate and inappropriate behaviours</p> <p>Provide each child with tasks to complete.</p> <p>Engage children in oral retelling of familiar and unfamiliar stories.</p> <p>Introduce choral speaking to recreate the mood and meaning of different poems</p>	<p>Monitor children as they take responsibility for their language use by interaction in child- initiate activities and teacher- directed tasks.</p> <p>Establish rules for speaking and listening.</p> <p>Monitor children as they take turns to report an outcome of task.</p> <p>Role play for e.g. use of telephone</p> <p>Delivery of piece for choral reading.</p>	<p>Field trips outside the school to widen children’s knowledge and expose them to a range of language styles.</p> <p>Use language for learning in all curriculum areas.</p> <p>Develop positive and skills in Social Studies.</p>	<p>Radio Television</p>

SPEAKING

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p><u>Speaking for a variety of purposes and practice leadership skills</u></p>	<p>a. Serve as efficient group leader in various groups b. Work and cooperate as group member to perform varied self- selected or assigned tasks. c. Demonstrate a sense of humour. Participate in formal discussion (without monopolising the exchange of views or arguing). Use the telephone (public, private, operator assisted) intelligently and courteously. Conduct a meeting according to simple parliamentary procedure. Explore interest; give clear explanations, instructions, directions, lucid reports, reviews, summaries and make announcements; present various arguments and opinions orally.</p> <p>Develop the ability to express the essence of a selection- prose, poetry, drama- through emphasis on proper words, phrasing, differences in inflection, using only the voice.</p> <p>a. Tell/ read stories or personal Experiences audience-type situations with situations with enthusiasm, and sufficient skill and interpretation to enable the audience to share the aesthetic quality of the story/ experience. b. Participate in dramatic activity giving Attention to effective delivery- enunciation, pitch, volume. c. Recite, memorise, interpret poetry orally In groups or individually, capturing the emotional or aesthetic experiences presented by the poet.</p>	<p>Select small group activities that will encourage children to talk, ask questions and express their ideas and opinions.</p> <p>Practice interview sessions with people they know. Brainstorm question for interview.</p> <p>Gather information for reports review etc.</p> <p>a. Discuss reaction to story.</p> <p>b. Select script Rehearse performance Stage performance c. Prepare piece for choral reading</p>	<p>Monitor contribution to discussion.</p> <p>Write questions for interview. Plan interview. Conduct interview Share results</p> <p>Present information vary points of view support opinions</p> <p>Plan story telling project.</p> <p>Group presentation of choral speaking.</p>	<p>Interviews linked across the curriculum.</p> <p>Story mapping.</p> <p>Write a script for a skits.</p>	<p>Tape recorder Audio cassettes Story books Expository materials</p>

SPEAKING

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>B. <u>Speaking for a variety of purposes</u> and reflect on the process.</p>	<p>State, lit ideas (and plan as pre- writing activity) Express humour Demonstrate spontaneity and self-confidence in speaking Acquire desirable habits of correct grammar, clear articulation, careful pronunciation, clear enunciation and a pleasing voice Discern the relationship between listening and speaking, between speaking and reading, between speaking and writing, between speaking and thinking. Use appropriate gestures, facial expression to reinforce their speech. Evaluate according to agreed criteria their own speaking skills. Gain greater skill in conversation with adult and peers about a wider variety of topics and interest. Select and use words from a larger and more varied vocabulary to interpret reality and convey meanings more precisely; seek to integrate their listening , reading, writing and speaking vocabularies; <u>Utilise the Dictionary, in particular, as an aid to pronunciation</u> and self-expression.</p>	<p><u>Important Talks</u> Pupils write the name of a topic they would like to know someone else’s opinion about. Teacher collects the papers. Teacher and pupils discuss criteria for a short impromptu talk: Introduction to show understanding and position taken; organisation of the body of the talk: Facts, negatives and positives, and ways of ending that hold the listener’s interest. Have each pupil, one after the other choose one of the papers and speak about it for 1 minute. Monitor group comments on how well the criteria were met.</p>	<p>Prepared Tasks as formative and summative assessment. Pupils are given one week to prepare to talk to a given theme that is allied to work in Social Studies or Science. Several topics based on the theme are put by the teacher in a container. Each pupil gives an impromptu talk on the topic he chooses from the container. He is assessed on content and language (use) consistent with Standard English</p>	<p>Material of Social Studies and of Science classes is used as the themes to speak on.</p>	<p>Social Studies Science texts Story books Expository material Newspapers Magazines Dictionaries Thesaurus</p>

SPEAKING

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>C. Speaking or a variety of purposes</p>	<p>Engage in creative dramatics so that listeners can follow and enjoy; Practise problem- solving as they attempt to settle concerns through informal discussion; participate in purposeful dialogue; Use sentences which are clear, appealing and grammatically correct; Increase their ‘word power’- extend their speaking vocabulary; acquire ‘new words, realise that words may have different meanings, study antonyms, homonyms and synonyms; select words more precisely; Gain greater conversation with adults and peers; Begin to refine thinking skills- think clearly, critically, creatively and independently, imagine/ visualize, reason, after concrete experiences; Increase their fund of ideas through varied ‘information- gathering’ and techniques so there is more to talk about. Give news, reports or directions, explanations, opinions clearly;</p>	<p>Scripts (student –made during a past lesson) are given out by the teacher. The language is Standard English. Pupils in a group assign themselves parts and practice and memorise the dialogue. Eventually minor props and costume pieces are organised and the one- act play staged for peers.</p> <p>Each week one group prepares a news programme (or stimulates radio or television) and presents to the class. Teacher and pupils discuss and fine tune the script of the programme during the week. The news can be schooled- based or national/sports/ international as the group selects. Teacher initiates round- robin game for each student to practice correct grammatical structures. Each student changes the issue but uses the particular grammatical structure.</p>	<p>Pupils use agreed checklists to judge peers on their oral exercises e.g. – content - vocabulary - Standard English usage - clarity and pace - confidence And agree on the weighting</p>	<p>Pupils write and perform a one- act play based on work in other subjects.</p>	<p>Thesaurus Dictionary Textbooks Recreational Reading</p>

SPEAKING

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>B. <u>Speaking for a variety of purposes</u></p>	<p>Formulate and ask questions to clarify thinking and answer questions. Perform varied speaking tasks e.g. Greeting and welcoming classrooms visitors, making presentations, announcing, offering expressions, giving jokes, saying thanks, farewell. Locate, identify, observe, discuss different parts of the body that involved in speaking- teeth, tongue, jaw, oral cavity/ mouth, lips, nasal cavity, ear. Larynx and explain their relationship with speech. Perform exercises to facilitate proper breathing habits requires in speaking; Recognise / discover their speech problems or defects and practice speaking in order to remedy or eliminate them; keep record of process in speaking. Define and assert themselves within their own sex roles and groups, especially as far as voice quality is concerned. Empathise with speech- impaired persons e.g. the deaf or hearing- impaired ill/accident victims and other speech- handicapped persons. Analyse literature selection for aesthetic pleasure and to discover deeper meanings. Build self- esteem and display ease and poise in speaking. a. Add appropriate gestures to reinforce their speaking Eliminate excessive physical movement, distracting mannerisms e.g. head jerking, fidgeting, head twisting, eye blinking, twitching jaw and mouth, body or plank expressionless faces. Speak extemporaneously on different occasions</p>	<p>Model activities have children role play different situations.</p> <p>Pupils’ sound different letter sounds e.g. ‘th’ other observe mouth and throat movements.</p> <p>Speak on selected topics related to outcomes.</p> <p>Role-play public speaking.</p>	<p>Children select activities- others perform. Switch activities.</p> <p>Auditory discrimination exercises.</p> <p>Practice Tongue twisters</p> <p>Suggested ways to help other who are impaired.</p> <p>Initiate public speakers- e.g. news casters.</p>	<p>Developing questioning skills in comprehension exercises</p> <p>Letter- Sound discrimination in Reading.</p> <p>Writing speeches on note cards can further develop self- esteem</p>	<p>Resources person from outside the class.</p> <p>Occasions to perform for peers in other classes.</p>

SPEAKING

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>B.Speaking for a variety of purposes with more independence and critical ability.</p>	<p>Begin to think more independently and critically by</p> <ul style="list-style-type: none"> a. Reasoning based on direct observation or concrete experience. b. Make assumptions, generalise and deduce things; think abstractly c. Participate in creative problem-solving of personal and social problems and in decisions-making d. Contribute ideas more confidently e. Express concern about justice and fair-play in their personal relationships f. Imagine and visualise g. Pool and share ideas <p>Participate in purposeful dialogue and informal discussion as they plan; ‘perform’ varied tasks in the classroom; managing their learning</p> <p>Deliver brief, simple, effective, prepared speeches for different purposes; to inform, entertain, persuade- begin interestingly, stick to the point, conclude well.</p> <p>Develop standards for evaluation of their oral skills and products and those of others and appraise them co- operatively according to the agreed criteria.</p>	<p>Teacher allows a pupil, to be the ‘teacher’; to tell the class an agreed topic; to organise the class into groups, and to announce the presenter from each discussion group before each shares the ideas.</p> <p>‘Teacher’ thanks everyone for sharing.</p>	<p>Monitoring group using agreed criteria to judge the oral skills and confidence of the ‘teacher’.</p>	<p>Use oral work across the curriculum to increase understanding of concepts and participation.</p>	<p>Tape recorders Video cameras</p>

SPEAKING

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>C. Valuing speaking for personal, professional and social relationships. D.</p> <p>Experiencing the satisfaction of speaking and being understood</p> <p>Using speech to entertain and change attitudes and behaviours.</p> <p>Appreciating the role of oral expression in the creation and perpetuation of culture.</p> <p>Analysing literary selection for aesthetic pleasure and discovering deeper meanings.</p>	<p>Pupils will participate in activities where effective speaking skills are valued e.g.</p> <p>To be understood in order to get service that is efficient</p> <p>To entertain others</p> <p>To feel confident when asked to make an impromptu speech e.g.</p> <p>To offer a vote of thanks</p>	<p>Teacher will allow pupils to view or listen to examples of good speaking skills that will:</p> <p>Generate a response that is satisfactory to the person making complaint/ request.</p> <p>Cause others to enjoy a performance.</p> <p>Readily accept on request to address a group or give direction to a complete stranger.</p> <p>Cause a change in behaviour or attitudes.</p>	<p>Students will be assessed on the basis of their adherence to effective speaking techniques that allow for the achievement of objectives stated.</p> <p>Content Manner</p>	<p><u>READING & SPEAKING</u> Pupils will read poems and recite them to the class from memory.</p> <p><u>WRITING</u> Pupils will write a list of questions needed for an interview.</p>	<p>Tape recorder Resource persons Pupils as guest speakers</p>

VISUAL LITERACY

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Viewing</p> <p>Thinking</p> <p>Organizing</p> <p>Using</p> <p>DIAGRAMMATICAL MATERIAL</p>	<p>Pupils will view diagrams for thinking, and using organising.</p> <p>Pupils review signs, symbols and icons and share their meaning.</p>	<p>Teachers use diagrams in content area, text- books.</p> <p>Elicit from pupils the information that is necessary for a diagram e.g.</p> <ol style="list-style-type: none"> 1. The name / heading 2. Clear drawing 3. Lines showing parts indicated 4. Legible labelling 5. Placement of labelling e.g. equal number of lines on each side or using all sides of diagrams in such a way to avoid confusion or changing the direction of diagram to be held. 6. Is all information necessary? 	<p>Pupils will construct a diagram and use a checklist to determine the correctness of the diagram constructed e.g.</p> <p>Is there a heading?</p> <p>Is the drawing easy to understand?</p> <p>Is the writing legible?</p> <p>All my lines indicating parts of the diagram place in such a way to avoid confusion.</p>	<p><u>STUDY SKILLS</u></p> <p>Pupils should be encouraged to draw their own diagrams to support their note-taking & note-making exercise</p>	<p>Content area text books</p> <p>Posters</p> <p>Diagrams</p> <p>Road signals/symbols</p> <p>Icons on computers</p> <p>Restaurant and other signs.</p>

VISUAL LITERACY

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Viewing</p> <p>Interpreting</p> <p>Organising</p> <p>Communicating</p> <p>Using</p> <p>MAPS</p>	<p>Pupils will view maps for the purpose of determining:</p> <ol style="list-style-type: none"> 1. Type of map e.g. political, historical, weather or road. 2. Title 3. Legend/key 4. Direction 5. Distance 6. Scale 7. Location 	<p>Teacher asks pupils to write a short description of an imaginary country.</p> <p>Description to include:</p> <ol style="list-style-type: none"> a. Size and shape b. Cities/town c. Border countries and location in respect to one another. <p>Standard 3 pupils can do a map of the school or a road map or a map of the district. Teacher & pupils together explore description to draw map to match, deciding on symbols to be used.</p>	<p>Pupils will be given a description and asked to draw a map to match. Evaluation must consider all elements necessary for the type of map that is present.</p>	<p>FIELD TRIPS: Pupils can be encouraged to draw road maps of locations of places to be visited or already visited.</p> <p>VIEWING- On Television Pupils are encouraged to watch weather forecasters and the types of maps presented during the weather segments. Class discussion to follow.</p> <p>SOCIAL STUDIES Trace/ draw map of Trinidad and Tobago, the main towns, symbols for major mountain ranges, rivers, oil fields, industrial estates.</p>	<p>Maps</p> <p>Diagrams</p> <p>Content area books</p>

VISUAL LITERACY

STANDARD 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Viewing</p> <p>Interpreting</p> <p>Organising</p> <p>Communicating</p> <p>Using</p> <p>TIME LINES</p>	<p>Pupils will view time- lines in order to:</p> <ol style="list-style-type: none"> 1. Orally present the information given 2. Create text to match time- lines given 3. Create time-lines to demonstrate the movement of a fictitious character through a story. 	<p>Teacher will discuss with pupils to determine:</p> <ol style="list-style-type: none"> a. The purpose of the time line b. The organisation of the material either vertically or horizontally c. The accuracy of the information and presentation of it. d. The appropriateness of the time-line to support text information. 	<p>Pupils can do time- lines for:</p> <ol style="list-style-type: none"> a. Their lives from birth to present b. The life of a prominent leader in Trinidad and Tobago. c. The stages of a political process e.g. colonisation to independence 	<p>COMPREHENSION Students will write comprehension questions for time- lines supplied by the teacher.</p> <p>WRITING</p> <ol style="list-style-type: none"> 1. Pupils read fairy tails and create time- line for characters e.g. Jack and the Beanstalk, Goldilocks 2. Pupils will write short expository piece and create a time- line. 3. Pupils will read biographies of non-fiction characters and creates time lines. e.g. David Rudder Tubal “Buzz” Buttler 	<p>Content area Text Books Story Books</p> <p>Biographies and Autobiographies.</p>

VISUAL LITERACY

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Viewing Interpreting Organising Evaluating Communicating Thinking Using GRAPHIC ORGANIZERS</p> <p>a. Graphs b. Flow Charts c. Tables d. Webs e. Maps f. Grids</p>	<p>Pupils will view tables, graphs and flow charts, webs and maps to:</p> <ol style="list-style-type: none"> 1. Identify the type of organizer 2. Interpret information by asking questions and search for answers. 3. Make inferences and draw conclusions using graphics 4. Determine the appropriateness for the chart for information presented. 	<p>Teacher will select <u>one</u> graphic organiser for discussion to elicit answers to the following questions:</p> <ol style="list-style-type: none"> a. What kind of organiser is this? b. How is this organiser arranged? c. What information does it tell us? d. Can any conclusions be drawn? E.g. the increase/decrease or road accidents over two years? e. Is this organiser suitable for this information? E.g. <ol style="list-style-type: none"> i) Comparing budget expenditure as a pie chart ii) Presenting vocabulary words to describe a character on a map <p>NB Questions a, b, c, d, e may be applied with some adjustments to all graphic organizers listed.</p>	<p>Present one of each type of organiser. Let pupils orally:</p> <ol style="list-style-type: none"> 1. Identify the type of organizer 2. State two pieces of information 3. Give an opinion about the information on the chart 4. Choose an organizer outline and fill in the information 	<p><u>READING COMPREHENSION</u> Use Mathematics, Science and Social Studies material for tables, graphs and charts.</p> <p>Questions at all levels- Literal, Inferential and Critical</p> <p><u>WRITING</u> Write the story of the information presented</p> <p><u>SPEAKING</u> Using the organizer, do an oral presentation and be prepared to answer questions.</p> <p><u>LISTENING</u> Pupils must be prepared to ask questions after oral presentation</p>	<p>Tables Graphs Maps Flowcharts Grids Webs Pie charts</p>

VISUAL LITERACY

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Viewing</p> <p>Interpreting</p> <p>Communicating</p> <p>Thinking</p> <p>Evaluating</p> <p>Using VIDEOS (RECORDING STRIPS) SLIDE PRESENTATIONS</p>	<p>Pupils will view video clips. Films and slides, documentaries and narratives to:</p> <ol style="list-style-type: none"> a. Identify elements of story grammar b. Advance reasons for character actions c. Listen to character dialogue and make predictions. d. Compare/ contrast programming features e.g. talk shows, news, weather, documentary. e. Discuss the effectiveness of special effects e.g. Time lapse photography 	<p>Teacher will select video clips, slides, films to suit objectives and level of pupil understanding.</p> <p>Discuss and use peer interaction for reactions to examples presented.</p>	<p>Teacher will provide programmes of a particular type e.g. narrative or documentary. Provide an agreed checklist and questions. Let students provide comments on examples viewed.</p> <p>e.g.</p> <ol style="list-style-type: none"> a. Are story elements clearly identifiable? b. How did the setting help to plot sequence and interest? 	<p>SPEAKING</p> <p>Let pupils prepare an oral presentation on a particular topic and use a video clip or slides to enhance it.</p>	<p>Slides & Slide projector V.C.R. Television.</p>

LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>A. LITERARY GENRES/TYPES OF LITERATURE</p> <p>PROSE POETRY DRAMA</p> <p>Developing a love for reading</p> <p>Prose (Fiction) Fable Fairy Tale Folk Tale, Legend, Myth (Parable) Short Story Biography/ Autobiography Excerpts from a Novel or a Novella/ Novelette</p>	<p>The pupil will:</p> <ul style="list-style-type: none"> • Observe and interpret illustrations and pictures • Follow the events in stories; • Develop, with decreasing dependence on the teacher, a sense of sequence, and be able to put events/actions in chronological order; • Recall events; • Recall dialogue used in stories • Narrate entire stories • Identify characters (persons, animals, things) mainly through illustrations; • Visualise the action, setting, characters in the stories; • Acquire knowledge of words and structures; • Listen appreciatively and courteously to the fable Or..... • Explain the lesson a fable tells • Identify characteristics of a fable, myth etc. 	<p>The teacher will</p> <ul style="list-style-type: none"> • Review effective listening strategies • Read aloud the fable • Have the student discuss and respond to the particular genre- answer ‘How’ and ‘Why’ questions. • Call attention to animal characters • Engage in dramatization with pupils • Assist pupils to list the characteristics of the particular genre • The teacher will do “Read Alouds” for a few minutes every day from a book in the class library or a favourite one of a pupil. 	<ul style="list-style-type: none"> • Review • Answer orally or in written form. • How did the Ant show the Dove that she was grateful for the help given? • Did you enjoy the story? Why? Why not? • Is a fable a good way of teaching a lesson? • Observe the students’ listening behaviour, including body language and appropriate response at the end of the oral presentation- Teacher records comments in Teacher’ file (notes) 	<p>Composition</p> <ul style="list-style-type: none"> • Use the fable as a model for story writing (Lange. Arts) • Illustrate your favourite part of the story (Art/Craft) • Dramatise your favourite part of the story. • Write a dialogue between the ant and dove • Research/ perform a simple dance. 	<ul style="list-style-type: none"> • A copy of Aesop’s Fables e.g. The Ant and the Dove. • Visuals e.g. Chart. • Tapes/ cassette. • Individuals or Blackboard copy of the given genre e.g. myth, legend or folk tale. • Texts.

RECREATIONAL READING/LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTOCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>B. Develop skills, attitudes, values. Recognise the Characteristics of Narrative</p> <p>1. Story Elements</p> <ul style="list-style-type: none"> • Where/ When (setting) • Characters (Who) • Plot (sequence of events <ul style="list-style-type: none"> -what happened first, -what happened next, -what happened finally? -conflict, climax, resolution) • Theme (Why) • Style (How) <ul style="list-style-type: none"> -Point of View -Flashback • Style: <ul style="list-style-type: none"> -Choice of Words: Sensory words- -appealing to sight, touch, feeling, smell, taste • Imagery Word Pictures 	<p><i>The pupil will interpret</i></p> <ul style="list-style-type: none"> • Events in stories • Roles of characters in stories • Apply moral judgements to the behaviour of characters • Arrive at values (moral and social) • Develop a sense of what is aesthetically pleasing • Identify and empathise with characters • Recognise more than one interpretation <p><i>The student will:</i></p> <ul style="list-style-type: none"> • Prepare a story (fable, myth.....) for reading aloud or oral telling. • Listen attentively to identify and discuss story elements-plot, atmosphere, setting, characterisation, dialogue, climax and anticlimax. • Present an oral report on a given story, using story elements. • Sequence the development of the plot. • Compare and contrast characters in different genres • Read for pleasure and information. • Write expressing a personal opinion, response to a story. 	<p>The teacher will</p> <ul style="list-style-type: none"> • Identify specific genres and present examples. • Listen to find out the students personal preferences in story form. • Use the WH- How questions get details of story frame. • Have the student compose the beginning, middle, end of a story (orally or in writing) (individually and in groups) • Prepare story maps using story elements. <p>• Teacher uses a story for example ‘Red Riding Hood’ to demonstrate selected story elements.</p> <p>Pupils’ follows what the teacher modelled using another story.</p>	<ul style="list-style-type: none"> • Oral/Written reviews of story elements of a particular genre. <p>The student will correctly answer the questions about:</p> <ul style="list-style-type: none"> -who -what -when -where -and why (outcomes, main idea, cause and effect relationships drawing conclusions, plots) 	<ul style="list-style-type: none"> • Composition- Writing Paragraphs with writing process. • Completing stories • Illustrating • Drama • Story Telling • Art/Craft activity. 	<p>A variety of print materials- students’ stories (original)</p> <ul style="list-style-type: none"> • Teacher’s stories (class library) • Published stories in anthologies or separately • Teachers’ College Literature anthology. <p>Written texts, samples of print, Transparencies Visuals)</p> <p>Author’s hat</p> <p>Author’s chair.</p>

RECREATIONAL READING/ LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACGINH STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Recognising the characteristics of non-fiction Expository Newspaper articles Informational texts</p> <p>Develop sensitivity to Language.</p> <p>Develop aesthetic emotional responses.</p>	<p>The students will</p> <ul style="list-style-type: none"> • Listen critically to and read expository writing distinguish among expository writing and narratives note how paragraphs are formed <p>The student will</p> <ul style="list-style-type: none"> • Use and examine the writer’s craft. • Choose and use vivid words and details in writing • Tell a story, using ‘I, my, me’ or he/she said”(point of view) • Use ‘ flashback’ in plot development. • Appreciate the use of style, imagery and language in general. • Recognize conflict as it applies to man against himself; man against his world. • Gain further insights into human behaviour • observe and comment on the author’s point of view • express their own opinion • understand how language varies according to emotional state, context and situation 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Discuss the features of exposition and show differences in how paragraphs are organised • Model reading and enjoying getting information from texts <p>The teacher will-</p> <ul style="list-style-type: none"> • Provide a stimulating print-rich environment. • Have an oral exchange of ideas in an interactive environment. • Highlight aspects of language use (vocabulary) • Discuss and examine language use by the writer <p>The teacher will</p> <ul style="list-style-type: none"> • Encourage pupils to enact scenes and incidents from books and to write and perform short one-act plays based on stories read. • Assist pupils to use cues and stage directions, 	<p>Review of language chosen by the writer Listen for the tone Listen to identify the purpose of the writing Analysis of paragraph development Writing a paragraph.</p> <ul style="list-style-type: none"> • Revising a composition to improve vocabulary- Substituting appropriate, more vivid words for tired ones and playing word games. <p>Use “Hot Seat” Pupils prepare and share their feelings and apprehension about the book they are reading. Peers respond by sharing if this made them wish to read the book or not.</p> <p>Share with the class what you wrote to make the reader dislike the ‘bad guy’ in your story.</p>	<ul style="list-style-type: none"> • Study skills • Preparing an information file with newspaper articles • Literature Language/ Journal • Composition- related tasks • Creative Dramatics • Reading • Critical Thinking activity in Social Studies. <p>Content Areas: Interpreting Reading Materials</p>	<p>Texts with persuasive or expository writing.</p> <p>Recreational materials Relevant text books</p>

RECREATIONAL READING/ LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>A. POETRY</p> <p>Understanding the nature:</p> <ul style="list-style-type: none"> Recognizing the form of poetry Discovering the rhythm of poetry Observing the language of poetry Identifying and sharing in the poets' treatment of topics Experimenting with forms of poetry <p>(The poems selected for the enjoyment of the pupils should be varied and include humorous, serious and narrative poems about everyday experiences and vicarious experiences. They must then be introduced to free verse. Poems must suit the intellectual development and ability of the pupils.)</p>	<p>The students will</p> <ul style="list-style-type: none"> Derive pleasure from listening to and saying rhymes and poems Demonstrate a knowledge of rhymes, jingles, poems Respond emotionally to poems, and discuss their feelings Develop and demonstrate a sense of rhythm in their recitation Begin to develop the ability to recite poetry with the required articulation, intonation and expressiveness Participate in group and choral work Compose their own rhymes Begin to appreciate poems and discuss attributes of poems Derive feelings of pleasure and satisfaction from reading and reciting poetry Experiment with the forms of poetry e.g. limerick, haiku Compose and say their own rhymes, poems Identify and share in the poets treatment of themes through discussion and imitation Listen critically to poems. Read poems critically and aloud in audience type situations. Say poems with proper enunciation, variations in pitch, stress and phrasing (good expression) in group or individually. Write personal responses to poems and state preferences. Write / compare poems. Observe and discuss unrhymed verse. Identify the distinctive features of poetry and of prose. 	<p>The teacher will</p> <ul style="list-style-type: none"> Present a paragraph and a poem about the same topic Read or have volunteers read the poem aloud, after silent reading. Discuss the relevant points Question fully. Examine texts (poems vs. paragraph) Explain, think about, and have pupils responding in different ways. 	<p>Prepare a summary on differences between poetry and prose</p> <ul style="list-style-type: none"> E.g. you can express the same ideas, feelings either as a prose or poetry. A poet uses fewer words but he/she creates very clear pictures in the mud of the reader. A poem is often written in lines. Sometimes, the words rhyme. A poem has a stanza while prose has a paragraph. A paragraph often has more words and sentences <p>Or</p> <ul style="list-style-type: none"> Write a paragraph or a poem about something that interest you. <ol style="list-style-type: none"> Say why you chose the form of writing you did 	<ul style="list-style-type: none"> Preparing 'A Literature Log.' Starting an anthology of favourite poems on a variety of topics. 	<ul style="list-style-type: none"> A piece of written communication. Prose (a paragraph) and poems on similar themes Poems on the same topic Tapes of local and other poets saying their poems Tape recorders Audio tapes

RECREATIONAL READING/ LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED AVTIVITY	RESOURES
<p>B. POETRY</p> <ul style="list-style-type: none"> • Types of poetry • Poems which tell a story • Poems which express emotion • Poems which describe a person, place, animal, thing, scene, process. • Poems which teach a lesson • Poems which amuse. • Poems which make you think deeply. 	<p>The student will-</p> <ul style="list-style-type: none"> • Listen attentively to find out the purpose of a poem. • Say the poems or parts of a poem expressively in groups or individually • Memorise, perform, and recite a poem. • Discuss the content of the poem (what is it about?) • Read the poem silently. • Write a personal response to a poem or an extract of a poem. • Create a poem. • Dramatise a poem. 	<p>The teacher will-</p> <ul style="list-style-type: none"> • Present a poem orally. • Read a poem aloud. • Discuss relevant points. • Encourage children’s questions, comments, personal responses. • Examine the texts. • Explain/ think about parts of the poem. • Dramatise favourite parts of the poem. • Listen critically to memorised poem being said and recorded assessment of the oral presentation. • Reading poems for pleasure • Illustrating poems. • Setting lyrics to music. • Performance of poems 	<p>After listening to a part of the poem, the student will correctly answer questions at the literal level, inferential level and critical levels e.g. What is..... about? (literal) How did the poem make you feel?</p> <p>What in the poem did you like the most?</p> <p>Review how pupils listen appreciatively and courteously to their peers sharing their poems.</p>	<p>Exploring curricular connections.</p> <p>Have students create poetry a sharing circle about a topic in Science.</p>	<p>Visuals Tapes: Teacher prepared and commercially done. Library collection Personal anthology. Live performances of poets and readers Narrative Poems- Ballads, Calypso, Rap. Lyrics of songs, poems, sonnets, haiku, psalms Limericks Shape Poems. Descriptive Verse Nonsense Poems Poems which illustrate values.</p>

RECREATIONAL READING/LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>C. Understanding Poetic Terms</p> <ul style="list-style-type: none"> • Poet/ Poetess • Mood and Tone • Stanza, Verse • Symbol • Line • Free verse • Couplets <p>Understanding Figurative Language</p> <p>Simile</p> <p>Metaphor</p> <p>Personification</p>	<ul style="list-style-type: none"> • The student will select and use proper terminology in dealing with poems. • Share the ways he appreciates poetry. • Identify and share in the poets treatment of topics: themes, attitudes: • Derive feelings of pleasure and satisfaction from reading, reciting and listening to poetry: • Gain new insights into human nature. • Experiment with more forms of poetry. • Compose and say their own rhymes, poems. <p>The student will-</p> <ul style="list-style-type: none"> • Listen critically to simile, metaphor, personification. • Read simile, metaphor, personification • Create/compose simple, metaphor, personification. 	<ul style="list-style-type: none"> • The teacher will provide varied opportunities for students to use poetic devices. • The teacher models appreciation for poems by her expression and excitement. • She shares specific words, ideas she appreciated and tell why. • The teacher gives the opportunity to select the poems they like and share what they particularly appreciate and why. <ul style="list-style-type: none"> • The teacher will- present examples of simile, metaphor, personification. • Have the student read/ listen to the simile, metaphor, personification critically, • Question students on the various distinctive features of a simile, metaphor, personification. • Have student select examples from written texts and compose a simile, metaphor, personification select the poems they like and share what they particularly appreciate and why. • Oral and written appreciations are shared with peers. 	<ul style="list-style-type: none"> • What is the poem about? • What feelings does it arouse in you? • What do you like or don't like about this poem? • Write your own poem about a similar topic. <p>The student will define simile, metaphor, personification, include an example of each in his/her 'literature log' or portfolio.</p>	<p>Social Studies Science</p> <p>Write poems about anything you feel deeply about.</p>	<p>Poems</p> <p>Books for material to think about.</p> <p>Tape recorders</p> <p>Audio tapes</p>

RECREATIONAL READING/ LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>A. DRAMA</p> <p>Using drama to develop language skills and opportunities for self expression.</p>	<p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • Derive pleasure from role playing , miming, dramatizing incidents, events, stories, etc.,; • Fix characters and events firmly in their minds; • Begin to understand and use the expressive power of language • Begin to discover the rhythm of the spoken language; • Articulate commands, questions, requests in a sufficiently loud voice; practice the structures of the language; • Compose dialogue appropriate to a story, situation or given context; • Understand and appreciate roles of authority figures, members of the family, and people in the society by enacting their roles. • Understand how language varies according to emotional state, context and situation. • Understand how character is depicted through speeches and actions; understand how expression, gesture, movement contribute to the expression of emotion. 	<p>Oral practice of reading material and own work. Individual and choral work One act play enacted in class</p> <p>Teacher modelling of a dramatic reading of a favourite book.</p> <p>Pupils dramatising words of selected characters finally.</p> <p>Pupils narrating and acting selected plays.</p>	<p>One- act dramatic presentation based on a pupil created story.</p>	<p>Social Studies Creative Arts Choral Work One act plays composed by pupils</p>	<p>Recreational reading and writing Content area material.</p> <p>Area for performance</p>

RECREATIONAL READING/ LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING/ STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>DRAMA</p> <p>B. Dramatic Forms</p> <ul style="list-style-type: none"> • Pantomime (Individual Group) • Exercise in the development of spontaneity and coordination. • Role play • Puppetry • Playmaking: Scripts (speech and action) 	<ul style="list-style-type: none"> • The student will listen attentively, critically, creatively, courteously. • The student will speak clearly, expressing his feelings or ideas with proper gesture, posture, eye contact, facial expression. • The student will write creatively, critically. • The student will create individually and in groups, animate and inanimate objects through the movement of his/her body. • The student will enact scenes, incidents; • Write and perform short plays and sketches; • Interpret and use cues, stage direction etc; • Demonstrating sensitivity, flexibility, poise and self-confidence 	<p>The teacher through questioning, modelling, commenting, and dialogue will:</p> <ul style="list-style-type: none"> • Create the mood • Develop an idea • Plan the action • Play the story, character, action/events problem, situation • Capitalise on the pupils' creativity, imagination, speech • Encourage discussion based on personal experiences of involvement of drama, appearing in a play or being part of an audience. • Ask- How different is a 'stage' play from a cinema show/ film? • Have cooperative group activity- the <u>group</u> chooses and works to determine how the action and what the action is to be interpreted and presented through skits, dramatizations in <u>Readers Theatre</u>, choral reading, shared /paired reading in audience type situations. 	<ul style="list-style-type: none"> • Careful observation; critical comments on creative communication (verbal and non- verbal behaviour) • Observe and encourage creative, rhythmic, responsive movements. • Observe the authenticity of the mood, character, purpose of dramatic activity. • Demonstrate appropriate standards to help the student do a good job of what he or she is attempting. 	<ul style="list-style-type: none"> • Physical Education, Dance routines which encourage rhythmic activity, awareness of the human body and what it can do; use of space, pace, movements • Art/ Craft/ Music and creative activities across the entire curriculum of the Primary School. 	<p>Creative ideas</p> <p>Print Materials- Texts of various kinds e.g. story, poems.</p> <p>Co- curricular materials.</p> <p>Puppets</p> <p>Musical Instruments</p> <p>Music</p> <p>Tape recorder, Cassettes.</p>

RECREATIONAL READING/ LITERATURE

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>C. Understanding Dramatic Terms and Elements</p> <ul style="list-style-type: none"> • A Play • Dialogue • Playwright Teams and • Structure: Character Setting Plot Stage directions Script <p>(An introduction to Theatre Arts)</p>	<p>The student will list the</p> <ul style="list-style-type: none"> • Basic elements of a play, using appropriate terminology- script, play, actors, director, audience, plot, setting, character, stage • The student will create and act out simple scenes that have characters, setting, plot, dialogue. • The student will demonstrate improvisation, dialogue, scene used to tell a story. • The student will use role playing to resolve everyday situations, problems. 	<ul style="list-style-type: none"> • Sharing/ Reading a brief simple play. • Discussion in pairs, in large groups. • Identify character roles, action, situation; stimulate creative thinking through critical questioning. • Practice of roles, interpreting roles through speaking and action by children. • Performance in audience type situation. Response from class. • Use Cooperative Learning Techniques. • Have pupils write short play or scene. • Pupils asked to act out a scene based on a script. • Demonstrate basic acting skills -sensory recalls concentration/ thinking discipline (not rigidity) • Mime/action • Vocal improvisation • Use of voice, • Use of non- verbal communication (gesture etc.) 	<ul style="list-style-type: none"> • Responding to questions (oral mainly) and comments. <p>For example:</p> <ul style="list-style-type: none"> • What do you think made the drama interesting? • What did the character look like? • What kind of person was he/she/ it? • How id he say.....? • How did he/she act/do? • Was the character interesting to watch? • Was the story/action exciting or boring? Why? • How did it all turn out? Sad? Happy? • Did the class work well together? • Did the audience listen courteously? 	<ul style="list-style-type: none"> • Poetry: Narrative • Prose: Narrative- Literature as models foe creative writing, art, craft, music, dance activity. • Examples: Have pupils improvise/create songs or instrumental pieces within specific guidelines and with a variety of traditional or non-traditional sound sources to express an idea or feeling and provide background music to or incorporate in the drama (Music) • Have the student create simple props or collect materials which can be used for dramatic activity (Art) • Have the student understand the relationship among the other curricular areas and Drama (All subjects) 	<ul style="list-style-type: none"> • Stories, Poems, Plays (Literary Materials) • Incidents • Riddles • Characters • New paper reports, articles • Fictional, historical materials (co-curricular subjects) • Visits to / of children’s theatre, • Drama Groups (Resource Persons) • Music • Art/ Craft Products for Props. • Discarded Carnival pieces.

MECHANICS OF READING

STANDARDS 3, 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASESMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<ul style="list-style-type: none"> • PHONICS- Analysis letter sound 	<p>Pupils will</p> <ul style="list-style-type: none"> • Apply most phonic skills when reading any written material • Use knowledge of phonics in conjunction with other word attack strategies to decode new words • Use phonic analysis (letter sound): <ol style="list-style-type: none"> Reviewing variant sounds of consonants, double and silent consonants, consonant diagraphs and blends. Reviewing diphthongs, vowels diagraphs. Reviewing principles governing vowel sounds. Variant spelling of vowel sounds. Vowel sounds in accented and unaccented syllabus (schwa sound) e.g. movement. Diacritical markings of vowels e.g. cn, cne Using a pronunciation guide in dictionary. (Schwa sound given to last syllable). 	<p>Teacher will:</p> <ul style="list-style-type: none"> • Encourage pupils to apply skills • Use prompts based on skills, taught e.g. What sound does the beginning letters represent? • Reinforce skills through dictation exercises. • Use words in content for spelling exercises • Discuss words that do not conform to phonic rules • Utilise word games e.g. scrabble, cross-word puzzles. • Employ phonograms e.g.—ight, --tion, --sion, ture, ble, cle, cial, etc. 	<ul style="list-style-type: none"> • Transcribe the following as it is read <p>The departure of the official was an occasion requiring tight security.</p> <ul style="list-style-type: none"> • Read a paragraph from the Social Studies/ Science text. 	<ul style="list-style-type: none"> • <u>GRAMMAR</u> Changing word classes e.g. (a) Comprehend_____ (b) Race- racial (c) History- Historic <ul style="list-style-type: none"> • <u>WRITING/SPELLING</u> Using phonic skills in writing essays/letter/ journals 	<p>Class texts Teacher made passages Games</p> <p>Various Reading Material</p>
<ul style="list-style-type: none"> • Sight words 	<ul style="list-style-type: none"> • Identify and pronounce words from “Dolch Sight Words List”. • Construct sentences using a combination of sight words from the Dolch list and Content Material. 	<ul style="list-style-type: none"> • Have pupils read various materials with the words. • Use questions to generate special education tense with the words. • Use various games. 		<p><u>GAMES</u> Bingo, Snakes & Ladders</p> <p><u>WRITING</u> Using given words in paragraphs Key words n other subject areas e.g. government, parliament, business, corpuscles, bacteria etc.</p>	<p>Games Words Lists</p>

MECHANICS OF READING

STANDARDS 3, 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>STRUCTURAL ANALYSIS (word structure) Inflectional endings -ed, er, est, ing, s</p>	<ul style="list-style-type: none"> • Use structural analysis (word structure): i) Reviewing prefixes, suffixes, roots of previous year, adding more prefixes and suffixes. ii) Reviewing plural, verb, adjective and adverb endings. iii) Dividing in syllables through rules. • Employ knowledge of inflectional endings to facilitate interpretation of reading material. • Construct words by attaching inflectional endings to verbs, adjectives e.g. thinner, planted • Add ‘ing’ towards ending with the letter ‘e’. • Syllabicate and pronounce words with the endings –ble, -cle, -dle, -gle, -ple, -tle. • Spell words having the endings. 	<ul style="list-style-type: none"> • Have pupils read materials containing inflectional endings. • Encourage the use of the appropriate endings when writing • Read materials containing words with the inflectional endings. <p>Teacher models talk about meaning change related to different inflectional endings e.g. ing: action in progress – the rushing water</p> <ul style="list-style-type: none"> • Have pupils syllabicate a list of words with the endings • Let pupils state common procedure to order to discover the rule • Have pupils use words in sentences • Provide opportunities for pupils to read various materials with words having these endings • Use cloze procedure 	<ul style="list-style-type: none"> • Underline the words which depict past tense- He jumped up and kissed her. • Underline the words which mean more than one “Books are not for tigers,” said the teacher. • Adding ‘ing’ to these words _____ unite, ride , swim • Syllabicate the following words –bicycle, candle, angle, title 	<p><u>WRITING</u></p> <ul style="list-style-type: none"> • Composing essays • Transcribing dictation <p><u>SPEAKING</u> Pronouncing endings of words.</p> <p><u>GRAMMAMR</u></p> <ul style="list-style-type: none"> • Number (Singular and Plural) • Agreement of Subject and Verb. <p><u>HISTORY</u></p> <ul style="list-style-type: none"> • Past event 	<p>Pupil work Stories Passages from textbooks Teacher made materials.</p>

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> • Improving Vocabulary Building Skills • Searching for meaning 	<p>The pupil will</p> <ul style="list-style-type: none"> • Build new concepts and refine old ones. • Use context clues to get the meaning of unfamiliar words. • Differentiate meanings of a particular word. • Discover meanings by analysing word structure: prefix, root, and suffix. • Categorize words: Word class, analogies, and strangers in a group, studying verbal relationships. <ul style="list-style-type: none"> • Use synonyms, antonyms, homonyms. • Use one word for many words, e.g. a collection of books: a library. • Write definitions. • Use similes and metaphors. • Use dictionary to check use, function and meaning of words. • Learn specialized vocabulary of other subject areas. 	<ul style="list-style-type: none"> • Ask children to generate words or ideas about a given topic. • Give meaning of new words in reading lesson • Use words in different context. • Use prefixes or suffixes to unlock words. <ul style="list-style-type: none"> • Encourage children to devise names for families. <ul style="list-style-type: none"> • Write definitions for collective nouns. • Use similes and metaphors in sentences. • Identify specialized vocabulary in Maths/ Science/ Social Studies texts. 	<p>Fighting is _____ immoral: illegal.</p> <p>Fill spaces with suitable words e.g. Identify the meaning of words in context e.g. The parcel is light. I light the candle. Exercises to add prefixes and suffixes to base words. Complete semantic map</p> <p>Feature Chart with headings generated by pupils</p> <p>Use a variety of skill learnt in creative writing</p>	<p>Engage in classification activities in Science or Social Studies.</p> <p>Use Semantic Feature Analysis charts in content area.</p> <p>Use technical and specialized vocabulary in Maths, Science and Social Studies.</p>	<p>Reference books Charts</p> <p>Picture Collections</p>

VOCABULARY

STANDARDS 3, 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES																												
<ul style="list-style-type: none"> • Categorizing • Contextual Analysis (Cloze) 	<p>Pupils will</p> <ul style="list-style-type: none"> • Arrange pictures/words in categories • Select/match pictures/words relevant to different categories. • Identify the odd picture/word from a given list. <ul style="list-style-type: none"> • Say/write appropriate word in sentences • Explain choice of words 	<ul style="list-style-type: none"> • Discuss meaning of pictures/ words • Refer to lessons on ‘title’ • Have pupils create their own categories • Have pupils examine newspapers, magazines etc. Focusing on format e.g. sports section, forgiven news, comics... • Have pupils identify and discuss relevant/ irrelevant information. <ul style="list-style-type: none"> • Discuss relevance of particular words in sentences • Review parts of speech • Use Direct Reading Thinking Approach (DRTA) (focus on important/key words). • Prompting by using beginning letters of words, rhyming words etc. 	<ul style="list-style-type: none"> • Name the category <table border="0"> <tr> <td>Monday</td> <td>Ten</td> </tr> <tr> <td>Tuesday</td> <td>Fifteen</td> </tr> <tr> <td>Wednesday</td> <td>Twenty</td> </tr> <tr> <td>Thursday</td> <td>Four</td> </tr> <tr> <td>Category....</td> <td>Category....</td> </tr> </table> <ul style="list-style-type: none"> • Write words under the categories <table border="0"> <tr> <td><u>Vertebrates</u></td> <td><u>Invertebrates</u></td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> </table> <p>Write the appropriate words. The v _____ of the liquid in the flask is 20 cm. The _____ of Trinidad and Tobago is Port- of- Spain. He asks questions about everything. He is very _____.</p>	Monday	Ten	Tuesday	Fifteen	Wednesday	Twenty	Thursday	Four	Category....	Category....	<u>Vertebrates</u>	<u>Invertebrates</u>	-----	-----	-----	-----	-----	-----	<p>COMPREHENSION Main Idea</p> <p>SCIENCE</p> <table border="0"> <tr> <td>Solids</td> <td>Liquids</td> </tr> <tr> <td>Stone</td> <td>Water</td> </tr> <tr> <td>Nail</td> <td>Oil</td> </tr> </table> <p><u>LANGUAGE/GRAMMAR</u></p> <p><u>NOUNS</u> <u>VERBS</u></p> <table border="0"> <tr> <td>John</td> <td>Write</td> </tr> <tr> <td>Refrigerator</td> <td>tried</td> </tr> </table> <p>All content areas <u>DICTIONARY WORK</u> Determining appropriate meanings of words. <u>CONTENT AREAS</u> Words from various subjects. e.g. Maths -acute Science - conduct English -case Social Science -habit</p>	Solids	Liquids	Stone	Water	Nail	Oil	John	Write	Refrigerator	tried	<p>Pictures</p> <p>Texts (Class)</p> <p>Class Exercises (Content Area)</p> <p>Newspaper</p> <p>Magazines</p> <p>Content Area information that was studied.</p> <p>Dictionary Thesaurus</p>
Monday	Ten																																
Tuesday	Fifteen																																
Wednesday	Twenty																																
Thursday	Four																																
Category....	Category....																																
<u>Vertebrates</u>	<u>Invertebrates</u>																																
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VOCABULARY

STANDARDS 3, 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> Multi meaning Words Homophones 	<ul style="list-style-type: none"> Use words in context to show different meanings Determine meanings of words by analysing the context Understand words- literal and figurative Identify and use homophones correctly in sentences Determine meaning/ spelling of words by analysing context in which word is used e.g. alter, altar, advice, advise. 	<ul style="list-style-type: none"> Provide examples of words used in different contexts Have pupils supply words from materials read. Use the dictionary to demonstrate the use of multi- meaning words. Have pupils match words with appropriate meaning based on context in which the words are used. Use figuratively language. Provide sentences with words (orally/written) Refer to context clues Conduct dictionary exercises. Have pupils create sentences with homophones Conduct dictation exercises. Use CLOZE exercises 	<p>Match the underlined word with appropriate meaning.</p> <ul style="list-style-type: none"> He is <u>mean</u> when he is angry. <ol style="list-style-type: none"> Have as its thought: intend too say. Not noble; unkind Use the following words appropriately. I wrote the letter on <u>hotel</u> (stationery, stationary) There are many (patients, <u>patience</u>) in the hospital. 	<p><u>ART</u> Drawing to demonstrate meanings e.g. face, dash</p> <p><u>POETRY</u> Use figurative language</p> <p><u>ART</u> Illustrate to depict meanings of words.</p> <p><u>CROSSWORDS PUZZLES</u></p> <p><u>SPEAKING/ WRITING</u> Creating sentences with homophones</p> <p><u>POETRY</u> Rhyming endings</p>	<p>Content area Materials Pictures</p> <p>Poems</p> <p>Pictures</p> <p>Concrete objects</p>

VOCABULARY

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> • Homographs <p>Synonyms</p>	<ul style="list-style-type: none"> • Pronounce and state the meaning of homographs in given sentences. • Construct sentences using homographs/orally, written. <ul style="list-style-type: none"> • Provide words/phrases of similar/ almost similar meaning for given words/phrases. <ul style="list-style-type: none"> • Substitute identified words with meaning antonyms. • Match antonyms • Construct sentences using antonyms. 	<ul style="list-style-type: none"> • Refer to context clues • Provide sentences with words (orally and written) • Conduct dictionary exercises • Have pupils create sentences • Use CLOZE exercises • Have pupils match words to appropriate meanings • Have pupils read sentences with pronunciation <ul style="list-style-type: none"> • Use dramatization to illustrate meanings • Use games like crossword puzzles, snakes and ladders etc. • Provide example of sentences with antonyms 	<ul style="list-style-type: none"> • Use the following words in sentences to show differences meanings. • Lead, minute, subject • Read the following: <ol style="list-style-type: none"> 1) It was time to present Jane with her present. 2) She took a bow, and the bow fell out of her hair. 3) Kindly permit me to present this permit to you. <ul style="list-style-type: none"> • Underlines the words, in the sentences, which have opposite meanings. <ol style="list-style-type: none"> 1) We breathe in oxygen when we inhale, but breathe out carbon dioxide when we exhale. 2) The giant’s gigantic body overshadowed the tiny people. 	<p><u>ART</u> Depict meaning of words through drawing e.g. bow, bow.</p> <p><u>GRAMMAR</u> Review of syntax</p> <p><u>GAMES</u> Opposite attracts</p> <p><u>DRAMATIZATION</u> Portraying scenes that are opposite (Indolent, Industrious)</p> <p><u>GRAMMAR</u> Word clues-but, while, however, etc.</p>	<p>Puzzles</p> <p>Dictionary</p> <p>Words from content materials</p>

READING COMPREHENSION

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>COMPREHENSION</p> <ul style="list-style-type: none"> Note and recall details explicitly stated relevant/irrelevant Sequencing Main Idea (Classification) 	<ul style="list-style-type: none"> Read and retell simple stories Create literal/inferential questions Answer literal/ inferential questions. Distinguish between relevant and irrelevant details. Follow directions, instructions and explanations. Understand a sequence of facts, ideas, events Arrange pictures in sequence. State the steps for performing everyday activities in sequential order. Arrange events on a time-; line to form a story. Use signal words as aids in sequencing Classify objects/pictures/ words 	<ul style="list-style-type: none"> Allow pupils to retell stories they have read Have pupils create questions and have other pupils provide answers (orally written) Have pupils answer questions from the teacher Use the six points of enquiry (who, what, where, when, why, how) Allow pupils to retell favourite parts of stories Use riddles Have pupils identify relevant details after demonstration of same Have pupils construct flow charts. Demonstrate the construction of time-lines. Have pupils develop time lines Provide them with comic strip frames to put proper sequence. Have pupils respond to questions based on passage containing sign words Provide pupils with words, pictures and have them provide a group name. Provide a group name and have pupils put pictures, words or objects in the appropriate group. 	<ul style="list-style-type: none"> Talk about your favourite part of 'Hansel and Gretel' What was the occupation of the father? Put the following information on a Time Line Name the category Monday Tuesday Wednesday Category..... 	<p><u>WRITING</u> Retell favourite parts of story</p> <p><u>SCIENCE</u> Identify details in experiments</p> <p><u>DRAMA</u> Portrayal of various characters</p> <p><u>ART</u> Draw scenes as described in story</p> <p><u>CLOZE PROCEDURE</u> Supply missing words by examining context</p> <p><u>SCIENCE</u> Steps in an experiment</p> <p><u>SOCIAL STUDIES</u> Time Lines/Flow charts (Making of sugar)</p> <p><u>MATHS</u> First, second, third etc</p> <p><u>DICTIONARY WORD</u> Which word comes first etc.</p> <p><u>MATHS</u> Fractions- 1/4, 1/2, 4/10, 11/20</p>	<p>Class texts Topics Studied</p>

READINGCOMPREHENSION

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES								
<ul style="list-style-type: none"> • Main idea (titles) • Main Idea (Topic Sentence) 	<ul style="list-style-type: none"> • Provide suitable titles for pictures, stories • Substitute titles for another • Identify the topic sentence in a passage • State the main idea of the passage. 	<ul style="list-style-type: none"> • Provide another title for the lesson that was jus read. • Underline the topic sentence. Fish have many ways of protecting themselves. Some fish can outrun their predators. Some fish hide in sea plants or in pile of rocks. Many fish have weapons for protection: sharp teeth, snouts, even poison. 	<ul style="list-style-type: none"> • From the list, select words that belong to the category below FRUITS Mango Cedar Yam Plum cherry 	<p><u>PHYSICL EDUCATION</u> Indoor Games Outdoor Games</p> <p><u>SCIENCE</u></p> <table border="0"> <tr> <td>Living</td> <td>Non Living</td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> <tr> <td>-----</td> <td>-----</td> </tr> </table> <p><u>LITERATURE</u> Book Titles Black Beauty</p> <p><u>S. SCIENCE</u> Pupils' Surnames</p> <p><u>ART</u> Illustrations plus name</p> <p><u>CREATE WRITING</u> Composing paragraphs from topic sentence</p> <p><u>MUSIC</u> Key statement in a song</p> <p><u>ART</u> Pupils' drawing Abstract art</p>	Living	Non Living	-----	-----	-----	-----	-----	-----	
Living	Non Living												
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READING COMPREHENSION

STANDARD 3

COMPONENTS	OUTOCMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESMENT EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> • Main Idea (Implied) • Outlining • Summarising 	<ul style="list-style-type: none"> • Select the main idea in a paragraph or longer selection • Provide relevant details to support main idea • Create outlines using main ideas and supporting details. • Summarise passages or paragraphs using outlines. • Summarise content area materials using the Directed Inquiry Activity (D.I.A.) approach – D.I.A. utilizes the six points of inquiry i.e. who, what, how, when, where, why. 	<p>State the main idea. Birds are either chunky (like robins, blackbirds and owls), plump and round (like chickens and doves), and slender (like sparrows, hummingbirds and finches).</p> <p>a. Birds resemble each other. b. Birds have three basic shapes. c. Some birds are colourful.</p> <ul style="list-style-type: none"> • Demonstrate using a web format. • Discuss importance of this activity to essay writing and note taking • Have pupils’ list relevant details on web. • Demonstrate the use of outlines in facilitating the creation of summaries. • Incorporate viewing in this exercise. • Have students predict answers to the ‘six points of inquiry’ questions. • Encourage pupils to discuss predictions. • Have them list essential details to create summary. 	<ul style="list-style-type: none"> • Using the paragraph above complete the web: <div style="display: flex; justify-content: space-around; width: 100%;"> details details </div> <div style="text-align: center; margin-top: 10px;"> Main Idea Details </div> • List the relevant details in the ‘lesson’ that was read. 	<p><u>VIEWING</u> Still photographs Films</p> <p><u>WRITING</u> Supplying supporting details Writing of passages</p> <p><u>VIEWING</u> Cartoons Films Series of pictures</p> <p><u>WRITING/STUDY/RESEARCH</u> Note taking Summarising</p> <p><u>COMPREHENSION/VOCAB.</u> Semantic Mapping</p> <p><u>VIEWING</u> Cartoons Films Series of pictures</p> <p><u>SOCIAL STUDIES</u> Production of a commodity <u>STUDY/RESEARCH</u> D.I.A. Scanning</p>	<p>POETRY Poems with implied Main ideas</p> <p>Encyclopaedia Class texts Teacher’s notes</p> <p>Pictures Teacher made passages</p> <p>Class Texts Films</p> <p>Stories/Fables</p>

READING COMPREHENSION

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> Predicting outcomes 	<ul style="list-style-type: none"> Predict and anticipate outcomes of story/event Provide relevant details to support predictions Give another ending for a story Compare endings and state reasons for preferences Make inferences based on the use of pictures and situation cards. Answer inferential questions from given materials Draw inferences, conclusions, generalizations Summarize (stating the main points in a passage) Compare and contrast Identify character traits Determine the type of passage, i.e. biographical, historical, scientific 	<ul style="list-style-type: none"> Utilize the D.R.T.A format provide comic strip frames and have pupils formulate dialogue for the characters Utilize activities in other subject areas (experiments) etc. Utilize viewing <p>(D.R.T.A.- Direct Reading - Thinking Activity</p> <ul style="list-style-type: none"> Read, and have pupils read, stories with various endings Utilize familiar fables with morals Have pupils view films and discuss endings Discuss appropriateness of endings Use pictures, films and situation cards and have pupils answer questions based on them Use charades Have pupils identify relevant details to facilitate inferencing Have pupils discuss answers by using supporting evidence 	<ul style="list-style-type: none"> John got a beautiful plant pot. He put the plant and soil into the pot. He then placed it in the yard. John forgot to water the plant. What do you think will happen? After reading the ‘Dog and the Bone’, write a new ending for the story. Read the title and study the illustrations. What do you think happened in the story? Why do you think the window was left open? 	<p>STUDY & RESEARCH Making predictions</p> <p>SCIENCE Making hypothesis Weather</p> <p>PHYSICAL EDUCATION Cricket Match etc.</p> <p>DRAMA Imitating day in the life of Mr. Grump</p> <p>WRITING Writing new endings</p> <p>SPEAKING Retelling stories</p> <p>VIEWING Series of pictures films</p> <p>VIEWING Watching films and photographs.</p>	<p>Comic strips</p> <p>Experiments</p> <p>Film Game</p> <p>Skit</p> <p>Films Fables Story Starters Reading Texts Pictures</p> <p>Films Class Texts</p>

READING COMPREHENSION

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> • Finding Cause and Effect (explicitly/ implicitly stated) • Determining Facts and Opinion • Differentiating between fact/opinion and fact/fiction. 	<p>Note relationships between</p> <ul style="list-style-type: none"> • Cause and effect • Supporting and main ideas general and specific e.g. definition to example • Identify the cause. Effect in a given situation • Categorise parts of sentences under cause and effect • Identify ‘cue’ words which facilitate identification of cause/ effect e.g. because, so, as a result etc. • Identify implied cause/ effect <ul style="list-style-type: none"> • Read statements and state whether each is fact or opinion • State reasons for choice <ul style="list-style-type: none"> • Distinguish between fact/ opinion and fact/fiction. 	<ul style="list-style-type: none"> • Provide sentences and discuss with pupils the occurrences in the sentences • Explain the importance of certain ‘cue words. • Use questions to aid in identifying cause/effect (explicit, implicit) • Have pupils state the cause/effect in sentences. <ul style="list-style-type: none"> • Provide examples to illustrate concepts of words (fact/opinion) • Have pupils state which statement is fact/opinion • Allow discussion on choices • Use questions to evoke responses and discussion • Discuss words like ‘seems’, ‘perhaps’. ‘I think’ etc. <ul style="list-style-type: none"> • Provide various types of materials • Highlight signal words/phrases that are used to persuade • Have pupils identify fact/fiction by reading materials containing signal words/phrases. 	<p>Put ‘E’ over the effect and ‘C’ over the cause in the following sentences.</p> <ul style="list-style-type: none"> • I came late to school because the rain was falling. • The wind blew heavily and the young fruits fell to the ground. <ul style="list-style-type: none"> • Write two 92) statements of opinion about this school <p>Write two statements expressing a fact and an opinion.</p>	<p><u>SCIENCE</u> Experimenting/ Variables</p> <p><u>VOCABULARY</u> Cue words</p> <p><u>GRAMMAR</u> Sentence Structures</p> <p><u>WRITING</u> Excuses, reasons</p> <p><u>SOCIAL STUDIES</u> Using brochures (tourism) Advertisements <u>VOCAULARY</u> Cue words (perhaps, seems etc.) <u>SCIENCE/</u> <u>MATHEMETICS</u> Proven data</p>	<p>Paragraphs from Reading Texts/ Stories</p> <p>Science Project</p> <p>Brochures Newspapers Stories Class Texts</p> <p>Stories (folk/fairy tales) Various texts</p>

READING COMPREHENSION

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITES	RESOURCES
<ul style="list-style-type: none"> • Understanding connotations of words • Interpretation of advertisements. • Determining mood, using context clues. 	<ul style="list-style-type: none"> • Identify word meanings, feelings, connotations in poems, rhymes, jingles, advertisements. • Interpret the author’s implied motives or purposes in advertisements. • Use context clues to determine mood. 	<ul style="list-style-type: none"> • Provide pupils with rhymes following the said pattern • Have pupils study advertisement • Have discussion • Provide themes/ first line of poems • Discus connotation of certain words • Have pupils advertise a given product • Provide resources with advertisements. • Have pupils collect resources with advertisements. • Discuss implied motives or purpose of advertisers. • Compare advertisements of similar products • Have pupils determine implied motives/purposes. • Utilize poems depicting contrast moods • Highlight key words/phrases that indicate moods, and discuss. • Have pupils locate key words/ phrases and discuss. • Have pupils compose material (orally/written) using words/phrases and discuss. • Have pupils compose material (orally/written) using words/phrases expressing various moods. 	<ul style="list-style-type: none"> • Write a simple poem on ‘School Days’ • List five words, or phrases from advertisements which encourages the buyer e.g. ‘finger licking good’ squeaky clean? • Create an advertisement for enrolling in your school. <ol style="list-style-type: none"> 1. Write two sentences using words to express happiness and sadness. 2. What does the word ‘melancholy’ express? 	<p><u>LISTENING</u> Tape recorder advertisements</p> <p><u>SPEAKING</u> Oral production of jingles</p> <p><u>MUSIC</u> Rhythm</p> <p><u>FIGURATIVE LANGUAGE</u> Connotation</p> <p>ART Drawing for advertisements</p> <p><u>VOCAULARY</u> Using Context Clues. Dictionary work.</p> <p>POETRY Mood words/themes Art Illustrate various moods.</p> <p><u>VOCABULARY</u> Synonyms/ Antonyms</p> <p>GRAMMAR Adjectives 9mood words)</p> <p>WRITING Composing</p> <p>SCIEMCE/MATHS Stated facts</p> <p>VOCABULARY Persuasive words/phrases</p> <p>LITERATURE Fairy Tales.</p>	<p>Newspaper Films Brochures</p>

READING COMPREHENSION

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGESSTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>COMPREHENSION</p> <ul style="list-style-type: none"> ● Sequencing ● Main Idea ● Relevant/ Irrelevant Details ● Retelling/ Rewriting selected materials. ● Summarizing ● Cause/Effect (explicit/ implicit) ● Paraphrasing ● Interpretation of slangs/ idioms 	<ul style="list-style-type: none"> ● Paraphrase or write in their own words various materials ● Identify and interpret slangs/ idioms in oral and written forms. ● Use idioms in sentences. 	<ul style="list-style-type: none"> ● Teacher builds on previous work by employing exercises and materials at appropriate level. ● Demonstrate technique using poems, newspaper articles and other narrative materials. ● Have pupils compare/ contrast original and paraphrased materials. ● Refer to relevant/ irrelevant details and main idea. ● Provide various materials containing slangs and idioms ● Discuss the slangs and idioms ● Have pupils match slangs/idioms with their meanings ● Provide opportunity for pupils to use slangs/ idioms 	<ul style="list-style-type: none"> ● Rewrite in your own words, the story of ‘The Crow and the Fox.’ ● Choose the correct meaning for the underlined phrase. When he heard the news, he <u>hit the roof</u>. a) He lashed the roof. b) His head came in contact with the roof. c) He got angry. 	<p><u>STORIES/ POETRY</u> Rewriting stories/ poems <u>SPEAKING</u> Retelling in own words <u>BOOK REPORTS</u> <u>VOCABULARY</u> Substituting words/ Synonyms</p> <p><u>SOCIAL STUDIES</u> Comparing slangs from different countries.</p> <p><u>LITERATURE</u> Use of figurative language in poems vocabulary common words various/ connotations</p>	<p>Newspapers Poems Stories</p> <p>Texts Magazines Stories Newspapers poems</p>

READING COMPREHENSION

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<ul style="list-style-type: none"> • Summarising • Evaluating 	<ul style="list-style-type: none"> • State the main points in a passage • Compare and contrast • Identify character traits • Determine the type of passage e.g. biographical, historical, scientific • State personal reactions to what was read • Judge the goodness or badness of a character, or of a story • Assess the importance or relevance of facts • Judge if an argument is well supported. • Judge the effectiveness of language used. • State personal reactions to what was read • Identify propaganda and its techniques 	<ul style="list-style-type: none"> • Teacher models her search for main points and then shares the information in a sentence or two • Pupils follow using another passage in the cross-curricular text and share the summarised information in pairs. • Use different reports of a particular context and have students look for bias and match to the personal stance of the writer/ speaker of the political or economic stance. 	<ul style="list-style-type: none"> • From your reading, give two reasons for Tom going with Jim • Give two reasons why you think the Principal Association did not agree to the student council becoming involved in hiring teachers. 	<p>Applying comprehension skills in other subject areas e.g. summarising material in Science and Social Studies text books.</p> <p>SCIENCE Why some scientists ignore the latest findings in quantum physics?</p>	<p>Newspapers Magazines Stories Textbooks.</p>

READING- COMPREHENSION

STANDARDS 4 & 5

COMPONENTS	OUTCOME/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<ul style="list-style-type: none"> • Fact/opinion • Differentiating between expository/narrative materials • Examining author’s point view. • Challenging author’s authority. • Suspending judgement 	<ul style="list-style-type: none"> • Identify and discriminate between expository and narrative writing • Identify key words to discover points of view of different authors. • Critically analyze material bearing in mind the authority of the author. • Analyse material and be guided to suspend judgement. • Record relevant data. 	<ul style="list-style-type: none"> • Engage pupils in writing sentences that are fact, fiction and opinion. • Have pupils compare a research article and a story on the same topic and then classify as fiction or non-fiction. • Discuss factors that led to classification. • Present both types of materials • Discuss the essential features of both types • Highlight key words/ phrases. • Discuss purpose of materials • Have students compare materials • Have pupils identify key words/phrases • Provide different pieces of writing on the same topic with different points of view. • Discuss differences. • Have pupils examine other materials and note differences. • Provide appropriate materials. • Highlight the salient actors in determining author’s authority • References made to date. Statistics and other evidence of research. • Have pupils examine materials and note these facts. • Provide short paragraphs. • Demonstrate procedure by making predictions, reading, recording relevant details, verifying. Refuting predictions. • Discuss final response by examining recorded data. • Have pupils practise this procedure 	<ul style="list-style-type: none"> • Read the story ‘Jack and the Beanstalk’ and state whether it is fact or fiction. • Identify one lesson from your reading text that is expository and one that is narrative. • Read two articles on Capital Punishment • List the main points as expressed by two writers. • Examine any letter to an editor of a news paper and state your conclusions on the author’s authority. • Select the story of the three pigs (new version). Make predictions before reading. As each paragraph is read, make further predictions as to how the story would end. At the end of the story, discuss your predictions. 	<p>LISTENING Listen to stories/ factual materials on tape.</p> <p>WRITING Reporting an event. Composing a story.</p> <p>SOCIAL STUDIES Analysing comments by public officials Debating</p> <p>VIEWING Documentaries Discussion programmes</p> <p>SOCIAL STUDIES Listening/ discussing the weather report.</p>	<p>Expository/ Narrative materials Prose Fiction Legend Myth Parable Short story Biography Autobiography Novel Poem Psalm Nonsense poem Article Editorial Ballad Calypso Rap Narrative poem Haiku Brochure</p> <p>Films Experiments.</p>

READING COMPREHENSION

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<ul style="list-style-type: none"> Examination of technical writing Problem solving- (abstract to concrete) 	<ul style="list-style-type: none"> Recognize/ identify features in technical writing (formulae etc.) Read materials and translate abstract ideas into practical terms. 	<ul style="list-style-type: none"> Provide materials with technical writings (specification for a tape recorder etc.) Have pupils examine the sentence structure/ terms used. Discuss differences/ similarities. Discuss implications for understanding said writings. <p>Provide various materials in abstract terms.</p> <ul style="list-style-type: none"> Demonstrate the translation of these terms into more easily understood terms. Discuss/ compare the different versions. Have pupils practise the procedure using diagrams, simpler terms etc. 	<ul style="list-style-type: none"> Read the manual and answer this question. Is this radio supposed to be powered by batteries or direct current from the house? Justify your answer <ul style="list-style-type: none"> Put the following information in a pictograph. Preferences for flavours of ice cream are as varied as the flavours – 25% of the class favours chocolate, 15% peanut,, 20% vanilla, and 40% rum and raisin. 	<p>POETRY Paraphrasing</p> <p>STUDY SKILLS Creating graphs/ charts</p> <p>VOCABULARY Using Synonymous words.</p>	<p>Graphs Charts Various written materials.</p>

READING- STUDY SKILLS

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>STUDY AND RESEARCH</p> <ul style="list-style-type: none"> • Following directions • Following directions (Cardinal Points) • Classifying • Parts of a book 	<ul style="list-style-type: none"> • Follow directions accurately in performing simple tasks • Give accurate directions to perform simple tasks. • Locate places based on instructions highlighting the cardinal points. • Give directions using the points. Sequence events: (1st, 2nd, 3rd, 4th). • Classify and group topics in the various subject areas. • Identify the various parts of a book. 	<ul style="list-style-type: none"> • Use simple recipes, instructions for games, steps in experiments, steps in making a piece of craft. • Discuss importance of carefully following directions • Expose to pupils household items containing simple directions e.g. medicine containers • Use plans or maps that were created. • Have pupils create plans showing the points. • Ask questions based on directions. • Have pupils ask pupils questions. <p>See Comprehension (Main Idea)</p> <ul style="list-style-type: none"> • Have pupils examine and compare the layout of the different parts. 	<ul style="list-style-type: none"> • List the steps in making a 'windmill'. • On the map of Trinidad, where is Chaguaramas situated? • Is the school situated north or south of the road? • List words under the following topics: (a) Carnivores (b) Capitals • What is the difference between the first page and the pages on which of the story is written 	<p><u>PHYSICAL EDUCATION</u> Performing activities</p> <p><u>SCIENCE</u> Experiments</p> <p><u>LISTENING/ SPEAKING</u> Giving directions</p> <p><u>SOCIAL STUDIES</u> Safety procedures</p> <p><u>SOCIAL STUDIES</u> Location Direction of winds</p> <p><u>SONGS</u> Using names of the cardinal points (down)</p> <p><u>POEMS</u> Using names of the cardinal points.</p> <p><u>ALL SUBJECT AREAS</u></p> <p><u>WRITING</u> Book reports 9author, Illustrations, when published)</p>	<p>Labels Packages Recipes Games</p> <p>Atlases Class texts Wall maps Songs Poems</p> <p>Things in the environment</p> <p>Class texts Other texts</p>

READING- STUDY SKILLS

STANDARD 3

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES																						
<ul style="list-style-type: none"> • The title page • Table of Contents • The Glossary • The Index 	<ul style="list-style-type: none"> • Explain the meaning of the terms: author, illustrator, publisher, publishing company etc. • Locate the above in books • Create a tile page • Answer question based on a Table of Contents • Use the glossary to determine the meanings of words Create a glossary • Locate information by using the index 	<ul style="list-style-type: none"> • Use a variety of books to develop the concepts of the terms ‘author’, illustrating etc. • Have pupils name various authors etc. • Let pupils create a title page for story created in class e.g. one done during an L.E.A. (Language Experience Approach) session • Refer to work done in previous level • Have pupils state the importance of the table of contents • Ask various questions (literal/ inferential) based on the Table of Contents • Make available books containing glossaries • Compare glossaries and dictionaries • Discuss alphabetical order • Have pupils use glossaries to determine word meaning • Allow pupils to create a glossary based on a class story. • Provide books with idiocies • Discuss with pupils the main features viz. (a) The alphabetical order (b) The manner in which pages are numbered • Have pupils use the index to locate given terms • Demonstrate use of the index • Compare the index with the Table of Contents. 	<ul style="list-style-type: none"> • Who is the author of ‘Black Beauty’ • Which illustrator do you prefer, and why <p><u>TABLE OF CONTENTS</u></p> <table border="0"> <tr> <td>Lesson</td> <td>Page</td> </tr> <tr> <td>1. Types of clouds</td> <td>7</td> </tr> <tr> <td>2. Rain and Snow</td> <td>12</td> </tr> <tr> <td>3. The Sun</td> <td>16</td> </tr> </table> <p><u>GLOSSARY</u></p> <p>Bodi: also bode, boa, bhoda or String peas Carite: type of white fish also Called Spanish mackerel Mutton: sheep meat</p> <p><u>QUESTION</u></p> <ol style="list-style-type: none"> 1. What is another name for Carite? 2. Is bodi a vegetable or a fruit <p><u>INDEX</u></p> <table border="0"> <tr> <td>Birds</td> <td>116-27</td> </tr> <tr> <td>Activity of,</td> <td>119</td> </tr> <tr> <td>Beak of,</td> <td>121-23</td> </tr> <tr> <td>Feathers,</td> <td>116-17,125</td> </tr> <tr> <td>Feet,</td> <td>124</td> </tr> <tr> <td>Shapes,</td> <td>118-19</td> </tr> <tr> <td>Songs,</td> <td>119</td> </tr> </table>	Lesson	Page	1. Types of clouds	7	2. Rain and Snow	12	3. The Sun	16	Birds	116-27	Activity of,	119	Beak of,	121-23	Feathers,	116-17,125	Feet,	124	Shapes,	118-19	Songs,	119	<p><u>WRITING</u> Book Reports</p> <p><u>WRITING</u> Note taking</p> <p><u>VOCABULARY</u> Alphabetization</p>	<p>Various Texts</p>
Lesson	Page																										
1. Types of clouds	7																										
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READING- STUDY SKILLS

STANDARD 3

COMPONENT	OUTCOMES/ OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<ul style="list-style-type: none"> • Use of the atlas • Use of diagrammatic material • Creation of Simple maps • Dictionary work abbreviations 	<ul style="list-style-type: none"> • Use the atlas to locate countries, island and physical features, (mountains, rivers, towns) Use the atlas to state location of the above features • Use pictures, graphs, maps, charts, diagrams Summarize information continued • Create simple maps • Make a reference Key • Use reference key to answer • Questions based on maps • Identify parts of speech selected of selected words as used in context • Use the dictionary to verify parts of speech • Use words appropriately • Use a Dictionary to check spelling, pronunciation, use and meaning. • Provide the meanings of abbreviations encountered in context. • Use abbreviations 	<ul style="list-style-type: none"> • Have pupils use the index to answer various questions • Demonstrate locating various places by using the index in atlas • Allow the pupils to work in groups to locate various places/ features • Have pupils state location of places/ features • Have pupils list some places situated in the north, west, east, and south. • Use maps with reference keys • Demonstrate use of the key • Have pupils use key to locate various features • Allow pupils to create simple maps and reference keys. • Demonstrate the use of the symbols in the dictionary e.g. n- noun, adv- adverb. • Provide sentences with the words used in various positions • Have pupils state classes of words, e.g. noun, verb. • Allow pupils to use the dictionary to verify answers • Encourage the pupils to use words to depict different parts of speech. • Present simple abbreviations to pupils • Use the dictionary to determine meanings. • Use context clues to determine meanings of abbreviations 	<p><u>QUESTIONS</u></p> <ol style="list-style-type: none"> 1. On how many pages will you find information about breaks? 2. What information will I get on page 119? <ul style="list-style-type: none"> • Locate the capital of Trinidad and Tobago • Where is Maracas Bay situated? • Circle the Pitch Lake on the map <p>• Using references key to answer the following</p> <ol style="list-style-type: none"> 1. Which part of Trinidad is the most mountainous? 2. Locate and name 5 rivers. <p>Use the dictionary to state the parts of speech of the underlined words.</p> <ol style="list-style-type: none"> 1. Lead me to the deposit of Lead 2. <u>Present</u> a present to <u>John</u>. <ul style="list-style-type: none"> • John has a B.Ed. His sister, Mary has a B.S.c. and his brother Mark has a Phd. <p>Who is called Doctor?</p>	<p>WRITING</p> <p>Note taking Alphabetization Outlining Main Idea/ Details</p> <p>ART/CRAFT</p> <p>Creating maps (papier mache) LITERATURE Scenery of places (verify on atlas) MATHS Ratio/Scales</p> <p>ART/CRAFT</p> <p>Drawing: Molding Viewing Identify features</p> <p>GRAMMAR</p> <p>Homographs Sentence Structure</p> <p>VOCABULARY</p> <p>Multi meaning words SPEAKING Pronouncing Words</p> <p>GRAMMAR</p> <p>Punctuation/ Capitals- Tiltles – DR., Mr. WRITING Substituting abbreviate Form of words</p>	<p>Various texts</p> <p>Atlases Stories Calss Texts</p> <p>Pupils' work Atlases</p> <p>Dictionary Thesaurus</p> <p>Dictionary Various texts</p>

READING- STUDY SKILLS

STANDARD 3

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHNG STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>ACRONYMS (Word formed from the initial letters of other words such as NATO)</p> <p>Constructing, locating and Interpreting information</p>	<p>State familiar acronyms Give the meanings of some acronyms</p> <p>Interpret information as resented in graphs and charts</p>	<p>Use familiar acronyms to develop concept of the term Let pupils provide acronyms familiar to them Make available materials using acronyms (newspapers, magazines, pamphlets). Discuss the value of using acronyms</p> <p>Use classroom charts to discuss information Compare information discussed in lessons and displayed on charts and graphs From given noted, have pupils construct chart Ask questions based on charts and graphs</p>	<p>Use the following acronyms in sentences TTUTA, WASA, TSTT</p> <p>Grocery Travelling Rent Clothing</p> <p>Percentage of salary spent</p> <p>QUESTION 1. On which commodity is the most money spent? 2. One quarter of the salary is spent on</p> <p>Read the paragraph on plants to find out how they manufacture food</p>	<p><u>SOCIAL STUDIES</u> Public Utilities</p> <p><u>WRITING/ SPEAKING</u> Substituting acronyms for words</p> <p><u>SOCIAL STUDIES</u> Expenditure/ Revenue Census</p> <p><u>LITERATURE</u> Expository compared with Narrative</p> <p><u>LISTENING</u> Listening to different types of reading materials</p>	<p>Newspaper Magazines Class texts Pamphlets</p> <p>Text Pamphlets</p> <p>Various texts</p> <p>Tape recorder</p>

READING- STUDY SKILLS

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>STUDY AND RESEARCH</p> <ul style="list-style-type: none"> • Following instructions • Sequencing • Adjusting reading rate • Outlining • Note taking • Summarizing • Dictionary skills • (Guide Words) • Maps, Charts, Diagrams • Graphs, pictograms • Drawing conclusion <ul style="list-style-type: none"> • Use of dictionary • (Word derivatives) <ul style="list-style-type: none"> • Use if Encyclopaedia junior and other references books. 	<ul style="list-style-type: none"> • Activities and strategies as outlined in the lower levels <ul style="list-style-type: none"> • Adjust the activities to appropriate levels. • Of difficulty <ul style="list-style-type: none"> • Use word derivatives to locate related • Words in the dictionary. • Use words in context. <ul style="list-style-type: none"> • Locate and use information from the encyclopaedia. • Use index or key where applicable. • Understand specialised vocabularies of other subject areas. 	<ul style="list-style-type: none"> • Refer to lessons on prefixes • Provide list of Latin/ Greek derivatives. • Elicit from pupils works containing the derivatives. • Prove sentences with words containing derivatives. • Discuss meaning • Use dictionary to facilitate concept • Have pupils use word in context. <ul style="list-style-type: none"> • Demonstrate use of index • Have pupils match headings in the index with selected topics. • Engage pupils in researching topics using the encyclopaedia as a guide for the format (outline) • Discuss cross referencing 	<ul style="list-style-type: none"> • Refer to lesson on prefixes • Provide list of Latin/ Greek derivatives • Elicit from pupils works containing the derivatives • Provide sentences with words containing derivatives. • Discuss meaning • Use dictionary to facilitate concept • Have pupils use word in context <ul style="list-style-type: none"> • Use the encyclopaedia to write • A report on the diet of bats. • Indicate page and title of section in which information was obtained • Apply comprehension skills in other subject areas. 	<ul style="list-style-type: none"> • MATHS/SCIENCE Using words with derivations ART Drawings depicting animals shapes etc. whose names begin with derivatives (omnibus) <p>WRITING Reports/Notes/ Outline</p> <p>ART Illustrating object of study. Apply comprehension skills in other subject areas: noting main points and summarizing etc.</p>	<p>Class Texts Picture</p>

READING STUDY SKILLS

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>• Adjusting the reading rate</p> <p>• Skimming (reading quickly to get the gist or main idea)</p> <p>• Scanning (search quickly for specific bit of information</p> <p>• SQ3R (Survey, Question, Read, Recite, Review)</p> <p>Functional Reading Skills</p>	<p>• Adjusting the reading rate according to the type of material being read.</p> <p>• Use technique of skimming to get an impression of what was read</p> <p>• Use the technique of scanning to locate specific information in print</p> <p>• Demonstrate use of the study technique</p> <p>• Care book properly</p> <p>• Use the library with consideration for others and appropriately</p> <p>• Understand and use the Dewey Decimal System</p> <p>• Understand and use proof- reader’s marks.</p>	<p>• Teacher organises for pupils to listen to different material being read</p> <p>• Discuss reasons for varying rate</p> <p>• Have pupils read various types of materials</p> <p>• Provide materials containing titles, headings, topic sentences etc.</p> <p>• Guide pupils in using these features in developing general impressions of materials. E.g. Telephone Directory</p> <p>• Have pupils use techniques to prepare reports that represent general impressions of what was read.</p> <p>• Provide pupils with suitable materials.</p> <p>• Ask questions using clue words and phrases</p> <p>• Have pupils locate information in a specified time frame.</p> <p>• Have pupils ask questions</p> <p>• Discuss importance of technique</p> <p>• Make available suitable materials</p> <p>• Through guided instructions demonstrate use of technique under teacher’s guidance.</p> <p>• Let pupils discuss the technique.</p> <p>Visits to school and other libraries to locate/ information needed to write and develop specific ideas.</p> <p>• Self assessment and editing.</p>	<p>• Read the title, the heading and topic sentences, and write a brief report on what the lesson is about.</p> <p>• Scan the material and write the name of the West Indian island to first gain Independence.</p> <p>• Select any lesson from the Reading Text, use the SQ3R technique and answer the first question at the end of the lesson.</p> <p>How would you find out about pollution of the environment? What are you better at within the writing process: spelling or punctuation?</p>	<p>SPEAKING/LISTENING Reading Reports Discussing reports</p> <p>MATHS Determining operation (Multiplication Subtraction etc)</p> <p>COMPREHENSION Determining Main Idea</p> <p>MATHS Do you have to subtract or multiply? SCIENCE Find common qualities</p> <p>Cross- curricular on research and self- editing.</p>	<p>Newspapers Magazines Class texts</p> <p>Written materials</p> <p>Various texts</p> <p>Context area Recreational texts. Research materials.</p>

WRITING INFORMATIVE

STANDARD 3

COMPONENTS	OUTCOMES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
Communicating in writing	<p>The pupil will express himself in the following kinds of writing</p> <ul style="list-style-type: none"> • Narration: expanding story outlines, completing unfinished stories, writing experience stories. • Creative writing (highly imaginative prose, drama, poetry). • Description: describing persons, places animals, objects, scenes. • Explanation: directions on how to make or do things, definitions, explanations of information in diagrammatic forms: class rules or standards: memoranda; auto- biographical sketches; reports (written information on a topic for a class project, book. Reports, visits). • Persuasive writing- arguments and point of view. 	<p>Ask the student to select a particular student from another class by name.</p> <p>Discuss in small groups the interesting things they enjoy at home that the selected friend might like to share. (ask parent’s permission if this is to be real)</p> <p><u>Blackboard work</u>: Teacher writes these ideas down, expands their vocabulary by suggesting synonyms to add. Write 1st draft in 4 or 5 sentences beginning “DearX”</p> <p><u>Teaching point</u>- Tone: must be positive and encouraging.</p> <p><u>Revision</u>: Peer sharing/ helping to improve content, clarity, tone.</p> <p><u>Rewriting</u>: Add format of your address, date, greeting, body and polite closure.</p>	<p>Write a letter inviting a friend to spend a weekend at your home.</p>	<p>ART</p> <p>Drawing of enjoyable activities with friends</p> <p>VOCABULARY</p> <p>Synonyms</p>	<p>Pictures</p> <p>Charts</p>

WRITING INFORMATIVE

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Personal Letter</p>	<ul style="list-style-type: none"> • Letter- writing <ol style="list-style-type: none"> a. Invitation and reply (acceptance and refusal) b. Apology, excuse for absence, regret, sympathy c. Friendly letters d. Postcards • Dialogues and interviews <p>Students will write a letter accepting the invitation</p> <p>Student will write a thank you letter after spending a day by his/her friend</p>	<p>Teacher shares editing checklist: peers work rewriting final draft and envelop of friend's name and address</p> <p>Proof- reading</p> <p>Sharing: give letter to friend inviting him to spend a day at his/ her home.</p> <ol style="list-style-type: none"> a. Ask students to discuss in pairs what information to be conveyed. b. Information to be obtained from the person inviting them. <p>Discussion in plenary, with broad work.</p> <p>Writing 1st draft and full writing process, reinforcing the letter- writing process.</p> <p>Ask student to discuss (in pairs) all the activities enjoyed with his/her friend. Teacher prompts: What feelings? How did you feel about doing that? (vocabulary of feelings on board)</p>	<p>Write a thank you letter after a birthday party.</p>	<p>VOCABULARY</p> <p>Adverbs Adjectives that express feelings.</p>	<p>Real invitations for birthday parties, weddings.</p>

WRITING INFORMATIVE

STANDARD 3

COMPONENTS	OUTCOMES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Writing a factual paragraph and essay</p>	<ul style="list-style-type: none"> • Classify facts, events, etc. • Relate main and supporting ideas. • Focus on a topic and selecting relevant fact, ideas, etc. • Arrange facts, events, et, in correct sequence. • Restrict the paragraph to a single idea. • Plan and outline three- or four-paragraph composition. • Use paragraph structure: (without emphasis on ‘topic’ sentences). <ul style="list-style-type: none"> a) Topic sentences (main idea sentence) b) Development (relevant details) c) conclusion 	<ul style="list-style-type: none"> • Teacher models reading to get information. He uses expository material. • Pupils discuss the sequence of main ideas. • Write them in one paragraph. • Plan hoe to develop and expand the writing task into a three (3) paragraphs. Work using a separate main idea in each paragraph. Expand using relevant details. 	<p>Write one paragraph on Tubal Buzz Butler</p>	<p>Cross- curricular writing based on contest areas</p>	<p>Pictures</p> <p>Charts</p> <p>Expository material</p>

REPORT WRITING

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
Report Writing	Student will be able to write a short report on an experience	<p>Pre- Writing Talk of a recent visit of a resource person to the school (or the Vice Principal of Social Studies teacher)</p> <ul style="list-style-type: none"> - When, Where, Who - Purpose of visit - Sequence of what happened - Content of any information shared - If a problem was the issue: Ideas of how to avoid the problem in future. <p><u>WRITING</u> Ask student to <u>write</u> a short report on the visit format:</p> <p>TO: Teacher's name FROM: Student's name DATE: SUBJECT:</p> <p>2 paragraph: 1st of the facts of the visit and 2nd the activities and content of the speech, summarized, (including how to avoid whatever problem in the future.)</p>	<p>Ask students to write a short report on a recent visit of the Principal to the class</p> <p>Checklist or peer correction</p> <ul style="list-style-type: none"> - Headings - Complete sentences in each of the 2 paragraphs - Correct sequence of events - Summary of main points of the speeches 	<p>GRAMMAR</p> <p>Revision of past tense</p> <p>COMPREHENSION</p> <ul style="list-style-type: none"> a. Revision of summary skills b. Writing short notes based on a talk by a student or teacher on some content area. 	<p>Resource persons Content area texts Information texts Biographies</p>

WRITING- LETTER WRITNG

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Personal Letters</p> <p>Apology</p>	<p>Student will write a letter apologizing for some hurt he or she has caused.</p>	<p>Teacher asks students to select someone that he/she has hurt in some way.</p> <p>PRE WRITING PEER DISCUSSIONS:</p> <ol style="list-style-type: none"> On feeling of the other On reasons he/she allowed himself/herself to continue with the particular action How can he/she make it up to the other? <p>WRITING DRAFT 2 sentences on the apology for his/her behaviour during his action. 2 sentences of regret for hurting the other's feelings. 2 sentences telling how he/she plans to make it up to the other.</p> <p>REVISING Peer group check on content, clarity & tone of apology, of regret</p> <p>RE- WRITING Include his/ her address, date, greeting, body, polite closure.</p> <p>EDITING Peer check for format, paragraphing, spelling, punctuation, grammar.</p> <p>SHARING Take/ send a letter to the other</p>	<p>Write a letter to one of your parent apologizing for some hurt you may have caused.</p>	<p>Vocabulary</p> <p>Words of apology and regret.</p>	<p>Pictures of national festival.</p>
<p>Invitation</p>	<p>Student will write a letter inviting a friend to celebrate a national festival together</p>	<p>PRE- WRITING Talk of what you enjoyed at a specific national festival</p> <p>PRE-WRITING Talk of the things to enjoy- use of images, and the senses. Feelings to experience. People to meet (use writing process)</p>	<p>Write a letter to a friend who lives abroad, inviting him/ her to spend a specified holiday time at your home.</p>	<p>Vocabulary</p> <p>Feeling words use of senses. Adjectives and descriptive phrases.</p>	

WRITING- BUSINESS LETTER

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
Business letter	Students will write a short business letter enquiring of the Manager about a specified book, its price and the possibility of a discount	<p>PRE-TALKING Ask students about books they enjoy and authors they enjoy from their class library.</p> <p>PAIRED WORK From a catalogue they select a title they would like to purchase of a set of 10 of, for use by the class</p> <p>WRITING DRAFT Teacher discusses the sequence of the content with the class AIM, HELPFUL INFORMATION, POLITE CLOSURE. 2 sentences on the <u>AIM</u> of the letter i.e. enquiring if they will sell the book. State name of book, author, publisher. 2 or 3 sentences on HELPFUL INFORMATION i.e. Ask for the price. Ask if the class would be given a discount as you are purchasing in bulk. 1 sentence: POLITE COURSE i.e. Thank you for your kind consideration.</p> <p>REVISING in paired groups for content, clarity and polite factual tone.</p> <p>TEACHER INPUT: the format of a business letter- 2 addresses. Board work based on student’s address, date and address o bookstore suggested.</p> <p>REWRITING- Include the 2 addresses in the format.</p> <p>EDITING- peer check for format, paragraphing, spelling, punctuation, grammar</p> <p>SHARING/PUBLICATION- Post the letter to the Book store</p>	Write a letter to one of the service clubs in your area, asking if they would like to purchase the books at the price listed by the book store for the class to use and enjoy.	<p>PUNCTUATION</p> <p>Names of books, films, plays</p> <p>Revision of “speech marks” as a comparison with writing the name of books etc.</p>	<p>Catalogue of books</p> <p>Brochures</p>

WRITNG INFORMATIVE

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNTECTED ACTIVITIES	RESOURCES
<p>Informative writing (Material presented is of greater complexity)</p> <p>Instructions</p> <p>Directions</p>	<p>Student will be able to write instructions for tasks using a logical sequence of ideas.</p>	<p>Pre Writing Actual demonstrations or oral explanation of a hairstyle of a student</p> <p>WRITING Ask student to write instructions on how to complete a complex task like:</p> <ul style="list-style-type: none"> a. Corn row hairstyle b. Barbering a male haircut with designs <p>Pre Writing: Peer talk WRITING: Ask student to write directions on getting from a school neighbourhood shopping centre, after passing by a home on the way to ask a friend to accompany you.</p>	<p>Ask student to write instructions on how to execute a favourite recipe.</p> <p>Ask students to give directions on how to walk from home to church, after going to a news stand to buy Sunday papers on the way.</p>	<p>Social Studies Have students write about a content area e.g. electricity</p> <p>Weather report</p> <p>Sequencing</p> <p>Drawing of hairstyles to match written descriptions</p>	<p>Stimulus material from content areas</p>

REPORT WRITING

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITIES	RESOURCES
Report Writing	Student will be able to write a short report on an experience as an eye witness	<p>PRE WRITING Miming of an accident in a maxi- taxi from before the accident to after the accident. 1st –Ordinary pace 2nd – Slow motion mime Discussion: Class asks questions of the participants in the mime. When, where from, where to driver of the maxi, identification of the maxi</p> <p>FACTS - What was happening before? - CAUSE What sequence of action- during the accident? Who did what, when. -EFFECTS What after the accident? Who reacted? Helped, first air, ambulance, police</p> <p>-SOLUTION Ideas to avoid such accidents</p> <p>WRITING DRAFT Ask the student to write a report on an accident that involved a maxi taxi and say how such accidents can be avoided in the future. REMINDER OF FORMAT TO: FROM: DATE: SUBJECT: (DRERP)</p> <p>Drafting Revising- Peer group listening and checking Editing:- Checklist: Rewriting- Final draft and proofreading Publishing/ Sharing- Bulletin board, library Display, read aloud, sharing.</p>	<p>Ask students to write a short report on an accident that took place in school where someone was hurt.</p> <p>Use Writing Process</p>	<p>ART Draw of the accident</p> <p>SOCIAL STUDIES Road safety</p>	<p>Picture of interesting happenings.</p> <p>Comic strips pictures in sequence)</p>

WRITING- DESCRIPTIVE

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENTS/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
WRITING A CHARACTER DESCRIPTION	Students write description of a character he likes	Teacher reads story with an interesting character. Have students tell about character. State how they found out about the character. <ul style="list-style-type: none"> • E.g. from description; • From writer’s viewpoint; • From what characters says; • From what others say about character. 	Students tell about character from a story a story book		Story books Audio- Visual equipment Puppets
WRITING A STORY	Student writes a story with actions in sequence. Students create story using the Writing Process.	Students rewrite story changing the beginning and the ending. Teacher and students look at Story Grammar of a story students know. Teacher and student create a new story using Story Grammar. Students use the Writing Process e.g.- Drafting, editing, sharing ideas.	Students rewrite the story of Cinderella in their own local setting. Students write a story on The Day 1 Almost Ran Away.	Drama Students to dramatize story. Give feedback about characters. Sequencing: Students draw main scene of story in sequences. Sequence content area topics.	
STORY IN PROSE, CALYPSO, RAP, DUB	Students write own story in sequence. Students writes story in the form as a poem, song, calypso or dub	Read a narrative, poem/rapso. Read/ sing words of a song/ calypso students like that tells a story. Read a story. Let student tell the main idea or theme. Identify feelings communicated through story or song. Discuss elements of the story grammar <ul style="list-style-type: none"> -setting -character -problem -plot -climax -ending 	Write a story entitled “LOST” in any form the student selects.	Use suggested theme to create questions and find answers in context areas and other texts. EXAMPLE: A: Vacation Plan Q: Where should we go for Vacation? A: Grenada Q: What would it cost? A: Airfare- Single \$900.00 TT.	Record C.D’s Cassettes Radio V.C.R. Type copies of songs to be played

WRITING- DESCRIPTIVE

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
		<p>Use writing device e.g. CHAINING, with Story Grammar. Teacher and student create story called ‘Surprise’ using steps in the writing process.</p> <p>Students work in pairs. Each pair works to present a story to the class in the form of either *poem *a song *a calypso *a rapso *dub Students may write two verses and a chorus.</p>		<p>Music Calypso Competition</p>	<p>Copies of words of calypsos, songs, poems, rap that pupils like</p>
<p>WRITING A DESCRIPTION</p>	<p>Talk about and write word pictures of a VIEW</p> <p>Students describe in a paragraph of three sentences, the view outside their window.</p> <p>Write descriptive lines.</p>	<p>Pre- writing 1. Modelling 2. Teacher to student 3. Student to student</p> <p>Teacher reads story with word pictures expressively</p> <p>Let students write (a)List of sentence words about the view (b) Description of feelings (c) Word wails</p> <p>Have one pupil draw/ write a word picture of view, using sense words and descriptive words. Another student read the word picture and draws the pictures the words evoke.</p> <p>Students participate in Sense Games including Touch Boards, Taste Testers, Sound Journey.</p> <p>Pupil writing. Each student creates a line e.g. Happiness is having the winning tape. Touch my chest. Use similies, sense words, feeling words.</p>	<p>Describe the view from your bedroom window</p>	<p>Art Sketches depicting view of students.</p>	<p>Games Touch boards Taste testers Newsprint</p>

WRITING- DESCRIPTIVE

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
		<p>Recall life experiences of happiness. Relishing the sweetness of a delicious chocolate.</p> <p>Use specific language. Substitute precise words e.g. feeling word, sense word, synonyms, for overworked words.</p> <p>Write rhymes in different patterns. Do Rhyming Games. Teacher/ heard Student/bird</p> <p>Create image through language comparisons</p>	<p>Describe your favourite tree or flower.</p> <p>Write a nonsense rhyme or an amusing rhyme.</p>		
<p>WRITING A DESCRIPTIVE POEM</p>	<p>Create word pictures through choice of words.</p> <p>Students write a poem on happiness</p> <p>Each student writes a descriptive line.</p>	<p>Pre- Writing</p> <p>Teacher reads poems</p> <p>Discuss: Word pictures, rhymes etc</p> <p>Encourage student discovery. How they see things. How they feel. State ways in which we can show happiness e.g. A cheery smile; in peals of laughter; through lusty singing; delightful dancing.</p> <p>Writing Activity Ask pupils to write a class poem e.g. HAPPINESS IS e.g. HAPPINESS is : “Being warm and wanted, Inside a big hug”</p>	<p>Students to make card with illustrations e.g. A Happy person.</p> <p>Write lines to complement drawing e.g. (2 lines)</p>	<p>Collect, select, compile pictures showing happiness.</p> <p>Draw sketches to show happiness</p>	<p>PICTURES</p> <p>Aspects of the environment in pictorial form. Nature scenes: beach, playground, farm, park etc.</p> <p>Photographs from family album.</p>

WRITING- EXPLANATION

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITES	RESOURCES
Persuasive Writing	Students will write a persuasive letter to an adult, saying why they should be allowed to do something. They will use the <u>writing process</u> .	Teacher reads a few examples of persuasive writings, e.g. a letter from a child to his father, asking for a bicycle. Let students note persuasive words and structure of sentences.	<p>Instruct students to write a persuasive note or letter to their mother or father asking for a special item. They must state at least two (2) reasons why their wish should be granted.</p> <p>Checklist</p> <ul style="list-style-type: none"> • Did students highlight good points about parent(s)? • Did students state two reasons for their request? • Did students make the requested item beneficial to both parents and themselves? 	<p>LETTER WRITING Students have to use letter writing formal</p> <p>SOCIAL STUDIES Students write persuasive letter to Ministry of Health asking him/her to make sure drains are cleaned; To other agencies for particular requests, e.g. principles, teachers</p>	Sample of persuasive writing
Persuasive Writing Advertisements	<p>Students will: Respond to a number of advertisements and say why they would buy/not buy a particular product/service.</p> <p>Note words used to encourage sales.</p> <p>They will also say, what are Advertisements. Note the different types of advertisements.</p> <p>Write advertisements to sell various products/services e.g. toolum, a homework machine, etc.</p>	<p>Let students collect a variety of advertisements.</p> <p>They will read and discuss the words used to persuade the reader to buy and the kind of strategy used, e.g. endorsements by famous people, nine (9) out of ten (10) doctors etc.</p> <p>Each strategy should be clearly understood.</p> <p>Students write examples of the different types of advertisements</p>	<p>Read an advertisement.</p> <p>Write to a friend explaining why she/he should or should not buy the product/service.</p> <p>Use persuasive words (adjectives) to write their own advertisements e.g. biggest, best, softest, and fastest.</p>	<p>GRAMMAR Comparison of adjectives- How formed.</p> <p>ART- LISTENING Students work in groups to make up an advertisement for a product/service.</p> <p>MATHEMATICS Students find out the costs of the various sizes of advertisements in one newspaper. They calculate how much money each type and size of advertisement costs.</p>	Newspapers Magazines Advertisements

WRITING- EXPLANATORY

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Persuasive Writing</p> <p>Posters/ Charts</p>	<p>Students will:</p> <ul style="list-style-type: none"> Describe the role of posters in advertising. Read a poster that advertises a function. Discuss the information on the poster. Create a poster to advertise a function/product. Note important elements of a poster. Poster- large writing- date, venue, event, cost, time. Observe various posters 	<p>Allow students to read displayed poster. Discuss the use of the poster vis-a-vis the newspaper Advertisement e.g. Larger, more prominently displayed, colourful, strategic location: Many people do not buy newspaper, so they have not seen newspaper Advertisement, pros and cons of black and white.</p> <p>Let students note elements of a poster.</p> <p>Let them write answers to questions about the poster.</p> <p>Let students observe various posters and note the layout, and slogans, used;</p> <p>Let them compose slogans, rhymes, jingles to be put on a poster.</p>	<p>Write two differences between a newspaper advertisement, and a poster of the same advertisement.</p> <p>Create a poster to advertise a school event.</p> <p>Teacher uses checklist to assess poster e.g.</p> <p>Is the name of the event prominent?</p> <p>Is the venue and time clearly stated? For example, the time of starting and ending.</p>	<p>ART- Lettering of various style.</p> <p>Learning about layout of poster. E.g. Should not be cluttered.</p> <ul style="list-style-type: none"> Use of colour to highlight, etc. <p>SOCIAL STUDIES</p> <p>Making posters to encourage conservation, etc.</p> <p>These can be displayed around the school.</p>	<p>Stencils of various sizes.</p> <p>Old newspapers, magazines.</p> <p>Copies of posters, advertising products and events.</p> <p>Crayons, rulers, powder paints.</p>
<p>Persuasive Writing</p> <p>tables</p>	<p>Students will</p> <ul style="list-style-type: none"> Read simple bar graphs and pie charts. Use information on such charts to support a particular argument. 	<p>Let students read information on graphs and charts. Let them write this information. Encourage them write this information. Encourage them to use this information in support of a particular point of view, e.g. what is the fastest selling snack in the cafeteria?</p> <ul style="list-style-type: none"> What is the least snack? 	<p>Create a bar graph about the most watched T.V. shows in the class.</p> <p>Draw conclusion from your findings.</p>	<p>READING/ COMPREHENSION</p> <p>Drawing Conclusions</p> <p>MATHEMATICS</p> <p>Use of bar/pie chart to represent certain information. Answering questions based on information in the chart.</p> <p>SOCIAL STUDIES</p> <p>Writing the conclusions from charts about various Social Studies topics</p>	<p>Textbooks with examples of pie charts and bar graphs, large drawing of same for classroom display.</p> <p>Student- created charts and graphs.</p>

WRITNG- EXPLANATORY

STANDARDS 4 & 5

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITES	RESOURCES
<p>Persuasive</p> <p>(The Writing process is to be used with all writing activities)</p>	<p>Students will: Write a letter, to parents giving reasons why they should be allowed to</p> <ul style="list-style-type: none"> • Go to camp; • Learn to swim; • Own a bicycle, etc • Write letter to their M.P. to persuade her to do certain things, e.g. repair road; provide tap borne water. 	<p>Discuss with students- things they would like to do/have, and why they think parent are reluctant to let them have it.</p> <p>Let them discuss the advantages of what they want, and benefits to their parents. These can be noted on boards.</p> <p>Students write letters.</p> <p>After teacher’s modelling of a book report, allow students to do likewise, to convince their friends to read the same books.</p> <p>Have a ‘booksell’ party.</p>	<p>Write a letter to your Dad, convincing him of the necessity for you to have a bike include the benefits to your Dad.</p> <p>Tell the class why they should read ‘Black Beauty.’</p>	<p>LETTER WRITING</p> <p>Use of letter writing format; formal and informal; use of block or indented format.</p>	<p>Sample of persuasive letters, book reviews.</p>
<p>Advertisements</p>	<p>Students will: State what is an advertisement?</p> <ul style="list-style-type: none"> • List the different types. • Detect propaganda in advertisements. • Write critically about the message in several advertisements in newspapers on television. • Note language used to persuade in advertisements. 	<p>Let students work in groups, to research and dramatise different types of advertisements. The rest of class, say what kind is being portrayed and what appeals are used.</p> <p>Let students create their own advertisements. The rest of class, say what kind is being portrayed and what appeals are used.</p> <p>Let students create their own advertisements in groups.</p> <p>Let them examine newspapers/ magazines and identify the propaganda techniques used.</p>	<p>Create three (3) types of advertisements.</p> <p>Use special words to convince reader to buy product.</p>	<p>GRAMMAR</p> <p>Comparison of adjectives.</p> <p>MATHS</p> <p>Cost price</p> <p>Selling price</p> <p>Features of item</p> <p>Interest rate</p> <p>What will you buy and why?</p> <p>SCIENCE</p> <p>If possible, test the validity of claims made in advertisements -scientifically.</p>	<p>Newspapers</p> <p>Magazines</p> <p>Cut-outs of propaganda type of advertisements.</p>

WRITNG- EXPLANATORY

STANDARDS 4 & 5

COMPONENT	OUTCOMES/OBJECTIVES	TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Persuasive Writing Posters/Charts Tables</p>	<p>Students will Answer question based on posters/ bar graphs, pie charts, flow charts.</p> <ul style="list-style-type: none"> • Create posters for different reasons. • Create bar graphs, pie charts to represent different kinds of information • Write explanations about charts and use same to persuade reader to see your point of view. 	<p>Display posters, bar graphs, pie charts. Discuss information represented on visuals. Question students about information.</p> <p>Let students write answers: use information to support their point of view.</p> <p>Let students create posters to advertise</p> <ul style="list-style-type: none"> • Shoes • Food • A holiday location • A book, etc. <p>Use information from graphs, to draw conclusions about most favourite food, etc.</p> <p>Write slogans etc. For posters</p>	<p>From this bar graph, which brand of sneakers is the most popular? Why do you think so?</p> <p>Work in groups to create a set of posters to sell different items/events.</p>	<p>ART- Lettering Layout.</p> <p>MATHS- Pie charts, bar graphs</p> <p>Create math problem using bar graphs and pie charts.</p> <p>Write an explanation for each section of a flow chart to explain the process.</p> <p>SCIENCE- Use of a flow chart.</p>	<p>Posters advertising events and items, e.g. clothes, food, etc.</p> <p>Textbooks with pictures of bar graphs, pie charts, flow charts.</p> <p>Teacher and pupils-created graphs and charts.</p> <p>Bar graphs pie ASSESSMENT charts from content area texts.</p>

READING COMPREHENSION

STANDARDS 4 & 5

COMPONENTS	OUTCOMES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>COMPREHENSION</p> <ul style="list-style-type: none"> • Sequencing • Main idea • Relevant/ irrelevant details • Retelling/ rewriting selected materials • Summarizing • Cause/ effect (Explicit/Implicit) • Paraphrasing <ul style="list-style-type: none"> • Interpretation of slangs/idioms 	<ul style="list-style-type: none"> • Paraphrase or write in their own words various materials <ul style="list-style-type: none"> • Identify and interpret slangs/ idioms in oral and written forms. • Use idioms in sentences. 	<ul style="list-style-type: none"> • Teacher builds on previous work by employing exercises and materials at appropriate level. <ul style="list-style-type: none"> • Demonstrate technique using poem, newspaper articles and other narrative materials. • Have pupils compare/contrast original and paraphrased materials. • Refer to relevant / irrelevant details and main idea. <ul style="list-style-type: none"> • Provide various materials containing slangs and idioms • Discuss the slangs and idioms • Have pupils identify and interpret slangs and idioms • Have pupils match slangs/idioms with their meanings • Provide opportunity for pupils to use slangs/idioms 	<ul style="list-style-type: none"> • Rewrite in your own words, the story of “ The Crow and the Fox” <ul style="list-style-type: none"> • Choose the correct meaning for the underlined phrase. When he heard the news, he hit the roof. a) He lashed the roof. b) His head came in contact with the roof. c) He got angry. 	<p>STORIES/POETRY Rewriting stories/poems</p> <p>SPEAKING Retelling in own words</p> <p>BOOK REPORTS</p> <p>VOCABULARY Substituting words/ Synonyms</p> <p>SOCIAL STUDIES Comparing slangs from different countries</p> <p>LITERATURE Use of figurative language in poems Vocabulary Common words Various/connotations</p>	<p>Newspapers Poems Stories</p> <p>Texts Magazines Stories Newspapers Poems</p>

GRAMMAR

STANDARDS 3

COMPONENT	OUTCOMES/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
Grammar Skills	<p>The pupil will use the basic sentence types correctly</p> <ul style="list-style-type: none"> • Bees sting. • The dog is fierce. He became a doctor. She seems wise. • His mother gave him a dollar. The teacher lent some books to the pupils. • The mason built the wall high. The boys made him captain. • Use negative, interrogative, imperative and passive forms of the sentences above. • Expand the basic types above by using adjective and adverb (single word, phrase and clause) modifiers). • Use joining words: And, but, either.....or, neither....nor, both.....and, not only.....but also. • Use joining words: Who, whom, whose, which, that, when, after, before, because, thought, although, since, as,, so, that. • Use joining words: However, moreover, therefore, on the other hand, eventually, etc. (Brige words and phrases). • Use plural and possessive forms correctly. • Use all forms of personal and possessive pronouns correctly. • Use all forms of personal and possessive pronouns correctly. • Use comparative and superlative forms of the adverb correctly. 	<ul style="list-style-type: none"> • Teacher will model the specific structure in class talk. • Will create oral and written exercises for pupils to practice the structure in meaningful context. Games around the class for each to complete e.g “If i had only known.....” context. <p>Teacher integrate teacher of grammatical structures within the context of specific writing tasks e.g.</p> <p>Descriptive Writing: Adverbs of place, adjectives and nouns; sequencing of adjectives; adjectival clauses; ‘be’ sentences: seen, appear, look, sound, smell, taste. And feel; simple present taste,, feel; simple present tense; definite and indefinite articles.</p> <p>Past Narrative Writing -past tense; adverbial clauses of time & sequence; gerund constructions; spatial order, preposition of space; still, yet, since; non- defining relative clauses for setting a scene.</p>	<ul style="list-style-type: none"> • Sentence completion based on oral exercises already completed. • Writing task that would necessitate use of the specific structure. 	Cross curricular oral and work written	<p>Oral and written materials.</p> <p>Checklists- teacher and pupil made.</p>

GRAMMAR

STANDARD 3

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>Grammar Skills</p> <p>In authentic contents, orals and written, using taped speech, written stories, content area texts, and pupils' own speech and writing.</p>	<ul style="list-style-type: none"> • The pupil will use the basic sentences types correctly. Use positive, comparative and superlative forms of the adverb correctly. • Use the following correctly:- <ul style="list-style-type: none"> -The verb in the Simple Present, Simple Future, Simple Past, Present Continuous Present and Past Perfect Tenses,. -Active and passive forms of the present and perfect infinitives of verbs. -Can, may, must, should, would, could and might. • Use appropriate registers and be able to discriminate between dialect and standard usage according to place and circumstance, and between formal and informal usage. <p>The student will construct sentences, using the following patterns:-</p> <ul style="list-style-type: none"> - Simple sentence patterns - Double sentence patterns - Multiple sentence patterns - Complex sentence patterns - Patterns based on participles • Demonstrate ability to use patterns based on the past participle:- <ul style="list-style-type: none"> -I/You/We/They + have + Past Participle John and Mary + have + Past Participle -He/ She/It + has + Past Participle The man + has + Past Participle -could have + Past Participle Would have + Past Participle • Negative and Interrogative forms to be included. <p>Identify the □ following parts of speech:-</p> <ul style="list-style-type: none"> -preposition -conjunction -Interjection • Recognize the function of each of the above parts of speech. 	<p><u>Comparison- contrast writing</u> -comparative and superlative form; transitional devices: different form, as..... as: comparison with different tenses.</p> <p><u>Cause and effect writing</u> -conditional, transitions and expressions for cause & effect: even though, modals & modal + perfect; adverbial clauses of cause: as; adverbial clauses of result; so few people that</p> <p>Argumentative writing -subjective noun clauses; request that; transitional words and phrases: in addition</p> <p>Note pupils' areas of weakness in SE structures. Present opportunities for pupil to practice the specific structure in a similar context.</p> <p>Repeat this practice of SE so that the structure becomes automatic in the pupil's speaking repertoire.</p>	<ul style="list-style-type: none"> • Sentence completion based on oral exercises already completed. • Writing task that would necessitate use of the specific structure. 	<p>Cross curricular oral and work written</p>	<p>Oral and written materials.</p>

GRAMMAR

STANDARD 3

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESORCES
Using verbal forms	Pupil will use verbal forms grammatically.	<ul style="list-style-type: none"> • Demonstrate a knowledge of :- -Present Participle -Past Participle -Perfect Participles • Sequence of Tense • Direct and reported Speech. 	<ul style="list-style-type: none"> • Sentence completion based on oral exercises already completed. • Writing tasks that would necessitate use of the specific structure. 	Cross curricular oral and written work.	Oral and written materials.
Participle- Past	Identify the Past Participle i the sentence. Note the changes made in the spelling of the root. Use correctly in sentences.	Introduce sentences with the past participle. Students read sentences and identify verb. Note function of Past Participle in sentences. Create sentences to demonstrate the use of the Past Participle	Cloze exercise. Insert the correct Past Participle of given verb to complete the sentence e.g. I have _____ you several times (to call).	Create Writing Dialogue Drama	
Participle- Present	Identify the Present Participle in the sentence. Note changes in spelling. Use correctly in sentences.	Similar to Past Participle.	Circle the appropriate part to complete the sentence e.g. 1. John is _____ football. (playing, played). 2. The boys were _____ in the rain for an hour. (sitting, sat, sit).	Research skills Reading a short story to identify participles used. Use of participles in skit writing.	Short stories Expository texts.
Verbs- Regular	Review simple tenses of regular verbs. Use in speech and writing.	Present infinitives of regular verbs e.g. 'to call' 'to bake' to smile'. Have students give desired tenses. Note similarities -Establish concept of 'regular verb'. Use tenses correctly in sentences.	The mother _____ the child. (Call, called).	Creative Writing	Short stories
Irregulars	State the correct forms of irregular verbs. Use verbs in sentences orally or written.	Introduce infinitive of irregular verbs 'to break'. Have students indicate tenses. Note differences from regular. Use correctly in sentences.	Complete sentences/ stories with the correct form of the verb e.g. The child was _____ by the teacher. (to teach)	Creative writing.	

GRAMMAR

STANDARD 3

COMPONENTS	OUTCOMES/OBJECTIVE	SUGGESTES TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
Transitive/Intransitive Verbs	Identify transitive/ intransitive verbs. Use them correctly in sentences	Introduce sentences which contain transitive/ intransitive verbs e.g. The sexton rang the bell. The bell rang loudly. Read/note differences in sentences. Trans- Action passes to the <u>object</u> Intrans- No objects. Students create their own sentences.	Underline the verbs. Say whether they are transitive or intransitive. e.g. The dog ate his dinner then lay down and slept	Drama Oral drills Use pictures- to describe actions Science report	Information texts Action pictures
Active/ Passive Voice	Note relationship between transitive or intransitive and voice. Identify correct voive of verbs in written work. Use correctly in oral/ written work.	Present sentences e.g. Tom washed the car. The car was washed by Tom. Discuss differences in sentences. 1. Subject- doer of the action- Act 2. Subject- receiver of the action. Pass. Do other examples.	Circle verbs- transitive Underline verbs- Intransitive John writ the examination but the result will be published next month. In a piece of prose identify verbs and voice used.	Oral drills Science Describe elements in passive form e.g. A plant is <u>made up</u> of roots, stem and leaves.	Specimens for experimentation
Prepositions	Identify prepositions in context. Use the correct preposition in context.	Present sentences with prepositions in context. Relate to practical activities in the class room e.g. The boy at the desk one the prize. The chart on the board needs to be redone. Have pupils identify names and note relationship between them. Establish concept that proposition show relationship.	Have students underline or circle prepositions in sentences. Create their own sentences using prepositions appropriately.	<ul style="list-style-type: none"> • Role Play • Oral Drills based on mimed situations. Art- Draw a picture which relates to situation.	
Using the correct preposition	Match preposition with appropriate verbs. Use phrase in their own writing to expand simple sentences.	Present prose with verbs with special prepositions in appropriate context. Students read and note how prepositions are used. Create sentences of their own.	Match words to appropriate prepositions e.g. Different like Agree than Looked from to	Correction of sentences Creative writing.	

GRAMMAR

STANDARD 3

COMPONENTS	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNTECTED ACTIVITY	RESOURCE
Pronounce with self	Note pronounce formed with self. Diffentiate between their usage. Use them correctly in sentences.	Introduce sentences. T abked myself a cake. John, himself, repaired the stove. Have pupils note what is common. How functions differ. Create sentences to suit both functions reflective and emphatic.	State the type of pronoun in the sentence/ short story. 1.He burned himself 2.I made the dress, myself. She gave herself a pat on the back since she, herself, decorated the cake so beautifully.	Game activities Board game	
Relative Pronouns	Identify relative pronouns as used in context. Use relative pronouns in writing sentences/stories	Present short with relative pronouns. Have students note main points and connecting words. Examine functions: <ul style="list-style-type: none"> • Joining • Representing Develop simple definition. Use to join sentences orally and written.	Join these sentences using the appropriate relative pronouns. Who, whom, whose, that, which. She is the girl She won the award. She is the girl who won the award. This is the dog. It was lost. This is the dog that was lost.	Short story Writing Charade followed by statement as to what happened.	
Adjectives	Identify adjectives in the context of sentences. Note nouns used as adjectives. Use in sentences. Have pupils write definition for adjectives.	Present an object. Have pupils describe object. Use semantic map to complete exercise. Time-consuming Fun game interesting Challenging long boring	Have students use descriptive adjectives to write a paragraph. -to identify missing object, person	Show and Tell <u>Art</u> Draw an object, person, place from a description. <u>Drama</u> Role play- describes a character, a witness. Miming and describing actions.	Interesting objects
Adjectives- Degree	Differentiate between comparative /superlative degree. Use adjectives correctly.	Review comparative/ superlative degrees. Present sentences with adjectives e.g. I am younger than (he, him) Martha serves as well as (she, her).	Cloze Exercise or Correction of sentences e.g. Mary is the _____ of the twins. (smart, smarter, smartest) John is elder than him.	Editing of written work. Oral Drills. Use objects to form sentences of comparison e.g. That hat is larger than that one.	A variety of similar objects.

GRAMMAR

STANDARDS 3

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
Adverbs	Identify adverbs in sentences Use adverbs correctly in speech and writing. Demonstrate use of comparative/ superlative forms.	Review concept of adverbs. Present sentences/ passage. Have student identify adverbs. Make sentences of their own. Have student use adverbs correctly in sentences/ short stories writing.	Given a short passage, student complete story with appropriate adverbs e.g. The children sang so _____ at the festival that they emerged winners.	Social Studies • Use graphs to encourage use of adverbs of frequency- seldom, always, never, often • Role play activities	
Conjunctions	Demonstrate knowledge of conjunctions in different contexts. Use correctly to combine ideas/ sentences.	Present situations. Have students state what is happening e.g. John is talking (while, and, but) Tom is studying. Note connective words and meaning Have students evaluate, choice of conjunctions. Use conjunctions in other sentences correctly.	Join these sentences with suitable conjunctions e.g. 1. Mary is at home. 2. She is ill 1. Do not loiter on the road. 2. You will reach late.	Creative Writing Dialogue Writing	Children's Literature
structure Review of Simple Sentence	Select a sentence form given group of words. Define a sentence. Analyse a sentence into its two main parts. Add Subject/ Predicate to complete sentences.	Present groups of words e.g. over the fence. Jim sits comfortably. The naughty girl. Students identify the sentence and underline the verb. Use verb to guide analyse into subject and predicate.	Complete the following sentences into the garden Joan will send..... Walking.....across the hallway.	<u>Social Studies</u> Describe your community <u>Science</u> Explain what happens in an experiment. <u>Creative Writing</u> Write a letter to a friend.	
Phrases	Differentiate between phrases and sentences. Use phrases in oral and written work.	Based on previous activity students will identify phrases from given groups of words. Have students use phrases to expand sentence cores.	Create a paragraph on a given topic. Use phrases to make sentences more interesting. Underline the phrases used. Use six points of inquiry.	Oral drills Short story writing.	
Combining sentences- conjunctions and relative pronouns	Join sentences using conjunctions and relative pronouns	Present simple sentences. Have students read them and suggest possible combinations. Note improvement in sentence structure. Have students note changes in punctuation.	Combine the following sentences to make a short paragraph e.g. I brought a book. It was about turtles. It was very interesting. I love to read it.	Short story writing. Note taking on information books. Oral reporting	Expository texts. Content articles

GRAMMAR

STANDARDS 4 & 5

COPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
Nouns Review	<ul style="list-style-type: none"> Identify Proper and Common nouns Identify collective/abstract nouns in context. Use them in sentences. 	Present a prose passage or short story. Have students identify nouns. Have students categorise nouns. Identify differences in usage. Create noun sentences using collective/abstract nouns.	Write sentences with the following nouns. Beauty flocks -underline nouns and state their type.	Create writing	Variety of story extracts Poems.
	Identify gender of nouns- masculine; feminine common/neuter.	Review gender- four types. Have students note differences select noun, from given list. Write an appropriate sentence. Indicate the gender of the noun.	Complete sentences with a noun of the gender identified. Identify e.g. She brought a _____ of flowers and gave it to the _____ (neuter), (common).	Game Activities.	Language texts Teacher- created materials.
Verbs review Use appropriate preposition	Identify verbs in any given context Use the appropriate preposition to follow the verb.	Present a short extract. Have students read and identify verbs and note preposition which follows. Do a variety of examples using extracts from across the curriculum	Give CLOZE sentences. Have students use appropriate proposition e.g. I agree _____ your proposal. I agree _____ your friend.	Correction of sentences. Peer and self editing.	Shoat stories Exercises written by peers.
Linking Verbs? (Incomplete Prediction)	To identify linking verbs. To note that function. To use them correctly in speech and writing.	Present linking verbs in sentences. Have students identify the verb in sentences. Note the differences in function. Have students respond orally to statements which require the use of the linking verbs. Use correctly in written work.	Create sentences using a variety of linking verbs e.g. he remained clam although he grew impatient at his brother's constant teasing. Rewrite sentences changing the tense.	Paired small group work. Have pupils share sentences. Discuss and Correct.	Prose Passages Work of peers/ group.
Modal Verbs	To note the function of modal verbs in oral and written presentations.	Create situations which require the use of modals e.g.- You may go in. You <u>should</u> go to the show but you can't.	Respond correctly to the following statements e.g.: <u>May</u> I go? No, _____ not. You _____ but you _____ not go.	Dialogue Role Play Skit to highlight use of modal verb.	Appropriate stories/ exercise

GRAMMAR

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
Tense - Review	To review simple tenses. To identify continuous/ progressive form. To use these tense forms	Present a short story. Have student identify verbs and give tenses. Have students engage in class/ group activity of choice. Have students relate what is happening e.g. Mary is playing the piano. Have students note change in verb form. 'To be' and endings in 'ing'. Create other situations. Express actions orally and in written form.	Complete CLOZE sentences with continuous form. 1. They _____ hard to be successful 'to study' John is tired. He _____ not go out to play (conditionally).	Comment on cricket match, football match, fashion show etc. Dialogue- verbs to be kept in continuous form	Video clips Picture book
The Perfect tense	To identify the Perfect Tense. To use the Perfect Tense correctly in oral/ written work.	Present a short story using sentences which indicate that events were completed over a period in the past to the present. e.g. I have taken Math lessons for six months. Have students identify verbs and note tenses. Discuss how that tense is used. Compare Present with Present perfect tense.	Using a short, have students read story and identify verbs in the perfect tense. Inserts appropriate tense in CLOZE sentences. Dialogue.	Role Play activities which encourage correct use of the Present Perfect tense. Writing a one act play using Present tense.	Short stories.
Adverbs Review	To identify adverbs in context	Review concept of adverbs, have students identify adverbs in sentences.	Indicate parts of speech of words in context e.g. He walked <u>very slowly</u>	Use in creative writing Use in oral expression	

GRAMMAR

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
Averbs- Comparison	To use positive, comparative and superlative degrees correctly in oral and written work	Briefly review the concepts of adverbs. Present pictures, Have students compare how action is taking place. Discuss appropriateness of use of adverb. Game matching verbs and adverbs.	Write six sentences to describe an activity. Use as many adverbs as possible. Match adverbs with verbs e.g. Ate Greedily ravenously Hurriedly etc.	Editing of exercise Correction of sentences	Language Texts Teacher and pupil – created materials
Irregular Adverbs	To use the positive, comparative, and superlative degrees correctly in oral and written work.	Present in sentences adverbs which are irregular. Have students use these in sentences of their own. Write forms on Blackboard e.g. Good better best Ill worse worst Bad worse worst	Present CLOZE sentence. Indicate positive form of adverb. Have students complete sentences with appropriate adverb. e.g. She is dressed ----- (Beautiful).	Dialogue Writing paragraphs. In oral or written form comparing any 2 or 3 items/ pictures	Language Texts Pictures.
Conjunction	To identify a conjunction in a sentence. To use conjunctions to join words, phrases and sentences	Establish concept of conjunction Have students identify conjunctions in sentences. Use conjunctions to join simple sentences in oral and written material. Code switch dialect passage where and ‘and then’ is used in Standard English.	Join these sentences with a suitable conjunction. E.g. It was raining We missed the show beginning/middle	Short story writing Oral expression- story telling	
Double conjunction	Use correctly in speech and writing	Present literature with double conjunction. Have students note connective words. Note how they are used. Create sentences with double conjunctions e.g. But also, and etc.	CLOZE sentences with double conjunctions left out e.g. It is _____ Useful _____ durable.	dialogue	Teacher – created materials

GRAMMAR

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES
Interjection	To identify and use correctly on oral and written work.	<p>Role plays emotive situations. Write appropriate sentences on blackboard. E.g. Hurrah! We won the match. Ouch! That hurts, etc.</p> <p>Have students note interjection mark as well as the function of the word. Have them create their own sentences.</p>	<p>Read the following sentences and identify the interjections e.g.</p> <p>Bravo! We came first. Oh! My hat has blown away.</p>	<p>Dialogue</p> <p>Role Play.</p>	Pupil created materials
The Sentence- Review	<p>To identify a sentence.</p> <p>State the main parts of a Sentence and the need for agreement between Subject/ Predicate.</p>	<p>Have students do an appropriate Language Experience Approach (LEA) story.</p> <p>Write story as dictated without punctuation.</p> <p>Have students reread and insert appropriate punctuation marks.</p> <p>Have them note when a sentence begins and ends</p>	<p>Punctuation of a paragraph.</p> <p>Identify supporting sentences in a paragraph.</p>	Note taken in Science/ Social Studies.	<p>LEA Stories</p> <p>Short Stories</p>
<p>Phrases Types</p> <p>-Noun Adjective Adverb prepositional</p>	To categorise phrases under different headings and use them correctly.	<p>Review concepts of phrases/ relevant parts of speech.</p> <p>Present sentences with phrases.</p> <p>Have students identify phrase. Note function in sentence</p>	<p>Present Short story or sentences with phrases underlined and numbered.</p> <p>Have students categories phrases. e.g.</p> <p>The accident <u>on the bridge</u> was serious.</p> <p>- Adjective</p>	Story writing using phrases to extend short stories.	<p>Short stories.</p> <p>Teacher and pupil-created materials</p>

GRAMMAR

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITY	RESOURCES								
<p>Sentence Analysis</p> <p>(1) Subject Verb Object Extension</p> <p>(2) Complement indicating object</p>	<p>To analyse/divide a sentence into its main parts.</p> <p>To use knowledge of sentence parts to assist in sentence formation</p>	<p>Review the Subject and Predicate of a sentence.</p> <p>Have student identify other parts of the sentence.</p> <p>Do several example.</p> <p>Note the use of guide questions to elicit sentence parts.</p> <p>Sentence puzzle.</p> <p>Have students identify sentence as a complete thought. Sentence completion exercises.</p> <p>(i) Give the beginning have pupils create endings</p> <p>(ii) Give ending have pupils create beginning</p> <p>(iii) Match beginnings to endings</p>	<p>Analyse the following sentences e.g.</p> <p>The children play in the park.</p> <p>Match sentence to extension</p> <p>Extend the following sentences by adding an appropriate.</p> <p>e.g.</p> <p>We ran to the store.</p> <p>Tom played football.</p>	<p>Story writing using phrases to extend short stories.</p>	<p>Short stories.</p>								
<p>Clause Analysis</p>	<p>To differentiate between phrases/ and clauses.</p> <p>Use this knowledge in creating complex sentence.</p>	<p>Present compound/ complex sentences. Have students identify verb/phrases. Guide students to identify main part of the sentence- main clause- note supporting statement may or may not have a verb.</p> <p>Differentiate between phrases- (no verb) and clauses – (verb)</p> <p>Use given phrases/clauses to create a story.</p> <p>Use sentence strips, including clause strips, to assist student so construct complex sentences.</p>	<p>From a given sentence/ or short paragraph, identify phrases/ clauses.</p> <table border="1" data-bbox="1392 974 1800 1380"> <thead> <tr> <th data-bbox="1392 974 1599 1047">Phrases</th> <th data-bbox="1599 974 1800 1047">Clause</th> </tr> </thead> <tbody> <tr> <td data-bbox="1411 1088 1607 1153">The man</td> <td></td> </tr> <tr> <td data-bbox="1411 1201 1706 1266">Who lost his wallet</td> <td></td> </tr> <tr> <td data-bbox="1411 1315 1741 1380">Is standing nearby</td> <td></td> </tr> </tbody> </table>	Phrases	Clause	The man		Who lost his wallet		Is standing nearby			<p>Sentence strips</p> <p>Teacher and pupil created materials</p>
Phrases	Clause												
The man													
Who lost his wallet													
Is standing nearby													

GRAMMAR

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITY	RESOURCES
Noun Clause	To identify noun clauses in sentences.	Present complex sentence. Have students underline verbs and identify main clause. Guide students to discover function of subordinate clauses. - Subject of verb - Objective/complex of verb - Objective of a preposition - In apposition	From a given sentence identify main and subordinate clause. State type and function e.g. I hope that you will be promoted What the teacher suggested was well received.	Short Story Writing. Oral drills.	Teacher created materials.
Adjective Clause Adverb Clause.	Procedure similar to that of noun clause.				
Synthesis of Sentences	To join sentences using connected words. To expand sentence using phrases/ clauses.	Present simple sentences. Have student join sentences using appropriate. Connective words. Have students expand sentences using phrases/ clauses to form complex sentences.	Join the sentences to make complex sentences. John is at home. He broke his leg. He fell yesterday.	Story writing.	
Negative forms	To have students identify negative form and to note to singular. Number not, never, neither, nor, non etc. Use them correctly.	Present sentences and stories with negative forms. Have students' discuss their function in the sentence.	Create dialogue. Respond in the negative form.	Oral drills Skits.	Pupils created materials.
Contractions	To identify and use the contraction and the expanded form.	Present passages with contractions. Have pupils read the passage and identify contractions. Have them retell in the expanded form. Do other examples.	Rewrite this sentence/ passage by changing contractions into expanded form. I'll visit my grand mom when it's her birthday. Create sentences using both forms.	Games Dialogue.	

GRAMMAR

STANDARDS 4 & 5

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED AVTIVITY	RESOURCES
Direct and Reported Speech	To differentiate between Direct and Reported speech.	<p>Have students' role play situations. Write dialogue in speech bubbles with correct punctuation. Have other student report what was said.</p> <p>Write in reported speech</p> <p style="text-align: center;">Direct Reported</p> <p>Have student note differences in structure, punctuation and function. Do a variety of exercises.</p>	<p>Change these sentences to reported speech or vice versa.</p> <p>A. 1. Miguel said, "I want to go to the session tomorrow." B. 1. The tutor said that there would be no classes on Monday</p>	<p>Skits Drama Role Play Dialogue</p>	<p>Plays Skits Comics</p>
Active/ Passive Voice	To have students note differences in use and structure	<p>Demonstrate activities. Have students relate action-active voice. Change to passive form. Note differences.</p> <p style="text-align: center;">Tom cleaned the blackboard The blackboard was cleaned by Tom.</p> <p>Active- Subject- Doer of the action. Passive- Subject- receiver of the action.</p>	<p>Underline verbs and state the correct voice e.g.</p> <p>The drain was scrubbed. Kim learnt her lesson.</p>	Dialogue.	Pictures.

GLOSSARY

Sustained Silent Reading (SSR):

This activity is designed to reinforce the habit of reading. It is employed as a class or school activity. In the latter case, it has powerful and far-reaching effects, if effectively managed. Prior to initiate the activity, much planning is done to ensure that there is an abundant supply of reading material that caters to a wide range of interests and reading abilities of students. These books are often acquired through organized school projects. At an appointed time each day, every individual (from the principal to the youngest infant child) reads from a book of his/ her choice during the period allocated to SSR (ten to fifteen minutes). It should be noted that selections for the Infant Department will include picture books and other reading- readiness material to the child's level of ability. There is no assignment on this activity, although classes may agree on the follow- up activities such as written or oral book reports, or dramatization of certain aspects of the book.

Thesaurus:

- (i) A book of words or phrases grouped according to their meanings
- (ii) A book of synonyms and antonyms

Reading Study Approaches

1. Directed Reading Activity (D.R.A.)
2. Directed Reading- Thinking Activity (D.R.T.A.)
3. Directed Inquiry Activity (D.I.A.)
4. Survey, Question, Read, Recite and Review (SQ3R)

DIRECTED READING ACTIVITY

H.E.M. McDowall

As the name implies, the D.R.A. is concerned with a series of reading procedures, directed and monitored by an external agent, the teacher, and designed to facilitate the total process of the reading act.

According to Betts (1964), it subscribes to Korzybski's (1941) view that "reading is the reconstruction of the facts behind the symbols". It makes certain assumptions, including the following:

1. The teacher is aware of specific strengths and needs of individuals at different levels of their development
2. The teacher knows what is best for the students.
3. Students are grouped homogeneously on the basis of achievement, goals, needs and interest.
4. The reading material is suitable for the instructional level of the group.
5. The material for reading has an organizational structure adaptable to the pattern outlines of the activity.

The five steps in teaching Directed Reading Activity as outlined by Zintz (1975) are:

1. Motivating an interest in the lesson by:
 - a. Studying the pictures that illustrate the story;
 - b. Talking about new or unusual words in the story;
 - c. Retelling the ideas in the story to the background or experiences of the class.
 - d. Setting up a purpose for reading, i.e. reading to find out something.

2. Teaching new vocabulary and reviewing words that present difficulties by:
 - a. Presenting new words in meaningful ways
 - b. Using practice flash cards and drills
 - c. Playing games that teach or give practice in matching, comparing, and arranging; Etc. the basic vocabulary
3. Guiding the silent reading of the lessons by:
 - a. Asking guide questions so that students read to find specific information
 - b. Completing the story section by section with attention to understanding the plot of the story
 - c. Monitoring students' understanding, as indicated throughout the story.
4. Interpreting the story by:
 - a. Reading orally conversation parts;
 - b. Reading orally favourite parts;
 - c. Retelling the ideas in the story in proper sequence;
 - d. Reading sentences or paragraphs to answer specific questions or
 - e. Evaluating student's opinions

Evaluating the happenings in the story with such questions as

 1. Would you have done what Bob did? Or
 2. Is this true or only imaginary?
1. Providing related follow-up activities by:
 - a. Using seatwork exercises to give:
 1. Further practice in vocabulary;
 2. Attention to phonetic and structural skills;
 3. Comprehension checks.
 - b. Extending the lesson through:
 1. Free reading at the book table;
 2. Searching encyclopaedia for additional information;
 3. Artwork, writing, dramatization as related to the lesson;
 4. Shared oral reading in small groups.

**THE DIRECTED INQUIRY ACTIVITY:
AN INSTRUCTIONAL PROCEEDURE FOR CONTENT READING**

Charles McDonald & Lenore Quintyne

The Directed Inquiry Activity, developed by Keith J. Thomas, is a modification of the Directed Reading- Thinking Activity. The procedure is specifically designed to help guide students through content materials which contain an abundance of factual information.

The D.I.A. utilizes six specific points of inquiry, viz. Who? What? Where? When? Why? How? To utilize this procedure effectively, the teacher must be thoroughly familiar with the content and organization of the selection. He must also have a clear understanding of expectations for student learning.

Not all, of the six points of inquiry, however, may pertain to a given reading assignment. In such cases, the teacher may elect to delimit the number of categories used during Prediction.

The five steps involved in employing the D.I.A. are:-

1. Survey of the material to be read:

- a) In short selctions, students study the titles.
- b) In longer selections, students study whole chapters, illustrations, subheadings or tropical headings.

2. Prediction of outcomes:

- Student are asked to make predictions under each category of the six key inquiry Questions.
- b) Verbal feedback is promoted.
 - c) Skilful questioning is employed.

3. Recording of prediction:

- a) Predictions are recorded under appropriate categories.
- b) Verbal feedback is promoted.
- c) Skilful questioning is employed.

4. Reading of the assigned material:

Students are asked to read the selection to verify and confirm or reject hypothesized ideas and information.

5. Critical Analysis of the predictions:

- a) Conjectures are reviewed and discussed.
- b) Additions, deletions and/or modifications of the recorded material are made under the appropriate inquiry categories.

Provisions for the pre-teaching of vocabulary are not explicitly included in the D.I.A. Nevertheless, the approach affords the teacher the opportunity to attend too vocabulary. This can be done during the hypothesizing phase.

As a pre-requisite, it is necessary to ensure that students are placed at thr proper level of content reading materials.

REFERENCE: K.J. Thomas (1987 The Directed Inquiry Activity.
An Instrumental Procedure for Content Reading.
Reading Improvement, 15, 138- 140

Reading Study Approaches

References: Betts, EA. (1964)

Foundation of Reading Instruction
America Book Company, Pp. 488- 555

Zintz, M.V. (1975)

Corrective Reading
Dubque, Iowa: William C. Brown Company, Pp.394- 395

DIRECTED READING – THINKING ACTIVITY

Linda B Grambrell
University of Maryland

1. Students are asked to read the title of selection silently, to read all the headings (if any) silently, and to examine pictures, charts, and illustrations (if any).
2. Students are then asked to volunteer guesses or predictions as to what the selection will be about. (Books should be closed during predictions- use bookmarks).
3. The teacher records each prediction on a chart or on the chalkboard, putting the name of the student who made the prediction in parentheses after the prediction.
4. When there are no more predictions being made, the teacher asks the student to read from the beginning of the selection to some appropriate stopping point. When a student reaches the stopping point, he/she is expected to close the selection or book with the book mark to wait until other finish.
5. When everyone reaches the stopping point, the group examines each predict in light of what they have read taking the prediction one at a time, the students are asked to discuss whether or not the prediction was supported by the story.
6. When a student expresses the opinion that a prediction was supported, he or she must read a part of the text which supports or refuses the prediction. The text itself is the only source of verification or refutation of predictions. Some predictions will be verified and marked as such by the teacher; some predictions will be refuted and erased by the teacher; still other predictions remain possible but unproven and will be marked with a question mark by the teacher.
7. Based on what they have already read, students are then asked to volunteer new predictions about what the rest of the selections will be about.
8. Beginning with Step 3 (above), continue the reading/verification/refutation process. For some selections you may choose to have only one stopping point for evaluating old predictions and making new ones. For other selections you may choose to have several stopping points throughout the selection.

Reading Study Approaches
LANGUAGE EXPERIENCE APPROACHES (LEA)
TEACHING SEQUENCE

- Step I Stimulation
1. Use of common experiences
 2. Use of knowledge of the child
 3. Make it a new experience
- Step II Discussion
1. The teacher stimulates and guides.
 2. Each child should contribute something.
 3. Get child sensitive to the ideas.
 4. Guide students toward a common, higher-level vocabulary.
- Step III Writing
1. Teacher reads entire story to class.
 2. Entire group can read re- read the story.
 3. Individuals can see/read their language.
 4. Left to right sequence is emphasized
- Step IV Oral Reading
1. Teacher reads entire story to class.
 2. Entire group can re- read the story.
 3. Individuals can see/read their language.
 4. Left to right sequence is emphasized.
- Step V Development of Word & Comprehension Skills
1. Words, letter names, letter sounds.
 2. Matching word/sentence strips
 3. Creation of word banks.
 4. Expanding vocabulary.
 5. Main idea, factual recall, sequence, etc.

- Step VI Follow- up
1. Typewritten copies for all members of the groups.
 2. Creating books.
 3. Reading of related books.
 4. Personal illustration

SQ3R

- Step 1: S= Survey The reader surveys the materials, giving careful attention to the title, introductory pages, headings, organizations of the material and summary. Following this survey, the reader should try to recall as much information before going on to the next step.
- Step 2: Q = Question As the reader reviews what s remembered from the survey, specific questions should be formulated to be answered as the material is read. These questions assist the reader in establishing purposes for reading.
- Step 3: R= Read With specific questions in mind, as a purpose given by the teacher, the student reads the material to locate answer. It is possible that answers to all of the questions will not be found, and in that case other resources must be sought. In addition, the student should be encouraged to use these unanswered questions to stimulate class discussions.
- Step 4: R=Recite. After reader the material, the student should recite the answers to the questions formulated prior to reading. This assists in remembering and leads the reader and leads the reader to summarize the ideas presented. Recitation will help the reader to become more critical in analyzing the information and possibly question the logic of some of the author’s ideas. This recitation is a personal matter; it is not a recitation to the class.
- Step 5:R = Review At this point, the reader reviews the ideas presented in the entire selection and may outline them mentally or on paper. The reader should attempt to fill in the specific details from what was read. If the student cannot review the material in this matter, then assistance is needed in developing the higher-level comprehension skills of interpretive and critical reading.

GLOSSARY

- Acronyms: Words formed from the initial letters of a group of words, e.g. UNESCO, TATIL
- Analogy: A partial similarity between two things that are compound, e.g. Pen is to paper as chalk is to chalkboard.
- Concept: General thought or idea.
- Consonant Blend: Two or more consonant coming together to form one unit of sound of each letter is retained, e.g., br, cl, sm, spr.
- Context: Words that come before or after a word/ the environment of a word which gives a clue to its meaning/ helps to show its meaning.
- Cloze: Comprehension activity in which a person brings closure to a text by filling in blank spaces with words which have been left out.
- Diagraph: Two letter that that a single sound. There are vowels diagraphs and consonant diagraphs, e.g.
 Consonant diagraphs: 'ch' as in chin
 'kn' as in knee
 'ng' as in ring
 'ph' as in phone

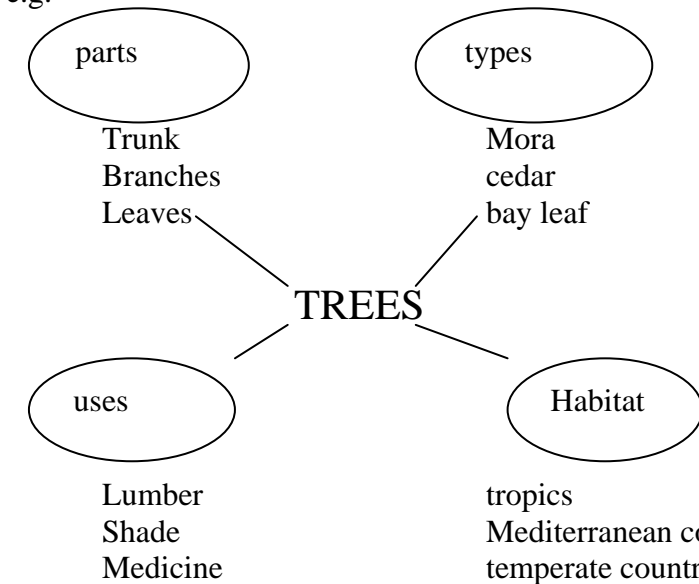
 Vowel digraphs 'oa' as in coat
 'ea' as in meat
 'ai' as in rain
 (Usually, the first letter gives the long sound)
- Diphthong: A union of two vowel sounds in a unique glided sounded. E.g. 'ou' as in doubt; 'oi' as in coil
- Glossary: A list of technical or special words in a text, explaining their meanings.

Homographs: Same print- Words spelt alike but different in pronunciation and meaning.
 E.g. present - gift
 - being in the place in question
 - to give a hand over

Homophones: same sound- Words pronounced alike different in spelling and meaning
 e.g. pare - to peel
 pair - two
 pear - a fruit

Phonogram: A combination of vowel and consonants giving one unit of sound, e.g. 'ell', 'alk', 'tion', 'ture'.

Semantic Map: A graphic organizer which seeks to categorize words/ ideas in various groups
 e.g.



Situation Cards: Small index cards on which a problem or situation is written e.g.

John's father took out his jack and raised the front of his car

