

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

Primary School Syllabus
(INFANTS I & II AND STANDARDS I & II)

LANGUAGE ARTS

November 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.

**A.g. Director of Curriculum Development
17th February, 2000.**

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 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 level with multiple opportunities for achieving his/her fullest potential for language acquisition and self- development through language, on both an individual and corporative basis.
- 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 (Music, Dance, Drama, Art and Craft) Literature and Agricultural Science.
- 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, must support the language education of children in the primary schools to foster their total development, without any consideration of race, ethnicity, gender, religion, or socio- cultural and economical background.

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 feelings, as well as 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 material presented through the print or electronic media.
- Express legibly, in writing, explanations, narratives, descriptions and letters.
- 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 has a reciprocal relationship with listening. Speaking precedes the other productive, communicative skills. Our oral culture demands that the citizens improve, extend and refine speaking skills for social, academic, civic, aesthetic and personal purposes.

Literature

The reading of literature in the primary school contributes to children's cognitive and affective 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 apprehension. As an aspect of language use, in its most heightened and sophisticated form, literature offers opportunities to develop apprehension for the craft of language, its rhythm and beauty. It is an integrating element in the language arts curriculum, engaging the skills of listening, speaking, reading, 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 r 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

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, listening and other language processes. Viewers construct meaning from images just 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, consistent 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.

Following are 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 connection
- (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.

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 second document is the Standards 3 to 5 Syllabus:

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

Resources

LISTENING - ATTENTIVE

INFANTS YEAR I AND II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>TO OBSERVE RULES OF ETIQUETTE</p> <p>TO RECALL SIGNIFICANT DETAILS. E.G. WHO? WHAT? WHERE? WHEN?</p>	<p>The students will</p> <ul style="list-style-type: none"> • Listen attentively and courteously (body language, eye contact) • Correctly answer questions about the details of a selection after listening to a reading selection • Identify central meaning e.g. <i>What is about?</i> • Recall significant details accurately e.g. <i>Who? What? Why? When? Where?</i> • Compare, contrast, recognize cause and effect relationships • Answer simple questions asked orally and formulate their own question. 	<p>The teacher will</p> <ul style="list-style-type: none"> • Discuss how to listen • List the rules for good listening behaviour • Read a short story such as 'The Very Hungry Caterpillar' and have students listen for details: What did the caterpillar eat on Tuesday? 	<ul style="list-style-type: none"> • Teacher directs students to listen to rhymes. Students demonstrate listening behaviour by <ol style="list-style-type: none"> 1) Not talking 2) Not playing with anything 3) Looking at the specified picture • Teacher observes listening behaviour and asks the following questions: <p><i>"How many oranges did the caterpillar eat?"</i></p> <p><i>"When did the caterpillar get a stomach ache?"</i></p> 	<p>SOCIAL STUDIES Have students give brief statements</p> <p>STUDY SKILLS Students will recite the days of the week in sequence and answer: <i>"Which day comes first?"</i> <i>"Which day comes last?"</i></p>	<ul style="list-style-type: none"> • Various types of books: <ol style="list-style-type: none"> a. Alphabet b. Concepts c. Pop- up Books • Story books e.g. The Very Hungry Caterpillar • Days of the Week Chart

LISTENING – ATTENTIVE

INFANTA YEARS I & YEAR II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>TO RECALL INFORMATION FROM A VARIETY OF TEXTS E.G. EXPOSITORY PIECE, LIST, SONG, RHYME, NEWS, ITEM</p> <p>TO IDENTIFY ENVIRONMENTAL SOUNDS</p> <p>TO PERFORM A TASK FOR WHICH DIRECTIONS HAVE BEEN GIVEN</p>	<p>The students will:</p> <ul style="list-style-type: none"> Listen to a list of words and repeat three pieces of information stated Identify accurately, interpret specify sounds heard, recognize familiar sounds e.g. their own names, the voices of their teachers and classmates, sounds in their immediate environment and other simple everyday sounds Repeat and follow one-step oral directions 	<p>The teacher will</p> <ul style="list-style-type: none"> Give directions to the students to listen to a tape with a short information piece on “Pets”. State the purpose for listening e.g. <i>‘After listening state the sounds you heard e.g. I heard.....’</i> Repeat a short instruction <i>“Go to the door”</i>. <i>“Place your hand on your head”</i>. 	<p>Students will</p> <ul style="list-style-type: none"> Tell two things that he heard about pets Listen to sounds, look at the work sheet and colour all the items that made the sounds he/ she heard Listen to and follow instruction: <i>“go the class library corner and bring two picture dictionaries.”</i> 	<p align="center">VOCABULARY DEVELOPMENT</p> <p>Categorize taped material into list e.g. Fruits, boys’ names, girls’ names.</p> <p align="center">MATHS</p> <p>Make a set with manipulatives that make the sounds that you can hear in the environment</p> <p align="center">ART</p> <p>Draw vehicles that you hear on a busy street.</p> <p align="center">PHYSICAL EDUCATION</p> <p>Play ‘Simon Says’ game</p>	<ul style="list-style-type: none"> Tape Recorder Pre- recorded list of words Short information selections from expository material Manipulatives Toy trucks, planes cars. Balls, hoops, ropes

LISTENING ATTENTIVE

INFANTS YEARS I AND II

COMPONENTS	OUTCOME /OBJECTIVES	SUGGESSTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITES	RESOURCES
<p>TO IDENTIFY THE SEQUENCE OF EVENTS AFTER LISTENING TO A READING SELECTION e.g. A SHORT STORY WITH SEQUENCE POINTS</p> <p>TO STATE WHETHER LETTERS, WORDS AND SENTENCES ARE THE SAME, DIFFERENT, FAR, NEAR, HIGH OR LOW</p>	<p>The students will</p> <ul style="list-style-type: none"> Listen to a story and express orally the sequence of events Determine differences and similarities in sounds (phonemes) e.g. recognizing and repeating initial, medial or final sounds Think about the ideas of others, clarify meanings, information and enhance their store of knowledge. Associate picture, object or person with oral description, sensing relationships, visualising, imagining, touching 	<p>The teacher will</p> <ul style="list-style-type: none"> Read a short story such as the ‘ Little Red Hen’ and discuss what comes first, last and in the middle Demonstrate and give examples of rhyming words 	<ul style="list-style-type: none"> After listening, students will respond orally to questions: “<i>What happened first in ‘Little Red Hen’?</i>” Students will listen to their pairs of words, state which words are the same and which are different <i>bin bit</i> <i>bob bet</i> 	<p>READING</p> <p>The students will place pictures in order to match words first, next, last</p> <p>MUSIC</p> <p>The student will listen to musical sounds that are the same and different e.g.: the flute music in ‘ Peter and the Wolf’</p> <p>SCIENCE</p> <p>The students will listen to perceive sounds that are far of near, high or low</p>	<ul style="list-style-type: none"> Pictures that show sequence Music cassettes e.g. ‘ Peter and the Wolf’,

LISTENING ATTENTIVE

INFANTS YEAR I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE/ASSESSMENT EVALUATION	CONNECTED ACTIVITIES	RECOURCES
<p>TO REPRODUCE AND UTILIZE SIMPLE FORMS OF STANDARD ENGLISH</p>	<p>The students will</p> <ul style="list-style-type: none"> • Listen to selected readings and give accurate matching questions • Build vocabulary • Review and verify 'known' words, phrases and sentences • Acquire 'new' words • Deduce simple messages from spoken contexts • Develop creative and original thinking • Acquire acceptable and accurate speech skills, viz pronunciation, enunciation, intonation for conversation, narration, discussion, recitation, choral speaking, oral reading • Reproduce and utilize simple forms of Standard English • Recognize and appreciate the sounds of rhythm of English (Language Structure). 	<p>The teacher will</p> <ul style="list-style-type: none"> • Discuss and give examples of activity • Carefully select and provide a variety of reading material in which the student has an opportunity to participate and can find delight in the illustration and text. 	<ul style="list-style-type: none"> • the students will listen to this: This afternoon the weather will be sunny. Later tonight there will be heavy rain and wind. They will answer this question: <i>"What was the weather like this afternoon?"</i> • Teacher reads 'The Gingerbread Boy' or 'Little Red Hen'. Teacher selects stopping point. <i>E.g. Who will help me plant the wheat?</i> Students respond. 	<p>LANGUAGE Have students write questions and answers to show an understanding of Standard English structures.</p>	<ul style="list-style-type: none"> • Cassette/ tape recorder • Children's literature

LISTENING - ATTENTIVE

INFANTS YEAR I AND II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>TO GENERATE QUESTIONS FROM MATERIAL HEARD</p>	<p>The students will</p> <ul style="list-style-type: none"> Practice appropriate Standard English, grammatical structures and patterns Build and use different types of sentences – statements, questions, requests and exclamations (Language Structures) Think about the ideas of others, clarify meaning and information and enhance their store of knowledge Listen to information and generate questions from material heard Listen to a variety of text and genres for the purpose of enjoyment, and development and humour. 	<p>The teacher will</p> <ul style="list-style-type: none"> Discuss and give examples of activity Carefully select and provide a variety of reading material in which the student has an opportunity to participate and can find delight in the illustration and text. 	<ul style="list-style-type: none"> The students will listen to this: <i>This afternoon the weather will be sunny. Later tonight there will be heavy rain and wind.</i> Answer this question: <i>“What was the weather like this afternoon?”</i> Teacher reads ‘The Gingerbread Boy’ or ‘Little Red Hen’. Teacher selects stopping point. <i>E.g. “Who will help me plant the wheat?”</i> Students respond. 	<p>MATH</p> <p>State information I have 5 trucks I take 3 trucks away Question: How many trucks are left? How many trucks did I have left at first?</p> <p>ACTIVITY</p> <p>Teacher uses books suitable for reading aloud which present situations that are humorous e.g. ‘Imogene Antlers’, ‘If I were a fish’.</p>	<ul style="list-style-type: none"> Big books Small books Alphabet books Rhyming books Dr. Seuss books Pop – up books Picture books Predictable books

LISTENING APPRECIATIVE

INFANTS YEARS I & II

COMPONENTS	OUTCOME/OBJECTIVE	SUGESSTED TEACHING ACTIVITIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED AVTIVITIES	RESOURCES
<p>CONNECTED TO LITERATURE</p>	<p>The students will</p> <ul style="list-style-type: none"> • discover and enjoy the share beauty of different or similar sounds – poetry, drama, dance, rhythms, speaking in diction of foreign languages, jokes and other humorous expressions • make a connection between stories and poems heard and one read or viewed in order to make comparisons between characters, settings, lessons about life • experience relaxation relief from tension, entertainment and pleasure • create various sensory images e.g. auditory, kinaesthetic, tactile, gustatory or olfactory, visual, responding to descriptive languages and other word pictures which have aroused their imagination. • Respond to rhythm, mood in story, music and poetry and express their own mood. 	<ul style="list-style-type: none"> • The teacher will present different stories with similar main characters/ setting/ lessons about life. Let students identify 	<ul style="list-style-type: none"> • The students will listen to this story and another story that has a character or a setting or an ending that is the same 	<p>WRITING</p> <p>Let students use a story frame outline to create a story similar to one read. e.g. Little Red Riding Hood.</p>	<ul style="list-style-type: none"> • Poems • Stories • tape recorder • Audio cassettes

LISTENING APPRECIATIVE

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURECS
<p>APPLYING KNOWLEDGE OF STORY GRAMMAR</p>	<p>The students will</p> <ul style="list-style-type: none"> • Listen to story selections for the purpose of identifying elements of story e.g. characters, setting and events • Produce artistic expression through drawing, modelling, colouring, constructing pictures, diagrams, painting, dance, mime, drama. • Listen courteously and in a supportive manner. • Encourage- sharing, building self- esteem, learning to ‘get along’ with others 	<ul style="list-style-type: none"> • Discussion of one element of story grammar e.g. characters Goldilocks Red Riding Hood Little Red Hen Jack and the Beanstalk 	<ul style="list-style-type: none"> • Listen to the story. Who is the main character? 	<p>VOCABULLARY DEVELOPMENT Create a character map. Use vocabulary words learnt to describe character. Talk about events from story to support words selected</p>	<ul style="list-style-type: none"> • Stories • Art work

LISTENING COMPREHENSION

INFANTS YEARS I & II

COMPONENT	OUTCOME/OBJECTIVE	SUGGESTED TEACHING STRATEGIES	SAMPLE/ASSESSMENT EVALUATION	CONNECTED ACTIVITY	RESOURCES
<p>LISTENING COMPREHENSION</p>	<p>The students will</p> <ul style="list-style-type: none"> • Anticipate meaning in conversations • anticipate outcome and reach conclusions (decide) • answer questions- <i>How?</i> and <i>..... Why?</i> • Draw conclusions • Determine sequences in sound • Solve simple problems e.g. “Do you think...?” 	<p>The teacher will</p> <ul style="list-style-type: none"> • Provide situational contexts, e.g. have students listen to taped conversations • Tell stories in segments • Provide situational contexts • Activate prior knowledge • Role play • Provide appropriate sounds in some sequence • Question to recall sequence stimulate discussion • Role play • Pose problems • Discuss alternatives • Encourage inductive reasoning to lead to conclusion • Role play 	<ul style="list-style-type: none"> • Have students say what comes next after listening to a segment of a story. • Choose from a given oral list the sentence that will end the story • Sequence a set of glass and water instruments from loudest to softest • Have student solve a problem given e.g. “<i>If I had 4 cakes and 5 friends came to visit, what could I do?</i>” 	<p>READING Put pictures in sequence</p> <p>ART Cut off the last picture of a comic strip sequence and have students draw and tell what the ending would be.</p> <p>MATHS Use manipulatives to show the sequence.</p> <p>SOCIAL STUDIES Choose appropriate dress for different weather conditions.</p>	<ul style="list-style-type: none"> • Tape Recorder • Audio Cassettes • Stories • Expository material

SPEAKING

INFANTS YEARS I & II

COMPONENTS	OUTCOME/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>CLARITY OF SPEECH</p> <p>STATEMENT OF IDEAS</p>	<p>Students will</p> <ul style="list-style-type: none"> • Speak clearly and at a volume audible in large/small group setting • State ideas simply and chronically • Speak politely in conversations with others • Pronounce common words clearly and carefully in a pleasing voice • Identify and name familiar persons, places and things (whether real, imagined or from memory) • Identify and name familiar persons, places and things (whether real, imagined or from memory) • Describe briefly, persons, animals, objects and places • State ideas simply • State their ideas in complete sentences, increasing their “sentences sense”(language structure) and their thinking skills • Use language appropriate for extending common structures 	<p>The teacher will</p> <ul style="list-style-type: none"> • Model behaviour • Engage in role play • Discuss voice control • Engage in role play • Offer models • Provide a variety of stimuli • Engage in role play demonstration of cooperative learning • Use word games • Use games e.g. “Simon says” • Provide a variety of stimuli for questioning and discussion • Provide examples of sentences in role play and other situations and provide practice in asking questions • Have students practice and model behaviour in school situation • Question and demonstrate responses to dramatic plays • Practice phrasing • Provide appropriate stimuli 	<p>Students will</p> <ul style="list-style-type: none"> • Take turns sharing an item of news with a group • Tell what they like best about a story they heard • Talk with peers in role play • Look at a group of objects and state the correct name of each • After drawing, name each person in their family • Describe their pet • Answer questions e.g. “<i>What’s the colour of this banana?</i>” “<i>It is red?</i>” • Use the terms “<i>please</i>” “<i>thank you</i>” and “<i>excuse me</i>” in role play situations • “<i>Suppose I want to go to the bathroom what should I say?</i>” • Answer orally such questions as “<i>How are you today?</i>” “<i>What kind of day is it?</i>” • Look at the picture and tell me what is happening • Recite an action rhyme 	<ul style="list-style-type: none"> • READING: Dictating sentence for language experience lesson • MATH: Telling two differences between a circle and square • PHYSICAL EDUCATION: Sharing in a gross motor activity • READING: sight words: matching word with object • SOCIAL STUDIES: naming pictures of people in the neighbourhood • ART: drawing a favourite toy and dictating sentences for teacher to write • SCIENCE: answering a question concerning experiment in sinking and floating e.g. “<i>What is the cork doing?</i>” “<i>Is it floating?</i>” • ART/CRAFT: observing children as they share material materials in a group • READING: labels around the classroom • READING: language experience lesson • READING: picture/ sentence matching 	<ul style="list-style-type: none"> • Various types of environmental e.g. pictures, objects of different shapes, sizes, colours. • Sentence cards. • Word cards. • Rhymes, jingles, poems, songs, cassette recorder. • ‘Dress up’ materials

SPEAKING

INFANTS YEAR I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRTEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>SHARING INFORMATION AND FEELINGS</p>	<p>The students will</p> <ul style="list-style-type: none"> • Greet, introduce persons, express ‘thanks’, say farewell, offer an excuse or an apologise, praise others, share feelings with others, express ‘welcome’, say ‘please’ • Use appropriate school language • Articulate particular speech sounds, discriminate orally among them and pronounce common words carefully and clearly, in a pleasing voice • Answers questions posed by others – adults or peers – and formulate relevant, intelligent questions of their own, to satisfy their curiosity and other needs • Describe action a given picture • Recite simple nursery rhymes, charts, songs and poetry • Give oral reports about news, weather, personal items of interest • Retell a story in sequence 	<p>The teacher will</p> <ul style="list-style-type: none"> • Expose children to a variety of rhymes, jingles, songs etc. • Encourage listening • Question to elicit items of information • Share and discuss experiences • Provide environmental stimuli for discussion • Tell /read stories • Have children attend to verbal cues e.g. first, next, then, after • Role play, model behaviour • Use oral drills • Provide a variety environmental stimuli viz. pictures, objects etc. questioning teacher modelling • Provide stimuli for discussion, cooperative learning 	<ul style="list-style-type: none"> • ‘Show and tell’ activity • Children explain how to eat an ice cream cone without having any drip • Child gives information about himself for teacher to write under his photograph • Child says “<i>I am a boy. I am not a girl</i>”. • Child describes an object in Standard English in response to “<i>How</i>”, “<i>What</i>”, “<i>Where</i>” questions 	<p>MATH Reciting number rhymes</p> <p>ART Drawing favourite pet</p> <p>MATH Seriation, placing three sticks in order from longest to shortest</p> <p>WRITING Child copies name and address in a word book</p> <p>PHYSICAL EDUCATION Child makes sentences like ‘<i>I am running</i>’ ‘<i>He is jumping</i>’</p> <p>ART Drawing and colouring of objects in groups</p>	<ul style="list-style-type: none"> • Story books • Props and clothes to use in role play

SPEAKING

INFANTS YEAR II AND YEAR II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>USING STANDARD ENGLISH STRUCTURES</p>	<p>The students will</p> <ul style="list-style-type: none"> • State information about themselves e.g. name, address, birthdates • Practice English Language structures and patterns • Practice Standard English structures and patterns • Build sentences (statements, questions, request, exclamations) • Dictate ideas in response to given stimuli • Compose and dictate to teacher simple letters, stories, poems or plays in groups or individually • Interpret, narrate, reproduce parts of a story (with or without pictures or picture aids), identify characters, events in sequence – where and when the story happens, main idea of the story • Participate in choral speaking or other dramatic activity • Ask questions to seek answers 	<p>The teacher will</p> <ul style="list-style-type: none"> • Provide appropriate literary material, discussing pieces for emotive/other appeal, modeling behaviour • Provide mystery boxes and other engaging stimuli so to encourage questions • Provide a variety of stimuli to encourage discussion, encouraging children to ask questions, to probe • Role play and questioning to encourage cooperative learning 	<ul style="list-style-type: none"> • Children draw a scene depicting ‘A day at the beach’ and dictate sentences for the teacher to write. • Children dramatize the “Popcorn Man” or other story. • Presented with a mystery box, children are required to ask at least (3) questions before item is revealed. • Presented with a picture, children take turns being the teacher in a role play situation • Teacher’s observations of children’s participation in discussion 	<ul style="list-style-type: none"> • READING: Picture interpretation lesson • READING: Vocabulary – action words. • DRAMA: Blindfold game where children must ask for direction • LITERATURE: children are encouraged to ask questions as story unfolds • MATH: children decide among themselves how to classify varieties 	<ul style="list-style-type: none"> • Tapes stories • Tape Recorder • Bristol board • Paper • Boxes • Props •

SPEAKING

INFANTS YEAR I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
STRUCTURED CONVERSATION	<p>The students will</p> <ul style="list-style-type: none"> • Formulate question in response to certain stimuli e.g. pictures, films. • Increase their ‘understanding’ vocabulary while clarifying their thoughts through oral expressions • Take active part in class discussions • Converse politely with teacher, other adults and classmates, in small groups or on a one-to-one basis • Discuss informally (chat) with teacher and classmates, preferably in small groups in a larger class room • Make simple plans, make decisions and solve problems in a larger class group • Predict outcomes and offer simple suggestions as they participate in class/ group discussions • Enlarge and enrich their ‘speaking’ vocabulary <ul style="list-style-type: none"> (a) Select and use ‘known’ words (b) Play with and enjoy words e.g. rhyming (c) Invent ‘new’ words and discover ‘new’ words and delight in them 	<p>The Teacher will</p> <ul style="list-style-type: none"> • Organize structured class and small group discussions 	<p>Use checklist to note level of pupil’s participation in structured conversation</p>	<p>Class talk across the curriculum,</p>	<ul style="list-style-type: none"> • Tape recorder • Information books • Pictures • Story books

SPEAKING

INFANTS YEAR I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
ENJOYING LANGUAGE	<p>The student s will</p> <ul style="list-style-type: none"> • Explain or express an opinion or commitment • Recite, repeat aloud, present and read poetry orally or in ‘audience’ type situations • Experience the rhyme, flow and melody of language • Build concepts and extend experimental background • Evaluate their own speaking skills and products • Express humour or other appropriate feelings • Demonstrate spontaneity, self-confidence, imagination and feelings of self-worth and independence • Feel a sense of security, and gradually recognize school as ‘pleasant’ and ‘enjoyable’ and learning as ‘pleasurable’ • Demonstrate a willingness/eagerness to speak 	<p>The teacher will</p> <ul style="list-style-type: none"> • Model • Read rhymes and poetry for students’ enjoyment • Allow a variety of voices in groups and solo to present the poem orally • Praise the efforts of all 	<ul style="list-style-type: none"> • Sharing a favourite poem with peers 	<ul style="list-style-type: none"> • Share work products in small groups • Talk with peers 	<ul style="list-style-type: none"> • Poems • stories

VISUAL LITERACY

INFANTS YEARS I & II

COMPONENTS	OUTCOME/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>VIDEOS Viewing Interpreting Communicating Thinking Evaluating</p>	<p>The students will</p> <ul style="list-style-type: none"> • View video stories, information clips, video clips of cartoon stories in order to: • Retell stories • Identify main characters and setting • Give reasons for characters' setting • Give reasons for characters' actions • Listen to characters, dialogue and make predictions • Analyse gestures and facial expressions and draw conclusion • Discuss the variety of special effects used to maintain interest e.g. music • Discuss elements of variety of programmes e.g. Adventure Cartoon Information 	<p>The teacher will</p> <ul style="list-style-type: none"> • Carefully select video clips to suit objective to be achieved and level of students' understanding • Discuss with students and make good use of example • Use VCR pause button where necessary • Turn off volume for analysis of gestures and facial expressions • Darken picture so that only dialogue or music can be heard 	<ul style="list-style-type: none"> • Teacher will allow students to select a programme of their choice and answer questions to satisfy objectives and outcomes 	<p>LISTENING ACTIVITY</p> <p>The students will</p> <ul style="list-style-type: none"> • Listen to radio programs/music, and identify purpose of programs • State how music selections made them feel • Use appropriate vocabulary to describe emotions 	<ul style="list-style-type: none"> • VCR • Television • Video clips

LITERATURE
INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSEMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>CHILDRENS LITERATURE</p> <p><u>Traditional</u></p> <ul style="list-style-type: none"> • Folk tales • Fairy tales • Fables • Myths • Legends <p><u>Fantasy</u></p> <ul style="list-style-type: none"> • Literary fairy tales • Science <p><u>Realistic Fiction</u></p> <ul style="list-style-type: none"> • Mysteries • Historical realistic fiction • Contemporary realistic fiction • Science fiction <p><u>Non- fiction concept books</u></p> <p><u>Poetry forms</u></p> <ul style="list-style-type: none"> • Nonsense verse • Humorous verse • Narrative poetry • Nursery rhymes • Riddles • Jokes • proverbs 	<p>The students will</p> <ul style="list-style-type: none"> • Derive pleasure from listen to, experiencing and understanding the various genres • Use literature to emphasize with characters and situations and in so doing, understand self • Use literature to extract appropriate models for effective use of language • Make comparisons and contrasts between and among the common features of the various literary genres • Display a thirst for extracting meaning from a range of appropriate texts • Expand their willingness to share books with adult peers • Use a range of appropriate meaning – extracting skills when presented with a new text book e.g. predicting 	<p>The teacher will</p> <ul style="list-style-type: none"> • Tell stories in such a way as to underscore the effective, magical quality of the literature experience for the children and convey meaning through the tone, pitch, rhythm and nuance of voice • Dramatize the story • Improvise • Mime • Use puppets • Think aloud • Organize cooperative groups 	<ul style="list-style-type: none"> • Record and evaluate the personal, sincere reactions of individual students. • Use portfolios to record these responses and, overtime, have students become metacognitively aware of their charts 	<p>DRAMA</p> <ul style="list-style-type: none"> • Story Theatre • Readers Theatre <p>ART</p> <ul style="list-style-type: none"> • Dance and Movement • Music <p>SOCIAL STUDIES</p> <p>HEROES</p> <p>BEAUTIFUL PEOPLE</p> <p>HOMES AND HOUSES</p>	<p><u>BOOKS</u></p> <ul style="list-style-type: none"> • Wordless picture books • Concept books • Pop Up books • Alphabet books • Children’s Literature • Collection with adequate variety within genres • Tape recorder, blank audio tapes for recoding, retelling, etc <p><u>SPACE</u></p> <ul style="list-style-type: none"> • Television and VCR • Listening and Viewing Centre • Tape Stories with accompanying printed version

LITERATURE

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>REINFORCING WORD RECOGNITION AND OTHER SKILLS</p> <p>IDENTIFYING MAIN IDEAS</p> <p>EMPATHIZING WITH CHARACTERS IN A STORY</p>	<p>The students will</p> <ul style="list-style-type: none"> • Employ and develop strategies for using cues for fluent reading • Identify the main idea in a fable • Interpret the main idea in a parable • Analyze cause and effect in relationships within a sentence, paragraph and story • Recognize the Story Grammar Setting Characters Problems Events Solution • Use literature to empathize with characters and situations and in so doing, understand self 	<p>While re-reading favourite to children:</p> <ul style="list-style-type: none"> • Ask students to identify sight words • Use repeated patterns to teach skills in context • Group students (about 4 groups) each with a different fable/ proverbs • Ask questions to show relationship between moral and story • Read parable to enable students to speculate on meaning/ message, and use evidence from parable • Use cause and effect graphic organizers to help students chart cause and effect in relationships in text provided • Give story grammar to each group • Encourage students to discuss what they liked or did not like about the story using elements of the Story Grammar as a guide • Select and read text which speaks to real life challenges with students face. Students 'hotseat' characters 	<p>Students will</p> <ul style="list-style-type: none"> • Locate sight words in their favourite rhyme/story • Identify the main idea from given authentic fables • Interpret the main idea from a parable • Complete cause/effect graphic organizer for a text of their choice and include it in their reading portfolio • Use graphic organizer to demonstrate appreciation of Story Grammar of favourite stories • Hotseating • Respond to questions posed by classmates. 	<p>Students will</p> <ul style="list-style-type: none"> • Collect parables, suggestive advertisements etc. • Organize bulletin board display of cause and effect relationships. • Enact alternative to a hero story • Suggest what effect a particular event had on minor characters • Relate the story of a media event, a scientist, an inventor • Discuss in groups or individually • Hold peer conferences 	<ul style="list-style-type: none"> • Books of different levels of difficulty for the reading abilities in the class • Copies of several fables on display • Action Pictures/Photographs (large) to allow for interactive student responses (group and individual) • Copies of children story books • Contemporary childrens literature collection e.g. Bright Eyes, Brown Skin Granny and Me, Cordelia goes in search of the Fortune.

LITERATURE

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>OBSERVING AND USING EFFECTIVE LANGUAGE USED IN STORY BOOKS</p> <p>DISCUSSING VALUES</p> <p>ENJOY READING STORIES</p>	<p>The students will</p> <ul style="list-style-type: none"> • Use literature to extract appropriate models for effective use of language • Identify story character • Identify with story character/s • Relate their own values and experiences to those expressed in a literary work • Derive pleasure from listening to experiences and begin to read stories 	<p>The teacher will</p> <ul style="list-style-type: none"> • Select a story with speakers using a variety of speech registers • Lead discussion on appropriateness of characters' speech • Read an example of contemporary realistic fiction and identify values that are familiar to the students • Discuss those values • Dramatically introduce a highly amusing text e.g. Animals should definitely not wear clothing Emperor's New Clothing 	<ul style="list-style-type: none"> • Students imitate the speech registers of selected characters • In groups of 4-5 students explain/ describe what they would have acted/felt/thought in a given situation. • Teacher observes and evaluate <p>Children's pleasure/ curiosity behaviours to be noted and recorded</p>	<ul style="list-style-type: none"> • Role play scenarios from parallel situations • Creating alternative story plots on the basis of inclinations. • Discussions • Building a theme board to display the stories that make us laugh 	<ul style="list-style-type: none"> • Range of stories with characters' dialogue illustrating significantly different registers/ dialects <p><u>NB:</u> Seek a balance to ensure that the Creole is <u>not</u> negatively labelled.</p> <ul style="list-style-type: none"> • Tape Recording of students' alternative plots • A wide variety of humorous books, comics, cartoons

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>AUDITORY MEMORY & DISCRIMINATION</p>	<p>The students will</p> <ul style="list-style-type: none"> • Identify/initiate sounds in the environment of the home/school • Identify/discriminate between sounds that are soft/loud • Identify words that rhyme • Supply rhyming words • Listen to verbal demands and perform given task • Relate and dramatise a story • Create a new story ending • Identify sounds in the spoken word <ul style="list-style-type: none"> a) Initial b) Medial c) Final • Segment sounds in two- syllable spoken words • Identify words with the same beginning consonant sound • Discriminate between sounds at the middle and end of words • Identify words that rhyme with a given word • Supply rhyming words 	<ul style="list-style-type: none"> • Read to children, articulate selected words and have children listen • Same as above. Have children clap when they hear given sound. • Read stories, poems to children. • Have them listen as selected words are carefully articulated. • Have students' use inductive reasoning to determine initial, final, medial. • Use games to help identify rhyming words. Repetition of elements to be focused on. • Use oral CLOZE strategies 	<ul style="list-style-type: none"> • Students retell a story • Use checklist to record student's oral response. • Short Dictation 	<ul style="list-style-type: none"> • Draw/collect pictures showing objects with respective sounds. • Use pictures relevant to other subject areas. 	<ul style="list-style-type: none"> • Pictures • Songs • Poems • Story books

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>VISUAL MEMORY & DISCRIMINATION</p>	<p>The students will</p> <ul style="list-style-type: none"> • Match similar objects and distinguish between those that are different • Identify pictures/objects that are similar/different according to colour • Match objects which are the same size/shape. (including letters/numbers) • Identify objects /pictures which are similar/different according to shape/size/colour • Identify and supply names of letters in isolation • Match similar letters and symbols • Determine what is wrong with the picture • Complete unfinished shapes/pictures • Point to a series of objects in the order in which they have been touched • Name a series of objects in the order in which they have been touched • Match pictures that are similar or contain similar elements 	<p>The teacher will</p> <ul style="list-style-type: none"> • Provide opportunities for hands- on activities with manipulative • Playing memory games • Matching picture & objects • Matching objects according to shapes, sizes and colours 	<ul style="list-style-type: none"> • A ‘Show and Tell’ presentation to peers. 	<ul style="list-style-type: none"> • Use objects relevant to all subjects. 	<ul style="list-style-type: none"> • Books • Objects • Pictures

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RECOURCES
<p>VISUAL MEMORY & DISCRIMINATION</p>	<p>The students will</p> <ul style="list-style-type: none"> • Match pictures with model • Identify and supply names of letters in isolation and in sequence • Identify letters and the word that are alike or different • Determine what is wrong with a picture • Identify left and right • view material on a page from left to right • identify the top/bottom of given objects • locate /describe objects at the top/bottom of the page • follow instructions to complete a pattern • identify parts of a book (front, back, top, bottom) • use the text to locate specific pictures/words • complete picture puzzles to show left, right, top and bottom 	<p>The teacher will</p> <ul style="list-style-type: none"> • provide movable alphabet or letter cards • sing alphabet songs • model and students follow until they can work on own 	<ul style="list-style-type: none"> • Write letters to represent sounds heard. • Locate specified information in a book 	<ul style="list-style-type: none"> • Cross- curricular concepts 	<ul style="list-style-type: none"> • Expository and recreational books

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOME/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PICTURE CLUES (Cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Supply words represented by pictures • Identify new words by picture clues • Discriminate between sounds of words which differ in pronunciation by one phoneme only, given a series of pictures of familiar objects <i>e.g. pin, pan, bag, bat, boat, goat, ball, bell, seed, and feed.</i> 	<p>The teacher will</p> <ul style="list-style-type: none"> • Have students select words to describe pictures. From another list of word cards, let them select an appropriate word to match with the first word. For example, after selecting the word card 'dog', the child selects the word card 'animal' • Present pictures. Have students name the action, object or mood (feeling) represented by picture. Put words on word cards and add to word lists, word tree, word bank, etc. • Provide opportunity for practice in recognition of new words with pictures • Provide pictures of objects, e.g. pin and pen and pictures of animals e.g. cat and rat. Let students match pictures of words with the same beginning, medial or final sound. • Display four pictures whose names have the same medial sound as in coat. • Design similar activities for beginning and ending sounds. 	<ul style="list-style-type: none"> • Pupil matches picture with appropriate word 	<ul style="list-style-type: none"> • Similar activities across the curriculum 	<ul style="list-style-type: none"> • Word List • Story books.

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTED	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATIONS	CONNECTED ACTIVITIES	RESOURCES
<p>PHONICS (cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Discriminate between words which differ in their: initial sounds, <i>e.g. hen, pen; medial sounds, e.g. bill, (by one phoneme only) e.g. bag, bat; final sounds</i> • Recognize short vowel “a” • Associate the vowel “a” with /a/ in the initial position • Do an auditory discrimination exercise using words with /a/ and other words • Identify pronounced vowel sounds in their short form e.g. ‘a’ as in ‘apple’, ‘e’ as in ‘bell’ ‘I’ as in ‘bin’, ‘o’ as in ‘pot’, and ‘u’ as in ‘nut’ 	<p>The teachers will</p> <ul style="list-style-type: none"> • Presents the following four words: run, mug, jug, bug. Say the word ‘bug’ and let students circle the word that was called • Present the words: pet, pat, pit, pot. Say the word “pot” and let students circle the words. • Presents the words: rag, ran, rat, ram. Say the word “ram” and have students circle the correct word. • Design similar activities for abundant practice in other beginning, medial, and final sounds in words. • Pronounce the short sound of the vowel, present several words <i>e.g. man, sit, cup, bat, hen, rag</i>. Have students circle the words with the vowel sound that was pronounced. 	<ul style="list-style-type: none"> • Dictation of words. 	<ul style="list-style-type: none"> • Songs using these words (could be teacher- made) 	<ul style="list-style-type: none"> • Tape –recorder • Recorded music • Audio tapes • Pictures

READING: MECHANICS

INFANTS YEAR I AND II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PHONICS (cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Pronounce vowel sounds; • Distinguish between vowels e.g. a/i, e/o, a/u, a/e, a/o, e/I, /u, i/o, i/u; • Recognize initial consonant “b” • Associate the consonant “b” in the initial position with /b/ • Discriminate words with the sound of the letter “b” • Identify names of objects which begin with the consonant b, e.g. ball, bell, book, bicycle, ball • Discriminate between words which begin with the consonant b, and those which do not. 	<p>The teacher will</p> <ul style="list-style-type: none"> • Display the words: <i>mat, sit, leg, run, dog</i>. Let students pronounce each identified vowel. Use as many words as possible for providing necessary practice. • Display and pronounce each of the following pairs of words: <i>hat, hit; sat, sit; bat, bit</i>. Next, present several words, e.g. <i>fig, sad, cat, tin, jam</i>. Let students underline the words with the same vowel sound as in the word pronounced e.g. <i>man</i>. Provide similar activities for discriminating between other pairs of vowels • Present a sentence with a contextual setting, e.g. the boy likes to play bat and _____. • Let students circle the words beginning with ‘b’ and supply a word beginning with ‘b’. • Write the words, boy, bat, ball on the chalkboard. Provide similar practice in other sentences. 	<ul style="list-style-type: none"> • Checklist to record student’s oral response. • Word- building list made up orally by students 	<ul style="list-style-type: none"> • Record students saying the words. <p>ART</p> <ul style="list-style-type: none"> • Students make labels 	<ul style="list-style-type: none"> • Tape recorder • Pictures • Story books

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGESSED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PHONICS (cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Recognize <ul style="list-style-type: none"> - Initial vowel “e” (short sound); - Initial consonant “f” - Initial consonant “g” (hard sounds) • Associate the vowel or consonants listed with their appropriate sound in the initial position • Discriminate words with appropriate sounds of the vowel and consonants taught • Combine new and learnt consonants and vowels and consonants (‘vc’) • Discriminate between words which begin with each of the following consonants: ‘b’, ‘d’, ‘f’, ‘g’, ‘h’, ‘n’, ‘s’ • Identify combined sounds of short vowels sounds with each of the consonants: ‘b’, ‘c’, ‘d’, ‘f’, ‘g’, ‘h’, ‘n’, ‘s’, starting with real words, e.g. an, in, on, as ,is • Consonant and vowel combination – ‘cv’/ ‘vc’ making one syllable words • Review vowels and consonants previously taught • Blend consonant and vowel (‘ba’, ‘da’, ‘ca’) and vowel and consonant (‘ab’, ‘ac’, ‘ad’) to make one- syllable words which follow consonant- vowel- consonant (‘cvc’) pattern, e.g. <i>cab, bad</i> 	<p>The teacher will</p> <ul style="list-style-type: none"> • Present the following: bell, set, bite, frog. Have students underline the words that begin with ‘b’ • Provide an assortment of word cards. Have students select those that begin with ‘b’ 	<ul style="list-style-type: none"> • Students select word cards beginning with a specified amount 	<ul style="list-style-type: none"> • Students ‘sound’ words used across the curriculum 	<ul style="list-style-type: none"> • Word cards • Bristol board • Markers

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PHONICS (Cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Identify consonant/vowel ('cv') combinations and vowel consonant ('vc') combinations, e.g. 'ba', 'ab', 'bo', 'ob', 'bu', 'ub', 'ca', 'ac', 'bi', 'ib', 'du', 'ud', etc. • Discriminate vowels and consonants: Initial vowel "o" (short sound) Initial vowel "I" (short sound) Initial vowel "u" (short sound) Initial consonant "h" Initial consonant "j" Initial consonant "k" Initial consonant "l" -initial consonant "m" -initial consonant "n" • Associate the vowels and consonants being taught with the appropriate sounds in the initial position • Discriminate between words with the appropriate vowel or consonant sound taught in the initial position and other words • Identify words where the vowel or consonant sounds taught are in the medial or final position 	<p>The teacher will</p> <ul style="list-style-type: none"> • Present series of pictures of familiar objects with names beginning/ ending with 'cv' / 'vc' combinations e.g. <i>bag, be d, bud, bin, bus, can, cat, cot, dog, fan, fig, hop, nut, sun</i>, (word building strategy) • Pronounce a key word beginning with a vowel consonant / vowel combination, e.g. <i>bat</i>. On a worksheet, present four other words, e.g. <i>bell, bit, bus, bad</i> • Instruct students to circle the word that begins with sounds like 'ba' as in <i>bat</i> • Provide other examples for practice in discrimination among other consonant/ vowel combinations 	<ul style="list-style-type: none"> • Student orally lists creative made- up words and reads words using the sounds 	<ul style="list-style-type: none"> • Select words with similar sounds that students meet in the other areas of curriculum 	<ul style="list-style-type: none"> • Tape recorder • Pictures • Paper

READING: MECHANICS

INFANTS YEAR I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PHONICS (cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Discriminate between vowel consonant combinations in words • Identify consonants in their final position, e.g. as <i>in bad, beg, bin, bus</i> • Construct words using short vowel sounds and the following consonants in the initial position 'b', 'c', 'd', 'f', 'g', 'h', 'n', 's' • Word construction ('cvc') -use 'cvc' combinations to make one- syllable words 	<p>The teacher will</p> <ul style="list-style-type: none"> • Pronounce a key word ending with a vowel consonant combination, e.g. <i>can</i> • On a worksheet, present four words, e.g. <i>pen, ran, gun, fin</i> • Instruct students to circle the word which ends with the sound 'an' as in <i>can</i> • Design a number of activities to reinforce skill in discrimination between vowel consonant combinations • Show the picture of the bag, pronounce the word <i>bag</i> provide a number of pictures, e.g. <i>bed, bin, bus, bug</i>. Let students select the one with a name which ends ilke a bag. Present a number of word cards, e.g. <i>hug, sob, bad, big, dog, rod, tag, fan, hog, beg</i>. Let students select those with the final sound as in bag. • Provide a large number of required teacher- made letter cards. Put an assortment in separate envelopes. Have children work independently in forming words with each of the specified consonants in the initial position. For follow- up activity, let students construct sentences containing the new words. 	<ul style="list-style-type: none"> • Checklist of student' s words • Oral use of sounds and words. 	<ul style="list-style-type: none"> • Students speak and sound new words from other subjects 	<ul style="list-style-type: none"> • Flash cards • Markers • Paper • Envelopes

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PHONICS (cont'd)</p>	<p>Students will</p> <ul style="list-style-type: none"> • Perform development activities with additional consonants: ‘j’, ‘k’, ‘l’, ‘m’/’p’, ‘r’, ‘s’, ‘t’/’v’, ‘w’, ‘x’, ‘y’, ‘z’, and short vowel sounds as with preceding consonants • Practice identification of the letter combination “qu” with the sound /kw/; <ul style="list-style-type: none"> -(i) associate the letter combination “qu” with the sound /kw/; -(ii) discriminate “qu” as/kw/ from other sounds; • Identify consonants: <ul style="list-style-type: none"> -initial consonant ‘r’; -initial consonant ‘s’; -initial consonant ‘t’; -initial consonant ‘v’; -initial consonant ‘w’; -(i) identify the consonant sounds in the initial position -(ii) discriminate the initial sound from other sounds • Identify the consonant ‘x’ • Associate the letter ‘x’ with the sound ‘ks’ in the final position • State the meaning of the newly formed words using the prefix- ‘un’. 	<p>The teacher will</p> <ul style="list-style-type: none"> • Design a number of activities for introduction, reinforcement and enrichment of skills in consonant/ vowel (‘cv’) and vowel/consonant (‘vc’) combinations as in consonants ‘b’, ‘d’, ‘f’, ‘g’, ‘h’, ‘n’, and ‘s’. 	<ul style="list-style-type: none"> • Student identifies words with long vowel sound, using picture clues/ objects 	<ul style="list-style-type: none"> • Student practice recognizing and illustrating similar sound and word connections, in other subjects and at home 	<ul style="list-style-type: none"> • Storybooks • Tape recorders • Audio tapes

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
LONG SOUNDS	<p>The students will</p> <ul style="list-style-type: none"> • Recognize the long sound of /a,/e/,/i/,/o/,/u/ • Associate the given vowel with the long sound • Discriminate between the long and short sounds 	<ul style="list-style-type: none"> • Students complete an d read the equations e.g. ‘rat’ + ‘e’ = ‘bite’ – ‘e’ = • Students locate given vowel in other words and discriminate between the long and the short vowel sounds e.g. Long sounds /a/: ‘ape’, ‘page’, ‘tale’ /e/: ‘eraser’ ‘equal’ /i/: ‘ice’ ‘light’ ‘iron’ /o/: ‘over’ ‘cone’ ‘open’ /u/: ‘use’ ‘music’ ‘uniform’ 	<ul style="list-style-type: none"> • Pupil reads sentences that include words practiced. 	<ul style="list-style-type: none"> • Students note similar words in other texts. 	<ul style="list-style-type: none"> • Story books • Word cards • Tape recorder

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED AACTIVITIES	RESOURCES
CONTEXT CLUES	<p>The students will</p> <ul style="list-style-type: none"> • Use contextual clues to get at the pronunciation and meaning of words • Supply missing words in familiar contexts 	<p>The teacher will</p> <ul style="list-style-type: none"> • Design CLOZE exercises with sentences comprised of sight words, words derived from previous experiences and new word • Have students use the context to guess at the new words: <i>The dog bit the man on his foot. He sat on the rug. I sat on the green grass.</i> <i>Look at the sun. it is in the sky. Today is his birthday.</i> <i>She is big, but I am small.</i> • Have student use signal word “is” and “means” to identify /guess the meaning of unfamiliar words • Read CLOZE sentences to students. Let them supply the missing words for example : <i>When I am thirsty, I drink _____.</i> <i>The poor man has no _____ to spend.</i> <i>Sugar is _____, but lemons are _____.</i> <i>The _____, a big wild cat ate the man.</i> • Guide students to notice key words that help them gain meaning from the unfamiliar words in context: e.g. “although”, “however”, “whereas”, “but”. 	<ul style="list-style-type: none"> • CLOZE exercises • Oral work • Art: illustrating sentences 	<ul style="list-style-type: none"> • Word games • Extract sentences from another subject areas 	<ul style="list-style-type: none"> • Storybooks • Markers • Bristol board paper

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>STRUCTURAL ANALYSIS Inflectional endings</p>	<p>The students will</p> <ul style="list-style-type: none"> • Combine the sight of words and phonics to identify and select words for a familiar context • Use inflectional endings – adding ‘s’ to bring about a change in meaning in word • Identify and use words ending in a plural form • Form plurals by adding ‘s’ • Form plural – adding ‘es’ (no change in spelling) • Form plural – adding ‘es’ (no change in spelling) • Form plural by adding ‘es’ • Identify and use word endings ‘s’ and ‘es’ 	<p>The teacher will</p> <ul style="list-style-type: none"> • Design a number of CLOZE sentences • Supply words from which students select one for each sentence e.g. <i>Fill in the blank space with one of these words: run, stove, smile, tune:</i> <i>I _____ when I am glad.</i> <i>The boys’ _____ to the ball.</i> <i>The pot on the _____ is hot.</i> <i>Tom will hum the _____ and I will tap the box.</i> • Provide familiar pictures of single and multiple objects and accompanying labels. Let students label the pictures • Limit structures to ‘s’ and to ‘es’ words • Provide lists of names of objects and animals in the singular form, <i>e.g pot, dress, bus, box, cup, pill, leg, cat, dog, rat, let students add cut- out word endings s or es to each word.</i> 	<ul style="list-style-type: none"> • Dictation of short sentence using selected structures 	<ul style="list-style-type: none"> • Use objects and pictures from science subjects 	<ul style="list-style-type: none"> • Story books to illustrate relevant sounds and structures

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>STRUCTURAL ANALYSIS (Cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Make new words from known words by adding inflectional endings – ‘s’, -‘es’, and –‘ing’ • Use root words to reinforce inflectional ending:- ‘ing’,-‘s’ –‘ed’, and –‘or’ • Form new words by adding new ending :- ‘es’ • Separate root words from inflectional endings 	<p>The teacher will</p> <ul style="list-style-type: none"> • Have students notice what the ‘ing’ ending shows: that the action is still taking place • Provide a list of words to give practice in adding – ‘ing’ (postpone the use of words which require doubling of the final consonant until have had enough practice in simple adding ‘ing’) • Have students -follow instruction in the use of words whose final consonant must be doubled and present activities for developing skills in discrimination • Present lists of words and let students add ‘s’ or ‘es’. • Design CLOZE exercises of familiar content. Let students add ‘s’, ‘es’ or ‘ing’ to incomplete words e.g. <p>John runs to the ball The bus are here She is sit on the mat</p>	<ul style="list-style-type: none"> • CLOZE exercises 	<ul style="list-style-type: none"> • Use sentences with information about content areas 	<ul style="list-style-type: none"> • Content area books • Story books • Paper • Crayons

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>ROOT WORDS (Cont'd)</p> <p>ROOT WORDS AND INFLECTIONAL ENDINGS</p>	<p>The students will</p> <ul style="list-style-type: none"> • Suggest words with inflectional endings: - 'ing', -'s', -'ed', -'er', - 'es', and identify the root • Use suggested words correctly in sentences • Review words and inflectional endings – 'ing', -'s', -'ed', and -'er' • Identify root words in words containing inflectional endings • Use endings and roots to build new words • Identify and use the following –'ed', -'ing', and comparative – 'er', - 'est' • Drop final 'e' before adding –'ed' and –'ing' • Double final consonant before adding –'ed' and 'ing' in given words • Use inflectional ending – 'ed' • Identify the inflectional ending 'ed' in words and explain its meaning • Make and use words containing the inflectional ending –'ed' in sentences 	<p>The teacher will</p> <ul style="list-style-type: none"> • Display a word, e.g. <i>play</i>. Let students identify the word. Display four words containing the root word play, e.g. <i>plays, played, playing, player</i>. Instruct students to circle the root word • Repeat the exercises with other simple words such as <i>doll, jump, cook</i>. Present a variety of words and have students state the root in each • Write words on chalk board. Guide students to notice change made to root word (if any) before adding the endings e.g. <i>stop</i> • Present a number of words with which students are familiar, e.g. read, pull, help,. Engage students in building new words with the given root. Construct CLOZE sentences and have them select a correct missing word. E.g. walks, walked, walking, walker. She _____ <i>walked</i> to school. 	<ul style="list-style-type: none"> • The teacher will create a CLOZE exercise using familiar words and specific teaching point e.g. inflectional endings, for students to complete. 	<ul style="list-style-type: none"> • The teacher will compose similar CLOZE exercises using words in content area texts. 	<ul style="list-style-type: none"> • Games • Storybooks • Puzzles • chalkboard

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVE	SUGGESTED TEACHING STRATIGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES										
COMPOUNDS	<p>The students will</p> <ul style="list-style-type: none"> • construct list of words with common affixes • give the meanings of common affixes • identify compound words • note the root words that comprise them • identify root words in compound words • construct compound words • use compound words in sentences • identify small words in compound words such as : <i>book- bag, police man</i> • construct compound words from smaller root words • pronounce and use compound words in sentences • create their own compound words and use them in sentences • locate compound words in texts 	<p>The teacher will</p> <ul style="list-style-type: none"> • Present a list of compound words with which the students are familiar, e.g. <i>book bag, policemen, teacup, football, bedroom</i>. Instruct students to circle the two small words which make up each compound word • Prepare a number of word cards with compound words. Cut them into small words and engage students in forming compound words • Compile two list of words, each with a part of familiar compound words e.g. <table border="0" style="margin-left: 20px;"> <tr> <td>tea</td> <td>room</td> </tr> <tr> <td>tooth</td> <td>box</td> </tr> <tr> <td>sun</td> <td>brush</td> </tr> <tr> <td>bed</td> <td>cup</td> </tr> <tr> <td>letter</td> <td>shine</td> </tr> </table> • Engage students in word matching activity 	tea	room	tooth	box	sun	brush	bed	cup	letter	shine	<ul style="list-style-type: none"> • Dictation of short sentences using compound words • Word games e.g. A bell for a doctor Answer: doorbell 	<ul style="list-style-type: none"> • Students and teachers bring compound words from across the curriculum. 	<ul style="list-style-type: none"> • Content area books • Story books
tea	room														
tooth	box														
sun	brush														
bed	cup														
letter	shine														

READING MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>CONTRACTIONS (“can’t”, “isn’t”, ‘didn’t’)</p>	<p>The students will</p> <ul style="list-style-type: none"> • Identify words in their contracted form • Match contracted words with their long form • Circle contractions in sentences or passages • Given a number of words, identify those that are contracted e.g. Cannot can’t Don’t do not She’ll she will • Match words with their contractions • Given a number of words, form contractions from words and use them correctly in sentences • Correctly read sentences • Build upon contractions introduced earlier, e.g. ‘n’t’ – “should not”, “would not”, “ would not”, ‘ill – “they will” 	<p>The teacher will</p> <ul style="list-style-type: none"> • Engage students in formulating sentences with their newly constructed compound words • Present a list of words and have students identify those that are contracted by circling them; let students give the lengthen version of each contraction • Provide an assortment of contracted words and their lengthened form • Have students work in groups and match contractions with their counterparts • Have students form contractions from the following e.g. “do not”, “cannot”, “will not”, “she will”, “he will”, “they will”, “you will” • Construct simple sentences with meaningful content; provide practice in reading sentences • Have students construct sentences for particular situations 	<ul style="list-style-type: none"> • Oral and written assessment • Group Work Group one of peers reads sentences with contradiction. Group two writes the dictation • Dramatization of a story read by student. Dialogue in story to include contractions. 	<p>MUSIC</p> <ul style="list-style-type: none"> • Songs using contradictions 	<ul style="list-style-type: none"> • Songs • Writing material • crayons

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIEG	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>CONTRACTIONS (Cont'd)</p>	<p>The students will</p> <ul style="list-style-type: none"> • identify words with the following contractions “ ‘m” “ ‘ve”, “ ‘re” • use the different contractions correctly in sentences • identify the singular possessive forms of words that are in their reading vocabulary e.g. <i>dog’s, mother’s, cat’s, boy’s</i> • construct and read sentences to reinforce the possessive form taught • use the singular possessive form of words in sentences 	<p>The teacher will</p> <ul style="list-style-type: none"> • present a picture of a dog with a bone. Ask question “<i>Whose bone is this?</i>” Write the answer – <i>The dog’s bone</i>”. Use the same approach for introducing other words. Let students complete the following type sentences: <i>The bone belongs to the _____</i> Circle the word ‘dog’. • Alternate strategies to provide practice in the formation and identification of singular possessive form • Distribute word cards with the possessive form of familiar words; let each student construct and share his/her sentence with the class 	<ul style="list-style-type: none"> • Short dictation using the forms taught. • Oral exercise: To whom does this belong? Whose is this? Students point to an object in class 	<p>ART</p> <ul style="list-style-type: none"> • A picture of the family/ class showing each member or some members holding a favourite possession. Label each item e.g. <i>Janice bag.</i> 	<ul style="list-style-type: none"> • Pictures • Photos • Objects

READING: MECHANICS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>SINGULAR AND PLURAL POSSESSIVES</p> <p>PREFIX 'UN'-</p>	<p>Students will</p> <ul style="list-style-type: none"> Discriminate between possessive endings in the singular and plural form of words Construct sentences to demonstrate the correct usage of possessive forms Distinguish the root word from the following prefixes, 'un' – 'dis'- Identify and pronounce the suffixes Identify root words in containing the suffix – "ly" Use words with the suffix- "ly" appropriate in simple sentences 	<p>The teacher will</p> <ul style="list-style-type: none"> Ask students to distinguish a number of familiar words with their prefixes, e.g. <i>unhappy, untie, undo, dislike, disappear</i>. Question students about specially selected pictures to elicit the preceding words and their root words. For example put the word <i>unhappy</i>, display a picture of a smiling person. Elicit the response '<i>happy</i>' show the picture with a person having a sad countenance. Elicit the word <i>unhappy</i>, add prefix to the word '<i>happy</i>'. Guide students to deduct that "un"- means "not" Engage students in drawing a circle around the suffix of known words. Have them pronounce the word part as each suffix is displayed 	<ul style="list-style-type: none"> Teacher draws e.g. an unsmiling face, and asks, 'Is he happy' Teacher writes 'unhappy' below the face. Teacher continues this using different drawings and questions. 	<ul style="list-style-type: none"> Word games using words from a variety of genres read to pupil. 	<ul style="list-style-type: none"> Expository and recreational reading

VOCABULARY

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>LISTENING VOCABULARY</p> <p>SPEAKING VOCABULARY</p> <p>READING VOCABULARY</p>	<p>The students will</p> <ul style="list-style-type: none"> • Expand the use of dictionaries in each of the language components and particularly to ensure growth in the speaking vocabulary of the student • Increase his understanding that word choice can shape ideas, feelings and actions • Develop his willingness to use words tastefully and appropriately in speech –both spontaneous and prepared • Develop his curiosity and sensitivity to the variety of meanings (nuances) of words and concepts in contexts • Show willingness to express thoughts and feelings, in written form, through meaningful symbols of pictures/drawings and words, or word- like communications 	<p>The teacher will</p> <ul style="list-style-type: none"> • Input a wide variety of effectively used words and phrases in students’ listening vocabulary by storytelling and oral reading of enjoyable quality literature, involving experiences with which the student can identify • Create discussion groups among the students, involving the use of vocabulary and concepts emerging from and parallel to the story situations • Use thematic story units to have students reinforce the use and ownership of concepts and words in new situations • Sensitize students to idioms and figurative expressions • Allow students to create word clusters and semantic concept maps for reinforcement • Excite students’ interest in the oddity of homophones and homographs • Create structured expressive activities to make students use new words contextually and spontaneously through drama, conversation, oral composition 	<p>Because of the contextual nature of these teaching strategies, teachers will need to tailor the range of appropriate strategies to the learning task, these assessment/ evaluation instruments include</p> <ul style="list-style-type: none"> • Student oral retellings • Student testing and demonstrating the possible effects of the use of different words in specific content • Discussions • conversations 	<ul style="list-style-type: none"> • Word Hunt 	<ul style="list-style-type: none"> • Exciting story books like “A Chocolate Moose for Dinner

READING COMPREHENSION

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/ONJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>LOCATING DETAILS (Using pictures [Viewing])</p> <p>ORAL READING SKILLS</p>	<p>Students will</p> <ul style="list-style-type: none"> • Identify objects that are the same • Discriminate between objects/ pictures that are the same or different • Differentiate between big and small • Distinguish between objects that are heavy/light • Identify first and last positions • Identify the middle position • Sort objects according to colour , size and shape • Complete functional sentences orally • Analyse a picture to obtain specific details <ul style="list-style-type: none"> • Recall details from a story read aloud by the teacher • Discuss the main features of a simple picture • Relate a story or favourite parts of a story in own words • Orally reproduce nursery rhymes • Use a stimulus to create a story • Describe objects/situations that are of interest or importance: • Use correct pronunciation • Use good volume, pitch and clear enunciation • Demonstrate good posture • Use good phrasing and rhythm • Use good eye movements • Decode words accurately • Understand the purpose of the oral reading lesson. 	<p>The teacher will</p> <ul style="list-style-type: none"> • Distribute identical pictures to groups of 3-5 students. Have them use points of inquiry, e.g. <i>who? What? Why? Where? How? And where?</i> To obtain specific information about the picture • Present a story, ask detailed questions about the story • Conduct ‘Read Aloud’ sessions with the teacher modeling excellent reading skills 	<ul style="list-style-type: none"> • Look at this picture. Give me two sentences about the picture. • <i>Sean and Afiya played in the school yard. They had a large red ball. They had fun playing in the school yard. Mark and X on the picture that shows what Sean and Afiya were playing with.</i> 	<p>SCIENCE</p> <ul style="list-style-type: none"> • Chart with activities for keeping healthy. Let students look and state activities on chart. <p>LITERATURE</p> <ul style="list-style-type: none"> • Read a short story information piece on Monkeys. Let students give one detail from what they heard. 	<ul style="list-style-type: none"> • Science Chart • Suitable pictures • Information books

READING COMPREHENSION – LITERAL LEVEL

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/ONJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>STORIES (Listening)</p> <p>NARRATIVE AND EXPOSITORY</p> <p>IDENTIFYING MAIN IDEA (Using objects and pictures of individual object)</p> <p>USING PICTURES</p>	<p>Students will</p> <ul style="list-style-type: none"> Identify sequence and express orally the sequence of events after listening to a reading selection Recognize sequence and express in writing, details that happened first, next and last Classify and categorise according to stated attributes Identify the main idea using pictures Identify and match titles to pictures Describe and discuss objects/situations that are of interest or importance 	<p>The teacher will</p> <ul style="list-style-type: none"> Read a story such as The Ugly Duckling- discuss what happened in the beginning middle and end Read a story or poem Discuss what happened first and last Discuss how to make a sandwich Present students with groups of objects/ pictures. Give instructions. Take up all the objects that are Vehicles. Select all the names I call –hat, shoe, shirt, sari, and belt. Give a name to the group. Present simple pictures each of which has one main focus of activity, e.g. playing cricket, etc. students chat about pictures and identify the main idea Present a picture to the class e.g. washing clothes. Discuss the clues associated with the title “washing clothes”, e.g. washing machine , wash sink, tub, water, tap, clothes pin, etc. provide other pictures that are familiar to students, together with a list of titles. Allow students to examine the pictures very closely and match them with appropriate titles. 	<ul style="list-style-type: none"> Listen to this story I will read (Story) Tell me what happened first. <i>Incy Wincy Spider Went up the water-spout Down came the rain and washed the spider out Out came the sunshine and dried up all the rain. Incy Wincy Spider Climbing up again.</i> What happened last? Provide Word cards on which group names are written. Let students select items for each word card. Provide pictures for students. Give a list of titles. Let students select a title for the picture. 	<p>ART</p> <ul style="list-style-type: none"> Let students follow steps to create a paper folding item e.g. boat, hat, and paper cup. <p>AGRICULTURAL SCIENCE Planting seeds for germination. Make sequence of steps clear. Language Experience Story. Write up the sequence of steps for an activity e.g. Making juice. STUDY SKILLS. Let students do a time line of their lives using pictures and writing.</p> <p>Viewing</p> <ul style="list-style-type: none"> Let students’ view short video clips of television advertisements to identify the products. <p>Listening</p> <ul style="list-style-type: none"> Let students listen to short taped selections. Draw details. Give list of details a name. <p>Art</p> <ul style="list-style-type: none"> Let students draw pictures under the following: <i>Things that make me happy.</i> <i>Things that make me sad.</i> 	<ul style="list-style-type: none"> Story books Stories and poems Television Tape recorder Pictures Tape recorder pictures

READING COMPREHENSION – LITERAL LEVEL

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>COMPARE AND CONTRAST IN READING SELECTIONS</p> <p>CAUSE AND EFFECT</p> <p>PREDICTING</p>	<p>Students will</p> <ul style="list-style-type: none"> Compare and contrast elements of short reading selection <ul style="list-style-type: none"> Recall story in the order in which the events occurred Analyze the cause and effect relationship in a story Determine the outcome of events by noting specific circumstances taking place in the story 	<p>Teacher will</p> <ul style="list-style-type: none"> Read a story. List all characters. Discuss how each character felt about an incident in the story e.g. <i>How were their feelings the same and how were they different?</i> Read various selections and discuss causes and effects Read part of a selection/story or a story title, and predict what will happen next. 	<ul style="list-style-type: none"> Look at these pictures of a little girl/boy like you, as a baby and now. Read the captions below the pictures. Read the sentences below. Write S for same and D for different if sentences say this about pictures. <p><i>I have 2 legs and 2 arms</i></p> <p>_____</p> <p><i>I am a girl/boy _____</i></p> <p><i>I go to school _____</i></p> <p><i>I can dress myself _____</i></p> <p><i>Sian and her mother decided to make pizza. They prepared pizza and put cheese on it. They put in the oven and waited. They waited and waited by the pizza but it was still cold. At last Sian said “Look Mum , we forgot to turn on the oven”</i></p> <p>Why was the pizza not hot? Listen to this story: <i>It was recess. First Jane and Joe played catch. They took turns sliding down the slide. They played on the slide until the bell rang.</i></p> <p>I want you to tell me what will happen next.</p>	<p>VOCABULARY DEVELOPMENT Semantic Gradient. Let students explore synonyms for common words e.g. walk, limp, stroll, strut, big, large, huge, enormous.</p> <p>DRAMA Let students dramatize situations that present opposite situations, e.g. <i>Rainy- Sunny Different clothes</i> <i>Slower traffic No</i> <i>Outside playtime</i></p> <p>SCEINCE Compare and contrast different kinds of leaves, seeds. Classify and categorize small, furry, round, curved edges, spotted, etc.</p> <p>LANGUAGE Use situations in and around school to demonstrate cause and effect, e.g. <i>The lights are off/ The lights are on</i> Cause: <i>the lights was switched on/off</i> Nursery rhymes Use cause and effect to practice language patterns: <i>jack fell/ The water spilled/ Little Miss Muffet ran/ the spider sat beside her</i> discuss what signs predict the kind of weather we may get discuss how this will influence what we do e.g. wash clothes, go the beach</p>	<ul style="list-style-type: none"> Informational books Story books Seeds leaves

READING COMPREHENSION

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>CREATION OF NEW STORY ENINGS</p> <p>CREATION OF STORY BEGINNINGS</p> <p>CREATION OF DIALOUGE FOR CHARACTERS IN STORIES</p>	<p>Students will</p> <ul style="list-style-type: none"> • Create a new ending for a familiar story they have heard, e.g. Little Red Hen, Jack and the Beanstalk • Create a new beginning for a familiar story they have heard • Create dialogue for characters in selected episodes of stories heard • Create dialogue for characters in selected episodes of stories created 	<ul style="list-style-type: none"> • Teacher models think-aloud process to demonstrate how endings can be created. • Students read beginnings of various stories they know. Discuss how beginnings could be different e.g. Jack could be living with his father. • Teacher uses Big Books in Read Aloud sessions to demonstrate how dialogue can be created. • Teacher uses pictures drawn by students to create dialogue. 	<ul style="list-style-type: none"> • Listen to this story I will read. • Make the ending different from the one you have heard. • Look at/listen to the story/tape. Let the story start in a different way from what you heard. • Look at these characters from stories you have heard. Write something this character might say. • Draw a picture to go along with your story. Let your characters say something to each other 	<p>PROBLEM SOLVING Present a simple problem to class. Allow students to suggest ways to solve it.</p> <p>LITERATURE Present students with story beginnings or endings. Let them match endings and beginnings that are possible</p> <p>SOCIAL STUDIES Provide students with simple family tree. Let students write dialogue t state relationship e.g. <i>I am Paul's mother. He is my son.</i></p> <p>LITERATURE Let students create dialogue using Nursery Rhymes and story characters <i>Spider: May I come by you?</i> <i>Ms. Muffet: No, I don't like spiders</i> <i>Papa Bear and Mama Bear: Papa Bear: What happened to Goldilocks?</i> <i>Mama Bear: Her mother beat her</i></p> <p>ART AND LITERATURE Let students make face masks. Let them wear mask during Literature session to become a new character and create dialogue with classmates.</p>	<ul style="list-style-type: none"> • Expository material • Children's literature • Face masks • Art materials.

STUDY SKILLS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESWSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>LOCATING INFORMATION Objects in left and right positions.</p> <p>Words found in the first or second part of the dictionary.</p> <p>READING LABELS</p>	<p>Students will</p> <ul style="list-style-type: none"> • Locate objects that in left and right position • Locate words found in the first or second part of the dictionary • Read labels on packages or grocery items. • Compile a list of words found on labels • Arrange in alphabetical order or classify into food groups • Identify different brands of the same product 	<p>The teacher will</p> <ul style="list-style-type: none"> • Demonstrate right and left using the blackboard as a reference point • Give instructions e.g. raise your right hand , touch your left ear • Divide the dictionary in two parts/halves e.g. a-m, n- z: provides letters, then words and ask students to locate and arrange them in appropriate part of the dictionary • Ask: <i>would this word “rat” be found at the beginning or near the end?</i> • Provide students with or encourage students to bring in labels/ packages from used grocery items • Discuss with students information found on these labels and packages to achieve objective set. 	<p>Give students the following instructions: <i>Stand facing the blackboard.</i> <i>Point to the right wall.</i> <i>Point to the kits on the left</i></p> <p>Distribute work sheets with two columns. At the top of each column have letter a-m n-z</p> <p>Give students a list of words. Let them arrange them in alphabetical order under the appropriate column.</p> <p>Provide students with or encourage students to bring in labels/ packages from used grocery items. Discuss with students information found on these labels and packages to achieve objective set.</p>	<p>MUSICAL GAME</p> <p><i>Play musical game.</i> <i>e.g. Hokey Pokey that call for students t perform actions with left and right parts of their bodies.</i></p> <p>FOLLOW- UP ACTIVIY Have students trace around both hands on a large sheet of paper. Encourage them to decorate the two hands differently.</p> <p>FOLLOW- UP ACTIVITY Compile a class telephone directory.</p> <p>MATHEMATICS Allow students to bring to empty packages and labels of products used at home. List products and prices. Compare cost of items. Make a pictograph of products</p>	<ul style="list-style-type: none"> • Tape recorder • Word of the song. • Worksheets • Dictionaries Product Labels Packages

STUDY SKILLS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
SEQUENCING	<p>Students will</p> <ul style="list-style-type: none"> • Identify the days of the week/ months / year • Arrange the days of the week/ months of the year in sequential order • Arrange steps in a process e.g. making a sandwich • Arrange steps in sequential order to compose a recipe • Sequence e.g. reproduce stories orally in sequence 	<ul style="list-style-type: none"> • Allow students to repeat days of the week/months of the year using rhymes and jingles. • Use class chart and individual flash cards to allow students to examine the days and months in sequential order. • Guide students with questions to obtain sequence of steps in a process. Write sequence on blackboard. Students read them. <p>i. The family ii. Occupation iii. Furniture in a home</p>	<p>Distribute individual cards to students. Let students arrange cards according to numerals on blackboard e.g.</p> <ol style="list-style-type: none"> 1. Sunday 2. Monday 3. May <p>Provide steps in a process in random order. Let students arrange steps under heading given. e.g. Making juice</p>	<p>FOLLOW UP ACTIVITY Let students match individual word –cards with short forms of:</p> <ol style="list-style-type: none"> 1. Days of the week – Sun./ Sunday 2. Months of the year e.g. Jan/ January <p>SCIENCE Let students record steps in seed germination</p>	<ul style="list-style-type: none"> • Individual word • Cards • Class chart

STUDY SKILLS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>CATEGORISING AND CLASSIFYING</p>	<p>Students will</p> <ul style="list-style-type: none"> • Classify objects according to a given category e.g. foods, fruit size, colour 	<p>Provide objects. Guide students to identifying objects and discuss the attribute that would place them in a particular group, e.g. size, colour</p> <p>Have students categorize/ classify. Suggested lessons, e.g. topics such as</p> <ol style="list-style-type: none"> i) The Family ii) Occupations iii) Types of foods iv) Size of objects v) texture 	<p>Display pictures and two charts labelled Clothes and Furniture</p> <p>Distribute individual pictures</p> <p>Have students look at the pictures and place individual pictures under the matching label.</p>	<p>LISTENING ACT Ask students to listen as you name three objects. If words go together they should clap e.g. <i>orange, apple, banana, crayon, button, zipper</i></p> <p>MATHS Distribute work sheet with shapes. Give directions to complete worksheet e.g. Colour the largest square shape red. After worksheet is completed, have students cut out shapes and classify.</p>	<ul style="list-style-type: none"> • Small objects • Charts • Individual pictures

STUDY SKILLS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>DICTIONARY SKILLS Readiness activities</p> <ol style="list-style-type: none"> a. Recognition of individual letters b. Differentiation between letters c. Association of letters names with symbols d. Comprehend and employ Alphabetical sequence e. Arrange words in alphabetical order, by first letter 	<p>Students will</p> <ul style="list-style-type: none"> • Recognize and identify letters of the alphabet • Differentiate between upper case and lower-case letters • Associate letter names with symbols <ul style="list-style-type: none"> • Re- arrange groups of letters in alphabetical order • Arrange a given list of words in alphabetical order according to the first letter • Carry out oral instructions • Follow written directions to complete a simple task/s 	<p>Using alphabet chart</p> <ul style="list-style-type: none"> • Draw students’ attention to <ol style="list-style-type: none"> i) Those upper case and lower case that took the same e.g. Cc, Ss, Kk. ii) Those that are not similar e.g. Aa Gg. • Explain the difference between lower and upper case letters <p>Using an alphabetical chart or strip</p> <ul style="list-style-type: none"> • Select random groups of letters • Explain the order of the letters e.g. Gg, Hh, Li, Mm, Nn, Oo. 	<ul style="list-style-type: none"> • Provide each pupil with 2 individual lowercase lettercards in random order. Using sets of upper (plastic or wooded), let students select from the set of upper case letters those letter that match the lower case letter cards they have. • Students will stand when the letter they selected are called • Students will stand when the letters they selected are called. • Students will call the letters they have. They will also select and identify the lower case and upper case letters. 	<p>ART Sponge printing. Provide students with sponge letters. Let them print their names using case and lower case letters.</p> <p>COLLAGE WORK Students can use materials (seeds, cloth, glitter dust, rice, sand) to make tactile forms of the letters.</p> <p>SINGING Students can sing alphabet songs using alphabet chart</p> <p>READING Students can read words to alphabet songs while listening to song on tape.</p>	<ul style="list-style-type: none"> • Alphabet charts • Alphabet strips • Plastic and wooded letters

STUDY SKILL

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PICTURE DICTIONARIES</p> <p>INTERPRETING DATA/SYMBOLS ON GRAPHS AND CHARTS</p> <p>a. symbols e.g. weather</p> <p>b. signs</p> <p>c. data on charts</p> <p>d. data on graphs</p>	<p>Students will</p> <ul style="list-style-type: none"> • produce a picture dictionary individually or in a group • interpret single weather symbols • Interpret data/symbols, e.g. <ul style="list-style-type: none"> -use appropriate symbols to compile a weather chart -interpret data from a weather chart • Interpret the most commonly seen signs • Interpret the information on a birthday chart • Interpret the information on a pictograph e.g. ice cream flavours • Read labels on package or grocery items 	<ul style="list-style-type: none"> • Operating with groups or individuals, explain how dictionaries will be produced. • Chat with students about the types of weather in order to interpret simple symbols. • Demonstrate the use of actual road signs/picture of signs: STOP, NO ENTRY, MEN AT WORK. Discuss meanings and interpretations with students. • Using a birthday chart and student's information, record information on chart. Ask questions about information recorded. • Discuss choice of ice- cream flavours. Record data. Using data, pose questions to students about choices made e.g. <i>What is the most popular flavour.</i> 	<ul style="list-style-type: none"> • Distribute word cards with corresponding words in picture dictionary. Let students use the pupil- made dictionaries to match- cards. • Present a chart Monday-Friday with sentences to match e.g. <i>On Monday it was windy.</i> Place the symbol under the appropriate day. • Read a short story. Let students raise the corresponding sign as it is mentioned in the story. • Present the birthday chart. Ask how many birthday cakes can be made in November. • Ask if the class has to place an order by flavour, to the ice cream shop, what will the order be? 	<p>WRITING Let students use group- made dictionary with words frequently used in writing to create stories.</p> <p>COMPREHENSION What kind of weather is it? Place the symbol to match the appropriately dressed figures.</p> <p>PHYSICAL EDUCATION Using the signs made, let students respond as signs indicate.</p> <p>WRITING Let class design an invitation to another class to attend a school event.</p> <p>ART Draw yourself and two friends eating an ice cream cone. Write a sentence starting I like----- (name flavour)</p>	<ul style="list-style-type: none"> • Charts • Weather • Symbols • Signs • Invitations

STUDY SKILLS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>INTERPRET DATA ON CALENDER</p>	<p>The students will</p> <ul style="list-style-type: none"> • Compile lists of words found on labels and arrange them in alphabetical order in their class dictionary. • Interpret safety information on a product label • State the meaning of the term/symbol highlighted • Interpret safety information on medicine labels or containers • Interpret the information on the calendar • Locate the Table of Contents page in their basal text • Use the Table of Contents to answers simple questions • Interpret safety information on a product label • state the meaning of the term/symbol highlighted • interpret safety information on medicine labels or containers 	<ul style="list-style-type: none"> • Discuss the information on the calendar e.g. months of the year/days of the week. • Pose questions: <i>How many Mondays are there in January?</i> 	<ul style="list-style-type: none"> • Present a month on the calendar • Ask question like: <i>What is a good weekend for a moonlight picnic?</i> 	<p>MATHS Write the numerals in sequence, for one weekend in a selected month.</p>	<ul style="list-style-type: none"> • Calendars • Medicine labels • Basal reader • Story books

WRITING- PROCESS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>RELATIONSHIP OF THE WRITTEN WORD TO THE SPOKEN WORD</p> <p>SENTENCE-MAKING TRANSITION FROM ORAL TO WRITTEN LANGUAGE</p>	<p>Students will</p> <ul style="list-style-type: none"> • Recognize that what is spoken can be written down to be read • Match sentence to pictures • Write sentences to describe object/pictures • Write about 3 or 4 about themselves • Describe the actions in a given picture • Identify sentences which tell about a picture • Sequence pictures and write a sentences about each • Supply answers in complete sentences (Language Structure), given question on particular topic • Write additional sentences given an opening sentence • Write a few sentences on familiar topics, e.g. ‘Myself’ • Write descriptive sentences about familiar objects • Compare short stories on topics of interest • Write words already studied • Insert missing letters in words studied • Choose correct spelling 	<p>Using Language Experience (L.E.A.) stories, teachers will</p> <ul style="list-style-type: none"> • Have students read their sentences given to compose story • Show a picture/s and encourage students to describe the activity in picture 	<ul style="list-style-type: none"> • Using a stimulus provided by teacher, students will dictate a sentence for the teacher to record. • The teacher will give the following instructions: Look at these pictures. Put them in order. Tell e what is happening in the picture. Students must give complete sentences. 	<p>WRITING Using the pattern of a predictable book, students can repeat the structure in writing e.g. ----- <i>said the pig.</i></p> <p>LANGUAGE EXPERIENCE Students will write a sentence about a given picture.</p> <p>ART Draw an action picture.</p>	<ul style="list-style-type: none"> • Panel board • Pictures • Sequence pictures

WRITING PROCESS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>DICTION OF A SHORT, SIMPLE STORY.</p>	<p>The students will</p> <ul style="list-style-type: none"> • Use full stop at end of sentences • Use question mark at the end of a sentence • Use capital letters at beginning of sentences • Use capital letters to begin their names/days of week/months of the year • Identify and spell high frequency words, e.g. words for members of the family • Spell words that comprise the basic sight- word list and word list of their second – year text and stories read • Spell words for objects found in school/home • Spell their first names and surnames • Identify and spell the name of their village or town • Spell words identified and used with their inflectional endings: ‘es’, ‘ed’ • dictate a short, simple story 	<ul style="list-style-type: none"> • The teacher demonstrates how to dictate a story. He asks students to draw pictures and then tell a story about it. 	<p>The teacher tells the class: Look at the picture of the ----- <i>As a group we are going to tell a story about this picture. Raise your hand when you want to say something. How should we start?</i></p>	<p>SOCIAL STUDIES Look at a picture showing a rainy or sunny day. Have students tell about that day.</p>	<ul style="list-style-type: none"> • Pencils • Rubbers • Paper • Picture

WRITING- PROCESS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>WRITE A SIMPLE INTRODUCTORY SENTENCE.</p> <p>USES A VARIETY OF SENTENCE TYPES</p> <p>STORY SEQUECE-BEGINNING, MIDDLE AND END.</p> <p>COMPOSITION OF STEPS IN A PROCESS.</p> <p>EXTENTENDED WRITING TASK.</p>	<p>Students will</p> <ul style="list-style-type: none"> Write simple sentences Write sentences that are clearly story starters Compare short stories on topics of interest <p>Write using statements/questions in stories and steps in a process</p> <ul style="list-style-type: none"> Plan for and use story sequence Compose simple sets of instructions for simple tasks using logical sequencing of steps Write about personal experiences 	<p>The teacher will</p> <ul style="list-style-type: none"> Make a reference to a list of high frequency words used in writing phonetically spelt words and explain process of editing Read several stories and emphasise how stories begin “One morning...” “Once upon a time...” <p>Using Shared Reading activity,</p> <ul style="list-style-type: none"> Draw attention to questions and answer sentences. E.g. Big Book “Are you my Mother?” Mama, do you love me? Are you my friend? Review the school day through shared, collaborative writing (teacher and students) Ask students to give directions for getting from the classroom t Principal’s office Make students keeps journals in which they will write daily 	<ul style="list-style-type: none"> Give students writing task as follows: Look at the words in the bird tree.’ Write a sentence using these words. Remember to use capital letters and full stops or question marks at the end. Give students a writing task about a personal event or a story name of their choosing. Give students instructions e.g. Write a sentence with a question mark at the end. Write two sentences that are steps to an activity. Write narrative story that includes beginning, middle and end. Tell how to brush your teeth. Journals are kept in classroom and reviewed weekly. 	<p>MATHS Use manipulations to create number sentences</p> <p>GAME Play ‘Go Fish.’ Cards are mixed. Players draw cards. If card has an introductory sentence card read and kept by the player.</p> <p>ACTIVITY SCIENCE Give science experiment in picture form. Let students write matching sentences.</p> <p>ACTIVITY Small groups wrote directions for another group to do simple task. Tell how to play a game.</p> <p>SCIENCE Have students write about how they feel about the weather.</p> <p>LITERATURE Have students write about how a particular story made them feel. Response logs.</p>	<ul style="list-style-type: none"> Big books Read aloud stories Game Journals Response logs

WRITING- PROCESS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITES	RESOURCES
<p>PREPARATION FOR WRITING BRAINSTORMING</p> <p>EDITING FOR CAPITALIZATION AND PUNCTUATION</p> <p>EDITING FOR SPELLING ERRORS</p> <p>EDITING FOR USAGE ERRORS</p> <p>PUBLISHING A FINAL DRAFT</p>	<p>Students will</p> <ul style="list-style-type: none"> • Brainstorm ideas for writing • Edit work for spelling errors • Edit work for spelling errors • Edit work for usage errors • Publish and have final documents that are written according to directions 	<p>The teacher will</p> <ul style="list-style-type: none"> • Select topics/activities of interest to students • Have them brainstorm all their ideas about topic selected • Review rules for capitalization at beginning and punctuation (.?!) at the end of sentences • Make reference to list of high frequency words used in writing and phonic spelling done for review • Explain process of editing • Review subject verb agreement • List and discuss the expectations for a published document e.g. <ul style="list-style-type: none"> -a list of words A caption A sentence Steps in a process A story 	<ul style="list-style-type: none"> • Students will complete a story web about a teacher-generated topic using picture clues to cut and paste. • The teacher will present a variety of sentences. Allow students to put in punctuation marks as required. For example, <ol style="list-style-type: none"> 1. The girls is ill 2. The dorg is brown What spelling changes are needed in sentence 1 and 2? <p>The teacher instructs his pupils “Look at the sentences”. <i>I is by the doctor</i> <i>The boys was playing.</i></p> What changes are needed? <ul style="list-style-type: none"> • The teacher must stress that the student: Write neatly Read it to the class Speak clearly • Use experiments, where necessary. 	<p>SOCIAL STUDIES Have students complete a semantic map for a topic e.g. Divali.</p> <p>ACTIVITY During Shared Reading allow students to note punctuation marks. Organise L.E.A. story t demonstrate sentence types.</p> <p>ACTIVITY Play a version of “Tic- Tac-Toe” where students are asked to spell words. Correct spelling places O or X. First to complete a line, wins.</p> <p>LANGUAGE Subject and Verb agreement in Language Experience stories.</p> <p>MATH Use manipulatives <i>My set is equal</i> <i>Our sets are equal.</i></p> <p>ACTIVITY Home correction. Illustrate your final document to share with your parents.</p>	<ul style="list-style-type: none"> • Books and L.E.A • Stories • L.E.A. story • Manipulative toys • Buttons, counters

WRITING- PROCESS

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>DIRECTIONALITY</p> <p>PRE- LETTER WRITING EXCERISE, PROPER PENCIL GRIP.</p> <p>FORMATION OF ALL LETTERS OF THE ALPHABET, BOTH UPPER- CASE ABD LOWER- CASE LETTERS.</p>	<p>Students will</p> <ul style="list-style-type: none"> Observe print in books, newspaper, labels, signs, television advertisements Show interest in learning print Move from left to right and top to bottom and return in correct directional pattern Extend and practise motor skills through drawing, painting etc. Copy basic shapes and strokes as a pre- requisite to letter and numeral formation <ul style="list-style-type: none"> Trace and copy letter-shaped figures, geometric patterns linear/ circular designs Focus eyes and control and co-ordinate hand-eye movements Copy all letters of the alphabet, both upper-case and lower-case letters and numerals with attention to: <ul style="list-style-type: none"> -formation of strokes -correctness of direction -appropriateness of size 	<ul style="list-style-type: none"> Teacher models and provides worksheets with green dots and red dots for starting and stopping points. Teacher demonstrates using chalkboard, and students demonstrate with fingers, crayons and pencils. Teacher directs students to make required strokes and shapes <ul style="list-style-type: none"> -on the air -on paper to form words Teacher demonstrates using blackboard, exercises and worksheets. 	<ul style="list-style-type: none"> Given worksheets without the dots, students will begin movement from left to right in order to match pictures at either end of the work sheet. The teacher instructs pupils: <p>“Look at this stroke/shape/number. Use your crayons. Copy it on the paper.”</p> <p>“Listen to the letter I will call: lower- case C, and trace the letter on your sheet. Fit the lines with other letters that are the same as the one you traced. Do it now with the other letters I will call, e.g. upper-case C.</p> 	<p>ART Let students use finger painting exercises to practice directionality.</p> <p>WRITING Let students label objects on worksheet.</p> <p>ART Have students trace and copy letter-shaped figures, geometric patterns, linear and circular designs.</p> <p>PHONICS Have students make letters/write words when doing letter sound/symbol correspondence.</p>	<ul style="list-style-type: none"> Worksheets Finger painting Paints Paper Geometric letters and shapes. Worksheets.

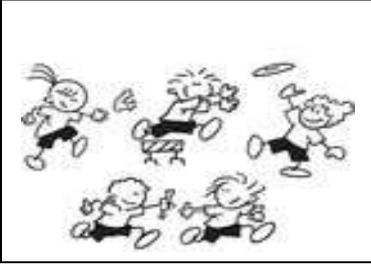
WRITING - PROCESS

INFANTS YEARS I & II

COPMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGY	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITES	RESOURCES
<p>WRITES LEGIBLY, HIS/HER LAST NAME, WORDS AND SENTENCES.</p>	<p>Students will</p> <ul style="list-style-type: none"> • Print accurately and legibly in proper sequence with adequate spacing between words • Print letters and numbers • Discriminate between objects of different colours, shapes and size • Follow direction accurately • Differentiate between capitals and lower case letters • Write letters and words • Begin to join letters and approach a cursive writing • Space letters adequately • Begin t develop a neat legible handwriting through guided practice • Develop a sense of pride in presenting a neat, attractive written work 	<ul style="list-style-type: none"> • Using an L.E.A. story, teacher will demonstrate and students will practice writing sentences and words. 	<ul style="list-style-type: none"> • The teacher gives the following instructions: <i>Show me a word.</i> <i>Show me a sentence.</i> <i>Copy a word/sentence on the page in front of you.</i> 	<ul style="list-style-type: none"> • Writing practice. Daily heading for all exercise book tasks. 	<ul style="list-style-type: none"> • Writing books • Pencils • Rubbers • Rule

GRAMMAR

INFANTS YEARS 1 & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Demonstrate the ability to use the following structures.</p> <p>Generate their own sentences using these patterns</p> <ul style="list-style-type: none"> The verb “to be” – Present Tense patterns 1st, 2nd, 3rd, persons singular and plural. <p>e.g.</p> <p>a) I am + noun (as in ‘I’m a boy/girl/policeman’ etc)</p> <p>b) I am + adjective (I’m hungry/ sleep/ tall/ tired.)</p> <p>c) I am + Adjective Phrase (I’m a very hungry boy)</p> <p>d) I am + Adverb Phrase (I’m in the garden)</p> <p>e) Present Participle (I’m walking)</p> <p>He/She/It/John + IS + Noun (She’s a teacher/nurse/girl)</p> <p>He/She/It/John + IS+ adjective</p> <p>He/She/It/John + IS + Adverbial Phrase</p> <p>He/She/It/John + IS + ‘ing’</p> <p>You/We/They/John and Mary + are + noun</p> <p>You/We/They/John and Mary + are +adjective</p> <p>You/We/They/John and Mary + are + Adverbial Phrase</p> <p>You/We/They//John and Mary + are + -‘ing’</p>	<p>Students will</p> <ul style="list-style-type: none"> Make short sentences using the first person sing. Pl. pronoun and the verb ‘to be’ pattern, orally e.g. <u>I am</u> a girl (Sing). <u>We are</u> girls (Pl.) Make short sentences using 2nd person sing/pl. pronouns and the verb ‘to be’ pattern orally e.g. <u>you</u> are a girl (Sing.) You are girls (Pl.) Make short sentences using the third person Sing./Plural pronouns and the verb ‘to be’ pattern orally e.g. <u>They are</u> girls (Pl.) She is a girl, (Sing.) Make short sentences using the first person singular and the verb in the present tense pattern for the verbs. 	<ul style="list-style-type: none"> ORAL DRILLS Repeat the structure to be taught in the form of a game. e.g. Group 1 asks “Who are you?” Group 2 answers ‘I <u>am</u> a girl ‘I <u>am</u> a child’ ‘We are dancers’ ROLE PLAY – CHARADE Child mimes an activity e.g. ‘bats a ball,’ ‘stirs a pot’ Class replies – “ You are a cricketer” “ She is a cook” SHOW AND TELL EXCERCISES Bring something you are interested in e.g. toy to talk about. Think about the thing to say about it. Show the item around the class. Say what you have to say loudly. Others show interest, listen, and question if necessary. - Say something nice SENTENCE SLOTTING Completion of sentences using given prepositions e.g. the cow jumped <u>over</u> the moon. Jack walked <u>over</u> the paper. 	<p>The teacher</p> <ul style="list-style-type: none"> Presents work sheets with pictures and matching sentences Instruct students to: circle suitable structures writ appropriate structures in blank spaces. Presents pictures and elicit language structures taught e.g.  <p>How many boys in the pictures <u>are running</u>?</p> <p>Ans. Two boys <u>are running</u> How many boys are sitting?</p>	<p>MATHEMATICS Use the structures of the verb ‘to have’ to respond to problems presented in other subject areas e.g. Math, Science, e.g. A box has two marbles. How many marbles will four such boxes have? 1 box has 2 marbles 4 boxes have 2+2+2+2 marbles</p> <p>READING Match sentences with appropriate pictures e.g. Match the following:</p> <p>Tim has a ball</p> <p>Tim and Jan have balls</p> <p>GAME – ODD MAN OUT Children are given cards with segments to make a sentence using the appropriate structure</p> <p>Children with cards come together in front of the class. The student with the odd card is removed. Class reads the sentence with the appropriate structure</p>	<ul style="list-style-type: none"> Familiar objects e.g. toys, plants, pencil book, Pictures/Pictorial stamps Flash cards Sentence strips Audio tapes

GRAMMAR

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Same as the above for you, he, she, it (sing) 'is' We, you, they (pl.) 'are.' The verb "to be"-</p> <p>Past Tense patterns – same as above e.g. a) I was found and noun (a child) b) You 'were' and noun (a child etc.)</p> <p>I/You/We/They + Verb (I eat fruits every day. On Sundays I/We/You/They go to church)</p> <p>c) The Present Habitual Tense patterns e.g. I <u>eat</u> every day.</p> <p>He/She/The doctor + verb He come early every morning The doctor helps sick people. I/He/She/It +WAS + noun I/He/She/It + WAS + adjective I/He/She/It + WAS + Adverbial Phrase I/He/She/It + WAS + -'ing'</p> <p>You/We/They + WERE + noun You/We/They + WERE + adjective You/We/They + WERE + Adverbial Phrase You/We/They + WERE + -'ing'.</p>	<p>Students will</p> <ul style="list-style-type: none"> • Make sentences using patterns as above but express verbs in -past tense e.g. 'was' -future tense – 'shall be' or 'will be' -present continuous tense i.e. 'am' and Present Participle e.g. I am <u>walking</u> • Construct sentences with the above patterns adding -nouns-We girls -Adjective Phrase- 'We are happy girls' -adjective e.g. 'We are tall' -Adverbial Phrase – 'We are in the garden' 	<ul style="list-style-type: none"> • QUESTION All Forms e.g. knowledge – What is it? • Matching games 	<ul style="list-style-type: none"> • Specking task appropriate to the grammatical structure 	<p>Cross- curricular awareness and practice.</p>	<ul style="list-style-type: none"> • Teacher- made stories • Photographs • Basal Reader • Electronic equipment • Cassette record player • Worksheets

GRAMMAR

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Pattern based on the Past Definite</p> <p>I + Past Tense form of the verb I fell down/saw the man/ <u>opened</u> the door He/She/It/We/You fell down They/ John and Mary/<u>fell</u> down</p> <p>Patterns based on the Future</p> <p>I+ will + verb He/She/It/The man + man + will + verb</p> <p>Patterns based on ‘has’</p> <p>Patterns based on ‘have’</p> <p>Patterns based on ‘does’</p> <p>Patterns based on ‘do’</p> <p>Patterns based on ‘does’</p> <p>d)The verb “to do”, “to have” -Same as above.</p> <p>e)The Irregular Verb e.g. fall, go, see</p> <p>f) Present Tense patterns, Past Tense, Future Tense etc. e.g. The ball <u>falls</u> down The ball <u>fell</u> down The ball <u>will fall</u> down</p>	<p>Students will</p> <ul style="list-style-type: none"> • Make sentences using specified patterns 	<ul style="list-style-type: none"> • Class drills on meaningful topics familiar to students 	<ul style="list-style-type: none"> • Speaking task using specified grammatical structure 	<p>Cross- curricular awareness.</p>	<ul style="list-style-type: none"> • Books • Tape reorder • Audio tapes

GRAMMAR

INFANTS YEARS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>Patterns based on pronoun changes</p> <p>I – me – my – mine – She – her – hers You – your – yours We – us – our – ours He – him – his Theirs</p>	<p>Students will</p> <ul style="list-style-type: none"> • Answer question asked in short sentences using the structures taught/acquired e.g. Where are you? ‘I am <u>in the yard</u>’ • Identify the structure in the written word • Repeat the structure in a meaningful context • Complete the sentence by using the correct form of the verb with the given phrase • Circle the structure used in given sentence/paragraph • Match given subjects- nouns/pronouns – with appropriate verb structure and vice versa • Repeat sentences using the negative form of the verb e.g. I have not seen Mary or I haven’t seen Mary • Recite simple rhymes using prepositions taught • Play action – games using appropriate homophones • Practice appropriate SE grammatical structures and patterns • Build and use different types of sentences- statements, question, requests and exclamations 	<ul style="list-style-type: none"> • OBSERVATIONS AND DEMONSTRATIONS Show pattern Use it Lead children to do the same. • QUESTION/ ANSWER PRACRICE Teacher to pupil Pupil to pupil Pupil to teacher Group to teacher, teacher to group e.g. Teacher: Who has the ball? Pupil A: I have the ball. Pupil B: You have the ball Pupil C: She has the ball/Mary has the ball • RECORDING Students write recorded structure in books • RECITING Use of rhymes and riddles e.g. Who is it? And what is that? I am Pat And she is my cat 	<ul style="list-style-type: none"> • Appropriate speaking and writing task using the specific grammatical feature. 	<p>EMPLOYING STRUCTURES</p> <ul style="list-style-type: none"> • Speaking activities • Drama • Verbal response to questions related to Science, Math, Social Studies. 	<ul style="list-style-type: none"> • Pictures • Objects • Story Books

LISTENING - ATTENTIVE

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>LISTENING</p> <p>ATTENTIVE LISTENING</p>	<p>Students will</p> <ul style="list-style-type: none"> • Follow oral directions or instructions • Grasp sequence and meaning • Get main ideas, draw inferences • Determine sequences of sounds, words and ideas • Determine similarities and differences in sounds • Associate picture, object, person with oral description • Identify main idea from what was heard • Recall details about specific things heard e.g. <i>Who, When, How, Where?</i> • Answer questions • Demonstrate comprehension during an interview • Acquire acceptable pronunciation of Standard English structures 	<ul style="list-style-type: none"> • Listening games • Imagery strategy: forming mental picture • Cluster diagrams • Questioning: “What was it about?” • Note taking • Dictation • Verbal cues • Reading by teacher/students • Readers’ theatre • Directed Reading-Thinking Activity (D.R.T.A0 • Collaborative story writing presentation and listening • Simple case studies and problem solving • Use of open- ended stories • Discussion/debate • Author’s chair • Practice drills 	<ul style="list-style-type: none"> • Answer questions after listening to a story e.g. <ol style="list-style-type: none"> a. <i>State the moral of the story</i> b. <i>What is the name of the main character?</i> c. <i>Where is the story taking place?</i> d. <i>State two events that take place in the story</i> • Listen to an announcement and state the date, place and time of the event. • Perform a task after being given specific instructions. • Listen to music and express moods, depict actions or state feelings. 	<p>MATH Have student give simple number sequences orally</p> <p>PHYSICAL EDUCATION Give directions for a game, such as tag or relay.</p> <p>LITERATURE Dramatize a favourite part of a story heard.</p> <p>Have students clap to indicate rhythm in poem.</p> <p>MUSIC Have students listen to songs/ music and identify places of origin, instruments used. Compare different types of music.</p> <p>SOCIAL STUDIES Invite a guest speaker to talk on a topic or ask students to do so.</p> <p>Listen to tape recorded interviews with policeman, nurse etc.</p> <p>Conduct a live interview with a visitor the class.</p>	<ul style="list-style-type: none"> • Tape recordings of stories, songs, poems etc. • Tape recordings of sounds , noises • Films • Guest readings • Radio broadcasts, news items etc. • Guest speakers • Music- vocal and instrumental • Interviews • Excerpts from novels, plays, articles etc. • advertisements

LISTENING - APPRECIATIVE

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>APPRECIATIVE LISTENING</p>	<p>Students will</p> <ul style="list-style-type: none"> listening to various forms and genres widen experimental background, build understanding, develop/ adapt concepts Offer responses to rhythm, moods, tone, ideas/information in stories/poems etc. Detect rhymes and produce rhyming words and rhyming patterns Visualize, imagine Carry on an extended conversation or dialogue by responding to speakers Listen politely to another speaker in a variety of settings Display courtesy and audience sensitivity, acting in a supportive manner, sharing and building self esteem: learning to ‘get along’ with others Experience and gain enjoyment from appreciatively listening to music, plays, poetry Develop appropriate intellectual and emotional responses after listening to aesthetic stimuli 	<p>Use a teacher- made dialogue for listening, following these steps</p> <ul style="list-style-type: none"> Introduce the topic of the conversation and give one or two guiding questions. Present new vocabulary which students will hear. Read the entire dialogue. Read the dialogue in stages, if a specific focus is needed for the main idea, let students make inferences and then ask questions. Read the dialogue while students follow in their copies. Have students answer questions in their books on the dialogue, without referring to their copies. 	<ul style="list-style-type: none"> Checklist to record observations based on students’ oral response after listening to text. Responses to questions on teacher- made test for listening comprehension Listen and critique an advertisement. Use a recording in which someone talks about himself, ask students to listen and write notes on a table or other graphic format e.g. <div data-bbox="1462 987 1849 1214" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Home town</p> <p>Brothers/ Sisters</p> <p>Interests</p> </div>	<p>ART Produce artistic expression through drawing, modeling, colouring, picture making, painting.</p> <p>LANGUAGE ARTS Write nursery rhymes, jingles etc. listen to and discuss speeches. Make journal entries</p> <p>COMPOSITION Listen to stories, poems, etc and write about them.</p> <p>DRAMA Role play a situation involving two characters</p>	<ul style="list-style-type: none"> Tape recorder Audio cassettes Stories Poems Plays Advertisements

LISTENING – CRITICAL

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PRACTICAL/ CRITICAL LISTENING</p>	<ul style="list-style-type: none"> • Respond to literature presented orally • Perform/ produce creative/artistic responses • Solve simple problems • Anticipate outcomes and reach conclusions • Discriminate between fact and fantasy in real life and literary experiences • Reject, accept and sort ideas • Observe similarities/ differences, sense relationships • Make comparisons • Generalize: predict outcomes • Draw inferences • Classify meanings and make judgements on what a speech is worth • Cooperatively establish purposes for listening and evaluate, according to agreed criteria, how well they have listened 	<ul style="list-style-type: none"> • Teacher assigns work in small groups after students have listened to a story or a biography or Social Studies article • Questioning <ol style="list-style-type: none"> 1. <i>What was true? What could be proven to be true?</i> (places that actually exist; people that actually lived; events that happened e.g. London Bridge; words that a person said). 2. <i>What derived from the imagination?</i> (that which is fantasy and never happened in real life: people, events, places; conversations that are ‘made up’) 	<ul style="list-style-type: none"> • Pupil shares with peers what he knows about a factual character and then about a fictional character 	<p>SOCIAL SCIENCE AND SCIENCE Listen to articles about the work of exemplars. Share with peers what is factual, hypothetical, or an imagined outcome.</p>	<ul style="list-style-type: none"> • Recreational expository reading and listening material. • Recorded material

LISTENING

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
	<ul style="list-style-type: none"> • Increase and improve listening/ understanding vocabulary • Reproduce and practice Standard English patterns and structures to aid speaking • Build sentences correctly and use them, appropriately • Increase discriminatory skills related to phonetic elements of speech (vowels and consonants), as they are used to form words needed for oral reading and speaking • Acquire desirable speech skills: clear articulation, enunciation, pronunciation, voice quality 	<ul style="list-style-type: none"> • Have students listen to taped Standard English pieces and retell in Standard English 	<ul style="list-style-type: none"> • Student shares with peers, information gathered from listening. • Peers use checklist to record if all main ideas were shared. 	<p>Listening to and sharing information across the curriculum</p>	<ul style="list-style-type: none"> • Tape recorder • Audio cassettes

SPEAKING

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITES	RESOURCES
<p>SPEAKING WITH CLARITY</p>	<p>The students will</p> <ul style="list-style-type: none"> • Use appropriate gestures to reinforce their speaking • Eliminate excessive physical movement, distracting mannerisms e.g. heard jerking/ fidgeting/ hand – twisting/ eye-blinking/ twitching jaw, mouth or body/ blank expressionless faces • Orally describe objects/picture • Talk freely and easily about personal or group experiences, with greater skills (include joke etc.) • Relate or read stories effectively and interestingly in audience-type situation • Develop the availability to express the essence of a selection: prose/ poetry/ drama, through the emphasis on proper words, phrasing, differences in inflection, using only the voice • Use the telephone correctly (without assistance)- public, private and operator- assisted • Report an event or activity in an orderly manner, sticking to point • Participate in purposeful dialogue and informal discussion as they plan • Analyze literary selection for aesthetic pleasure and to discover deeper meanings 	<ul style="list-style-type: none"> • Encourage discussion/conversation (planned) • Use cooperative learning strategies • Show and tell • Brainstorming • Encourage the generation of questions • Demonstrate • Use Readers’ Theatre • Make presentations • Use films/slides • Use improvisation and role play • Speak impromptu to a group 	<p>The students will</p> <ul style="list-style-type: none"> • Speak in a planned situation by telling a personal experience/ story • Make an impromptu formal speech • Supply information on a given topic • Provide an oral report on a researched topic • Act as an interviewer/interviewee • Question one another on given topics • Restate the ideas of another student. <p>The teacher will record evaluation of students’ performance, in a checklist.</p>	<p>SOCIAL STUDIES Talking t a speaker/thanking him/her</p> <p>SCIENCE Reporting steps in an experiment</p> <p>HOME ECONOMICS Giving directions from a recipe</p> <p>SOCIAL SCIENCE Reading captions under pictures and discussing them</p> <p>ART Creating/Copying an example of a primary illustration from a description</p> <p>LITERATURE Read a poem and tell what it is about</p> <p>WRITING Retell a story in writing</p>	<ul style="list-style-type: none"> • Recipes/ Experiments • Newspapers • Encyclopaedia • Slides • Films • Tape recorder • Over Head projector • Magazines • Resource Personnel • Photographs • Objects

SPEAKING

STANDARDS I & II

COMPONENTS	OUTCOMES/ONJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMNET/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
SHARING INFORMATION AND FEELINGS	<ul style="list-style-type: none"> • Give news, reports or directions, explanations and opinions, clearly • Give information on a topic or topics of choice • State/list ideas (and plan as a pre-writing activity) • Read and recite simple poems, individually or in groups, in an audience type situation • Tell/read stories or personal experiences in audiences- type situations, with enthusiasm and sufficient skill and interpretation to enable the audience to share the aesthetic quality of the story/experience • Participate in dramatic activity, giving attention to effective delivery- enunciation, pitch, volume • Recite, memorize, interpret poetry orally, in groups or individually, capturing the emotional or aesthetic experiences presented • Dramatize parts in a one- act play • Engage in creative dramatics so that listeners can follow and enjoy • Respond appropriately in social- interaction situations e.g. greetings, introduction, welcome • Respond appropriately in special situations e.g. greeting visitors to the class room, introducing them showing them around, thanking them; expressing joy or sadness as the occasion requires 	<p>The teacher</p> <ul style="list-style-type: none"> • Uses a variety of voices in sharing the enjoyment of a poem e.g. teacher’s voice first, then class group small groups individuals • Encourage discussion in groups about how a poem should be rendered to show comprehension • Ask what students thought of the poem, what impresses them 	<p>Pupil is asked to select and read a poem or story, and then say what impressed him about it.</p>	<p>SOCIAL STUDIES Read aloud sessions on biographies of exemplars</p>	<ul style="list-style-type: none"> • Stories • Poems • Tape recorders • Audio cassettes

SPEAKING

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
	<p>The students will</p> <ul style="list-style-type: none"> • Perform varied speaking tasks e.g. greeting and welcoming classroom visitors, making presentations, announcing/ offering expressions of sympathy/ congratulations/, apologizing, giving jokes, saying thanks/farewell • Give directions, explanations instructions and opinions, clearly • Ask and answer questions • Conduct simple interviews • Explore common interest • Express humour • Demonstrate spontaneity in speaking • Display ease and self confidence in speaking • Use appropriate gestures/ facial expression to reinforce speech • Choose the form of discussion and related techniques best suited to specific purposes • Serve as efficient group leader in various groups • Work and cooperate as considerate group member to perform varied self- selected or assigned tasks • Demonstrate a sense of honour. • Practice problem- solving as they attempt to settle concerns, through informal discussion; participate in purposeful dialogue 	<p>Teacher and the class plan to interview an exemplar in the neighbourhood.</p> <p>Structured conversation, in small groups, is modelled by the teacher and group before the class begins the process.</p> <p>Each group has a leader, a monitor and a scribe</p> <p><u>Aims of groups</u></p> <p>To decide on question to ask the person, to decide who will introduce the person and how, and to decide who will give the vote of thanks and how.</p> <p>Follow- up group work: Summarizing notes taken about what the person said.</p>	<p>Pupil presents his/her oral summary of the interview</p>	<p><u>SCIENCE</u> Interviewing older students who have completed specific science experiments</p> <p><u>SOCIAL STUDIES</u> Using the process to welcome and thank visitors</p>	<ul style="list-style-type: none"> • Tape recorders • Audio cassettes • Resource persons from neighbourhood

SPEAKING

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
ENJOYING LANGUAGE	<p>The students will</p> <ul style="list-style-type: none"> • Develop the ability to express the essence of a selection of, prose/poetry/drama, through emphasis on proper words, phrasing, differences in inflection, using only the voice • Use sentences which are clear, appealing and grammatically correct • Increase their ‘word power’ - extend their speaking vocabulary; acquire ‘new’ words, realize that words may have different meanings • Study antonyms, homonyms and synonyms • Select words more precisely • Gain greater skill in conversation with adult and peers • Begin to refine thinking skills- think clearly, critically, creatively and independently • Imagine/ visualize/ reason, after concrete experiences • Increase their store of ideas • Through varied “information-gathering” techniques, so there is more to talk about • Acquire desirable habits of correct grammar, clear enunciation and a pleasing voice • Discern the relationship between listening and speaking, speaking and reading, speaking and writing, speaking and thinking 	<p>The teacher uses a pupil- made or published play to involve the class in expressing themselves appropriately and with clarity, to an audience of peers</p> <p>Students are given time to prepare dialogue and then to rehearse. The teacher acts as resource person to answer and praise the students’ efforts at speaking perfectly and in character.</p>	Students present the play to peers and parents.	<p>SOCIAL STUDIES</p> <p>One- act plays created from textual material and performed by students</p>	<ul style="list-style-type: none"> • Tape recorder • Audio cassettes • Poems • Stories • Informational material • Research material

SPEAKING

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
	<p>The students will</p> <ul style="list-style-type: none"> • Use appropriate gestures and facial expression to reinforce their speech • Evaluate their own speaking skills according to agreed criteria • Gain greater skill in conversation with adults and peers about a wider variety of topics and interests • 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 • Use the dictionary in particular, as an aid to pronounce • Demonstrate variety in their sentence structure and display sentence mastery as they practice, stabilize and consolidate their use of Standard English patterns to enable them to meet various social situations and thus demonstrate appropriate usage in speaking • Begin to think more independently and critically • Reason, based on direct observation or concrete experience • Make assumptions, generalizations and deductions • Think abstractly • Anticipate in solving creatively, personal and social problems, and in decision- making 	<ul style="list-style-type: none"> • Teacher and students work on criteria for assessing speaking activities, and the weighting. • Small group discussions. Each group presents the criteria they worked on. • Class discussions to agree on modified criteria to use for peer assessment e.g. <p>a. <u>Content</u> Theme, development of ideas, supporting examples and evidence, use of appropriate vocabulary.</p> <p>b. <u>Delivery</u> Voice projection appropriateness of language register – Standard English and dialect. Correctness of pronunciation and use of correct grammar.</p>	<p>Students use the agreed assessment form during impromptu and prepared speeches</p>	<p>SOCIAL STUDIES</p> <p>Students use this form to assess oral work across the curriculum</p>	<ul style="list-style-type: none"> • Tape recorder • Informational material

SPEAKING

STANDARDS I & II

COMPONENTS	OUTCOMES/ OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>SPAEAKING WITH CONFIDENCE</p>	<p>The students will</p> <ul style="list-style-type: none"> • Contribute ideas more confidently • Express concern about justice and fair play in their interpersonal relationships • Create images and visualize • Pool and share ideas • Locate, identify, observe and discuss different parts of the body that are involved in speaking – teeth, tongue, jaw, oral cavity/mouth, lips, nose, ear, larynx, and explain their relationship with speech • Perform exercises to facilitate proper breathing habits required in speaking • Recognize/ discover their speech problems or defects and practice speaking in order to remedy or eliminate them • Keep record of progress in speaking • Define and assert themselves within their groups, especially as far as voice quality is concerned • Empathize with speech-impaired persons e.g. the deaf or hearing- impaired, ill/accident victims and other speech- handicapped persons 	<ul style="list-style-type: none"> • Teacher uses document on e.g. ‘Rights of the Child’ to model concern about justice and fair play. • Small group discussion, each on a particular right and on the way this is experienced in their lives. • Presentations by group representatives 	<p>The presentation by leaders of each group is evaluated on content. Recommendations are made by a team of representatives of each group.</p>	<p>SOCIAL STUDIES SCIENCE Process of preparing for presentations, using group discussion on research material</p>	<ul style="list-style-type: none"> • Informational material • Tape recorder • Audio cassettes • Criteria for judging oral work

VSUAL LITERACY

STANDARS I & II

COMPONENTS	OUTCOMES/ ONJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>SIMPLE MEDIA TEXTS (VIEWING)</p>	<p>Students will</p> <ul style="list-style-type: none"> • Observe and interpret illustrations and pictures • Follow the events in stories • Identify characters (persons, animals, things) • View texts and relate them to personal experience • Describe the main idea in simple media texts that communicate simple factual information • Explain usefulness or appeal of different media texts • Identify and state when a story or production begins and ends • Make predictions and support predictions with evidence 	<p>Teachers will</p> <ul style="list-style-type: none"> • Use questions to prompt students to discuss what they saw • Have students compare what is viewed with their personal experiences • Have students talk about their favourite film/ video • Have students talk/ write about their development as a viewer • Use Directed Reading Thinking Activity format • Provide a variety of media texts 	<ul style="list-style-type: none"> • After reading a specific cartoon or viewing a film, state the main idea. <ul style="list-style-type: none"> (i) <i>State which of the media Most effectively provides the message.</i> (ii) <i>Give reasons for your choice.</i> • <i>Express your feelings about a character in your journals</i> 	<p><u>ART</u></p> <p>Draw picture or cartoon to convey a message</p> <p><u>WRITING/ SPEAKING</u></p> <p>State main ideas.</p> <p>State details.</p> <p><u>COMPREHENSION</u></p> <p>Critical Viewing Meta- cognition</p> <p><u>SOCIAL STUDIES</u></p> <p>Cultural differences/ similarities</p>	<ul style="list-style-type: none"> • Photographs • Cartoons • Comics • Posters • Video • Over Head Projector • Films (talk shows, games, shows, news) • Journals • Advertisements

VISUAL LITERACY

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>MEDIA TEXTS FOR DIFFERENT AUDIENCE</p>	<p>The students will</p> <ul style="list-style-type: none"> Recognize and produce media texts for various audiences e.g. notice to parents, invitation to a party Identify audiences for different media texts Distinguish personal communication from public forms e.g. letters, mail, advertisements Distinguish between media texts that entertain and those that instruct Identify elements included in media texts that have an impact on intended audience, and convey a specific message (e.g. illustrate different type settings) 	<p>Teacher will</p> <ul style="list-style-type: none"> Have students discuss the reasons why the various texts are suited for different audiences Provide movie adaptations Have students examine various media texts Discuss the various elements which distinguish the different texts Have students identify differences Have discussion on the various elements which are used to convey specific messages Have students create texts using the various elements 	<p>The students will</p> <ul style="list-style-type: none"> Make a poster on pollution Make a birthday card for a friend State some of the differences between the original story and the film version Identify two differences in the given texts Supply two media texts from each category: personal, public 	<p><u>ADVERTISEMENT</u> Matching with the audience</p> <p><u>VOCABULARY</u> Words used in adults’ message and children’s message</p> <p><u>SOCIAL STUDIES</u> Commercials (TV/ newspapers).</p> <p><u>LITERATURE</u> The difference between expository and narrative materials.</p> <p><u>SOCIAL STUDIES</u> Cultural differences/ similarities</p> <p>The Family (The ‘Family Matters’)</p>	<ul style="list-style-type: none"> Forms Cards Films Advertisements (TV/ newspapers) Films (games shows, talk shows, news)

VISUAL LITERACY

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGESSTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>REAL AND IMAGINARY MATERIAL</p>	<p>The students will</p> <ul style="list-style-type: none"> • Recognize media texts that are fictional • Name kings of media texts that are fictional • Name kinds of media texts that contain imaginary materials (e.g. fairy tales) and real materials (e.g. sports coverage) • Recognize and describe characteristics that distinguish real and imaginary material e.g. use of actors, live action 	<p>Teachers will</p> <ul style="list-style-type: none"> • Expose students to a variety of texts • Discuss with students the distinguishing elements • Have students state their reason/s for identifying texts as fictional or non- fictional • Have students write/ talk about fictional and non fictional materials • Have students state their feelings/ reactions when viewing the different media texts 	<p>The teacher will use the following questions:</p> <ol style="list-style-type: none"> 1. <i>Give reasons why given materials contain real or imaginary details</i> 2. <i>Name two non fictional texts</i> 3. <i>Name two fictional texts you have read</i> 4. <i>Why does the movie begin with silence and in darkness?</i> 	<p><u>LITERATURE</u> Reading fairy tales, biographies</p> <p><u>WRITING/SPEAKING</u> Telling/ writing stories, reports etc.</p> <p><u>COMPREHENSION</u> Characterization</p> <p><u>SOCIAL STUDIES</u> Reading and researching fictional/ non fictional materials depicting historical events.</p>	<ul style="list-style-type: none"> • Cartoons • News- clips • Films • Story books • Class Texts • Pictures of real and imaginary characters

LITERATURE

STANDARDS I & II

COMPONENTS	OUTCOMES/ OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENTE/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>RESPONDING TO LITERATURE</p>	<p>The students will</p> <ul style="list-style-type: none"> • 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 • Visualize the action, setting, characters in the stories • Recognize the central idea, moral stories • Acquire knowledge of words and structures • Create stories with teacher assistance • Tell/read stories • Dictate their stories to their teacher- scribe • Respond emotionally to stories and experience satisfaction, enjoyment, sadness etc. • Recognize the fictitious nature of stories and distinguish between fact and fantasy • Recognize the form and purpose of genres (other than literary text) <ul style="list-style-type: none"> a) Advertisements b) Thank you notes c) Invitations d) Newspaper articles 	<p>Teachers will have students</p> <ul style="list-style-type: none"> • Compare genres • Say what they contain • Design and write thank you notes, invitations, sample advertisements 	<ul style="list-style-type: none"> • Assessment of format and content of an advertisement which students wrote. 	<ul style="list-style-type: none"> • Students can write cooperatively/ collaboratively, brief reports on other texts (e.g. media- shows, television, on the topic “The Environment”) • Students’ knowledge of linguistic structures of Standard English (S.E.) and Internationally Accepted English (I.A.E) can be practised in oral and written presentations 	<ul style="list-style-type: none"> • Newspaper • Magazines • Content area books

LITERATURE

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>LITERARY ELEMENTS IN POEMS, STORIES, PLAYS</p>	<p>The students will</p> <ul style="list-style-type: none"> • Visualize a world created by the author • Differentiate between fantasy and reality in a literary selection • Invent a story or poem to explain his/her own drawings • Identify the major theme or “moral” in story, poem or other work • Relate his/her own values to experiences in books • Ex[lore (with the teacher) how words are used in literary text • Recognize cause and effect relationships in a story, poem or other work • Use a simple story frame to read stories • Be able to assess characters • Share feelings and opinion about books, poems, plays/skits • Suggests solution for characters in a dilemma • Predict story outcomes • Create simple metaphors • Understand humour in books, stories etc. • Employ words to create word pictures 	<p>The teacher will use</p> <ul style="list-style-type: none"> • Stories read aloud • Story mapping • Discussions • Group work • Students’ responses (written and oral) to text questioning • Eliciting students’ opinions feelings and understandings derives from particular texts • Texts created by students • Comparison – contrast • Reading strategies that will develop comprehension, (literal/ inferential, for this age group) • Students building their own questions • Students practicing IAE structures • Structures oral and written presentations 	<ul style="list-style-type: none"> • Use simple tests/ quizzes on the content of text or on its interpretation. • Use of checklist based on criteria for acceptable student response. <p><u>Students’ Activities</u></p> <ul style="list-style-type: none"> • Student invents a character that he/she likes/dislikes. • Student invents dialogue, working in groups. • Oral presentations of students’ stories (saying why something happened). • Students’ expression of opinion. 	<ul style="list-style-type: none"> • Reading at home <p>Working with parents (PTA’s) in explaining aspects of reading to/ with children and parents sharing books with their children. The advantages of an <u>hour</u> of doing this.</p> <ul style="list-style-type: none"> • Students keeping diaries and journals • Visit to local community library • Visit and chat by local writer, poet, artist on journalist • Visit to local, nearby printery to see how books are made • SCIENCE Draw chart on UFO’s animals, keeping of pets, their temperament etc. • Research well known characters in Social Studies • ARTS Composing Songs 	<ul style="list-style-type: none"> • Journals • Diaries • Story books • Poems • Resource persons

LITERATURE

STANDARDS I & II

COMPONENTS	OUTCOMES/ OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>DRAMA</p>	<p>The students will</p> <ul style="list-style-type: none"> • Identify a skit/play • Participate meaningfully in acting short plays • Describe simple, characters, mood , emotions, setting, use of words • Write short one act play cooperatively • 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 and requests, in a sufficiently loud voice • Practice structures of language • Compose dialogues appropriate to a story, situation or given context • Understand and appreciate roles for authority figures, members of the family and people in the society, by enacting their roles 	<ul style="list-style-type: none"> • Students create dialogues with the teacher’s guidance. They brainstorm and write collaboratively, a short one act play on a given theme. 	<ul style="list-style-type: none"> • Portfolio • Presentations of a one- act play by the class or small group 	<ul style="list-style-type: none"> • Student presentations during school assembly • Panel discussions by students on cross – curricular material 	<ul style="list-style-type: none"> • Plays • Stories • Novels • Props • File for Portfolio

LITERATURE

STANDARDS I & II

COMPONENTS	OUTCOMES/ OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>POETRY</p>	<p>Students will</p> <ul style="list-style-type: none"> • Derive pleasure from listening to and saying rhymes and poems • Demonstrate a knowledge of rhymes, in-gles, poems • Respond emotionally to poems, and discuss their feelings • Develop and demonstrate a sense o f 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 understand the nature of poetry by recognizing the form, discovering its rhythm, observing its language • Being to appreciate poems and discuss attributes of poems • Derive feelings of pleasure and satisfaction from reading and reciting poetry 	<p>Teacher shows her/his obvious enjoyment of poetry by</p> <ul style="list-style-type: none"> • Reading aloud • Sharing feelings • Encouraging individual and choral enjoyment of poetry • Listening to students’ feelings about the poems 	<ul style="list-style-type: none"> • Pupil’s response to content of poem: expression of students feelings about the poem and what he likes/ dislikes about the poem 	<ul style="list-style-type: none"> • Students will be encouraged to select and enjoy poems with themes dealt with in other subjects 	<ul style="list-style-type: none"> • The primary aim of the appropriate selection of poems should be enjoyment. The poems should have lively and emphatic rhythms and well- marked rhymes. The poetry program should be varied and should include humorous, serious and narrative (story- telling) poems, which have strong choral qualities and lend themselves easily to action and movement. It should consist of poems, animals, places, things and everyday experiences. • It is extremely important that poems are chosen to suit the intellectual development and ability of the students. • The teacher can make his/ her selections so long as they are appropriate and good balance is maintained.

READING: MECHANICS

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>READING: MECHANICS WORD RECOGNITION PHONIC ANALYSIS STRUCUTURAL ANALYSIS</p>	<p>The students will</p> <ul style="list-style-type: none"> • Identify and use words containing consonants blends and diagraph, diphthongs and phonograms • Use verbal context clues: child’s experience, contrast, synonym • Use word shape • Use structural analysis (word structure) Endings:- ‘s’, -‘es’, -‘ies’, -‘ed’, -‘ied’, -‘er’, -‘ly’, -‘ing’ Suffixes:- ‘self’, -‘est’, -‘ea’, -‘y’ etc Prefixes: ‘un’-, ‘ex’-, ‘im’- Components: e.g. postman contractions: e.g. <i>I’ll</i>, <i>don’t</i>, etc Possessives: e.g. <i>boy’s</i>, <i>boys’</i> • Divide into syllables (ear training) (use rules such as compound word (<i>black- bird</i>), double consonant (<i>bal-loon</i>), single consonant (<i>la-bour</i>), ‘le’ endings (<i>table</i>)) • Use phonic analysis (letter sounds): <ol style="list-style-type: none"> a) All consonant sounds b) Double consonant c) Initial and final consonant blends : ‘st’, ‘sl’, ‘ng’, etc (3-letter) ‘spr’, etc 	<ul style="list-style-type: none"> • Dictating • Model use and cross-checking of visual cues • Prompting e.g. <ol style="list-style-type: none"> 1. What letter comes after ‘p’? 2. What letters come after ‘b’ in <i>bear</i>? 3. What are the two words in <i>blackbird</i>? 	<ul style="list-style-type: none"> • Use of checklist • Dictation survey • Have students write letters to represent sounds in initial, medial or final positions 	<p>ART: Draw/collect pictures to illustrate objects with respective sounds</p> <p>Across curriculum</p> <p>List words with respective sounds</p> <p>POETRY Write/ Recite poems containing words with various sounds</p> <p>SOCIAL SCIENCE Write/ Use students’ names</p>	<ul style="list-style-type: none"> • Pictures • Poems • Class register • Songs • Word dominoes for Syllabication, inflection, compound words, etc.

READING: MECHANICS

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITIES	RESOURCES
	<p>The students will recognize</p> <ul style="list-style-type: none"> • Consonant diagraphs: ‘th’, ‘wh’, ‘sh’, ‘ch’, ‘ck’, etc. • Variable sounds of consonants: e.g. (‘cks’, ‘z’, ‘ed’, ‘t’, ‘c’/ ‘g’ before ‘e’, ‘l’, ‘y’) • Single vowels, long and short, and vowels modified by ‘r’, ‘l’, and ‘w’ • Vowels diagraph: ‘ai’, ‘ay’, ‘ee’, ‘oa’, etc <i>(steep, bear)</i> • Diphthongs: ‘oi’, ‘oy’, ‘ou’, ‘ow’ • Vowel rules: Silent letter in diagraphs, (‘gh’, ‘k’, ‘w’) Media vowel (short) e.g. <i>Man</i> <i>Silent e and long</i> <i>Medial vowel e.g. cake</i> 	<ul style="list-style-type: none"> • Dictating • Model use and cross-checking of visual cues • Prompting e.g. <ol style="list-style-type: none"> 1. What letter comes after ‘k’ in cake? 2. What letter comes after ‘s’ in say? 3. What letter comes before ‘p’ in ‘steep’? 	<ul style="list-style-type: none"> • Use of checklist • Dictation survey • Have students write letters to represent sounds heard in initial, medial or final position of given words. 	<p>ART Draw/collect pictures to illustrate objects with respective sounds</p> <p>Across curriculum List words with respective sounds</p> <p>POETRY Write/Recite poems containing words with various sounds</p> <p>SOCIAL SCEINCE Write/ Use students’ names</p>	<ul style="list-style-type: none"> • Pictures • Poems • Class register • Songs

READING: MECHANICS

STANDARDS I & II

COMPONENTS	OUTCOMES/ OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES								
COPMPOUND WORDS	<p>The students will</p> <ul style="list-style-type: none"> Identify and understand words that compromise compound words occurring in context area and reading texts Form compound words and use them in sentences Use knowledge of context clues in combination with phonic analysis and structural analysis during reading 	<ul style="list-style-type: none"> Demonstration Discussion Reading Prompting Modeling Guided reading 	<p>Students will</p> <ul style="list-style-type: none"> Identify the root word: <i>He has the first runner to arrive</i> <ol style="list-style-type: none"> Runn Run Er Ner Match words <table border="0" style="margin-left: 20px;"> <tr> <td>A</td> <td>B</td> </tr> <tr> <td>Finger</td> <td>box</td> </tr> <tr> <td>Mail</td> <td>fish</td> </tr> <tr> <td>Cat</td> <td></td> </tr> </table> 	A	B	Finger	box	Mail	fish	Cat		<p>SOCIAL SCIENCE</p> <p>Land Rover Policeman</p> <p>Game/ Art Word search: find words depicted by drawings</p>	<ul style="list-style-type: none"> Class Textbooks Other literary materials Newspaper
A	B												
Finger	box												
Mail	fish												
Cat													
PREFIXES	<ul style="list-style-type: none"> Develop concept of a prefix Develop concept of the following prefixes: 'un', 'dis', 'in', 'im', 'mis', 'pre', 'non', 'ir' and 'il' Form and use words with the prefixes 	<ul style="list-style-type: none"> Have students read material using prefixed words (content areas) Read, together with students, CLOZE passages. E.g. <i>John comes to school ir_____</i> <i>He always mis_____ his class</i> <i>One day he night im_____.</i> 	<ul style="list-style-type: none"> Match the prefixes to the appropriate words <table border="0" style="margin-left: 20px;"> <tr> <td>Mis</td> <td>clean</td> </tr> <tr> <td>Ir</td> <td>behave</td> </tr> <tr> <td>Un</td> <td>respective</td> </tr> </table> Form words with the following prefixes and use them in sentences 'pre,', 'dis', 'il', 'im' 	Mis	clean	Ir	behave	Un	respective	<p>ART Drawing Unhappy face Unclean face</p> <p>MUSIC- Song 'Impossible Dream'</p> <p>HOME ECONOMICS Pre cook Heat Un cook</p> <p>SCIENCE Environmental Studies</p>	<ul style="list-style-type: none"> Board games Pictures/ Illustrations Song Content Area materials 		
Mis	clean												
Ir	behave												
Un	respective												

READING: MECHANICS

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITIES	RESOURECES
SUFFIXES	<p>The students will</p> <ul style="list-style-type: none"> • Develop concept of a suffix • Develop concept of the following suffixes: ‘ish’, ‘ly’, ‘ness’, ‘able’, ‘y’, ‘ist’, ‘ous’, ‘ion’ 	<ul style="list-style-type: none"> • Have students read materials using words with suffixes (content areas) • Read, together with students, CLOZE passages that focus on suffixes • Have students play board games using prefixes 	<p>Students will</p> <ul style="list-style-type: none"> • Form nouns from the following words: Happy, act, kind <ul style="list-style-type: none"> • Use the contracted form of the underlined words <u>I will</u> go when <u>I have</u> the time. 	<p><u>GRAMMAR</u> Parts of Speech</p> <p>Salt- noun Salty- adjective Subtract- verb Subtraction- noun</p>	<ul style="list-style-type: none"> • Content area texts
CONTRACTION	<ul style="list-style-type: none"> • Interpret meaning of contractions • Use contractions in sentences 	<ul style="list-style-type: none"> • Expose students to various materials using contractions • Have students discuss use of contractions 		<p><u>POETRY</u></p>	<ul style="list-style-type: none"> • Games

VOCABULARY

STANDARDS I & II

COMPONENTS	OBJECTIVES/ OUTCOMES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>SIGHT WORDS</p> <p>SYNONYMS</p> <p>ANTONYMS</p> <p>HOMOPHONES</p> <p>HOMOGRAPHS</p> <p>WORDS WITH MULTIPLE MEANINGS</p>	<p>Students will</p> <ul style="list-style-type: none"> • Recognize and use basic sight words in reading and writing • Use synonyms to replace words in sentences and paragraphs • Use antonyms to show differences in meaning in words and sentences • Use the correct homophones to complete sentences • Pronounce and use homographs correctly in speech and writing • Distinguish the meaning of homographs in context • Give the multiple meanings of words • Use words appropriately in sentences to illustrate their multiple meanings • Supply words in CLOZE sentences to illustrate their meanings 	<ul style="list-style-type: none"> • Use the Five- Step Teaching Plan for vocabulary development. <p style="text-align: center;">Seeing Pronouncing Using Defining Writing</p>	<ul style="list-style-type: none"> • Provide a list of words taught and ask students to say and use them in sentences. • CLOZE exercise. Students will replace the underlined word nearest in meaning to it. • Have students do matching exercises • Present pairs of words that are opposite in meaning. Ask students to suggest other words other example 	<ul style="list-style-type: none"> • Use games and other activities in content areas to reinforce knowledge of these words • Use class quiz in content areas to reinforce synonyms, antonyms, homophones and homographs • Use dictionaries/ thesaurus to reinforce these words. 	<ul style="list-style-type: none"> • Charts • Word List • Word games • Words cards • Flash cards • Sentence strips • Word trees • Word sleuths • Tapes

VOCABULARY

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
ANALOGIES	<p>The students will</p> <ul style="list-style-type: none"> • Use a pictorial and verbal dictionary to check spelling and meaning of word list • Understand specialized vocabularies in other subject areas • Identify and use basic sight words at grade level • Construct sentences with homophones to illustrate their meanings • Construct sentences with homographs to indicate their different meanings • Determine and use multi-meaning words in sentences • Identify and use synonyms for given words • Identify and use antonyms for given words • Form, use and interpret analogies by analyzing concepts of words 	<ul style="list-style-type: none"> • Introduce the word and explain the meaning. • Use the word in context. • Discuss the etymology etc. of the word • Review the word. • Locate examples of the word in reading and writing. • Provide opportunities to use the word in meaningful ways. • Prompt. • Model or cross check meaning, structure and visual cues. 	<ul style="list-style-type: none"> • Give sentences and ask students to replace underlined words with antonyms • Sentence completion exercises e.g. <i>This year the tree will _____ more fruits (bear, bare)</i> • Use CLOZE passages • Provide incomplete sentences and ask students to supply homographs. • Show the meaning of words in sentences. <p>Assign the following tasks:</p> <ul style="list-style-type: none"> • Pronounce list of words. • Write a sentence using appropriate <u>homophone</u>. • Match word to meaning. • Write/ Say sentences and <u>homographs</u>. • Read a sentence and match words with appropriate meanings 	<ul style="list-style-type: none"> • Oral games to reinforce pronunciation of homographs. • Game: Scrabble, Bingo etc. 	<ul style="list-style-type: none"> • Tables: Pictorial and verbal • Dictionaries • Puzzles • Board Games • Diagrams • Word Clusters • Posters • Word Histories • Semantic Feature Analysis

VOCABULARY

STANDARDS I & II

COMPONENTS	OBJECTIVES/ OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT EVALUATION	CONNECTED ACTIVITIES	RESOURCES
TECHNICAL TERMS	<p>The students will</p> <ul style="list-style-type: none"> • Identify and use special and technical terms • Demonstrate understanding of technical terms used in content area subjects • Use technical terms appropriately and correctly in sentences to show their meaning • Build new word concepts and refine old ones • Use verbal context clues to recognize unfamiliar words • Learn the meanings of words • Learn different meanings of a particular word • Place words in general categories • Gain meaning by using words from other words • Use a simple picture and word dictionary to check meanings. 	<ul style="list-style-type: none"> • Use context clues/ dictionary 	<ul style="list-style-type: none"> • Have students substitute words for selected words and insert appropriate words Moon is to night Sun is to _____ • Have students write sentences or paragraphs on expository topics. e.g. Water Plants The Earth Computers 	<ul style="list-style-type: none"> • Listening • Speaking • Reading in content area Subjects • Writing 	<ul style="list-style-type: none"> • Dictionary • Thesaurus

READING: COMPREHENSION

STANDARDS I & II

COMPONENTS	OUTCOMES/ONJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
READING COMPREHENSION	<p>The students will</p> <ul style="list-style-type: none"> • retell key concept from content area text • use self- monitoring strategies such as prediction and re-reading to improve comprehension • distinguish between fact and opinion and understand cause and effect • understand the purpose for the oral reading lesson • use correct pronunciation • use good volume, pitch and clear enunciation • use good phrasing and expression • develop eye- voice span • use good breath control • decode words accurately • use accurate word recognition • use good eye- movements • develop good eye span • use good rhythm • adjust reading speed to comprehension • eliminate vocalization 	<ul style="list-style-type: none"> • discussion • teacher modelling and pupil practising with much praise for the effort made 	<ul style="list-style-type: none"> • observation checklist with criteria agreed to by students and teacher and administrated by the teacher 	<ul style="list-style-type: none"> • riddles • literature: moral of fables • cross- curricular usage 	<ul style="list-style-type: none"> • tape recorder • video recorder • recreational and expository reading

WRITING – MECHANICS
STANDARDS I & II

COMPONENTS	OBJECTIVES/ OUTCOMES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT	CONNECTED ACTIVITIES	RESOURCES
<p>LINKING SCRIPT (CURCIVE WRITING) ELEMENTS OF LEGIBILITY</p> <p>LETTER FORMATION SPACING WORDS</p> <p>PRESENTATION AND LAYOUT</p>	<p>Students will</p> <ul style="list-style-type: none"> • Link/join letters in cursive writing • Form letters accurately • Write words • Write neatly and legibly, using correct size, spacing and slant • Set out written text neatly, clearly and attractively in prescribed manner, leaving margins as required • Write text with uniform size of letters, proportion and proper alignment • Maintain a consistently acceptable hand position when writing • Hold paper in correct position for writing • Hold paper in correct position for writing • Apply procedure/skills learned • Use correct form for letters, social notes etc. • Indent paragraph, beginnings 	<p>STEP- BY- STEP APPROACH</p> <ul style="list-style-type: none"> • Demonstrations • Explanations • Practice/ Modeling • Applications • Samples • Patterning • Tracing • Configurations 	<p>Have the students</p> <ul style="list-style-type: none"> • Transcribe a series of letters, words, sentences or a paragraph. 	<ul style="list-style-type: none"> • Hand writing in content areas • Making patterns in Art • Labelling: Greeting cards • Writing numbers • Writing journals • After the students have practised the letter or family of letters, have them apply what they have learned in authentic writing activities • Compile a collection of favourite quotes, poems, riddles etc. 	<ul style="list-style-type: none"> • Handwriting text Patterns of the following letter groups: <p>Lower Case i t l h n m b p t j s o c e r k a v d g q v w y</p> <p>Upper Case I O A B H N Y Z B P Q L E F J M W V O Q C G U D</p> <ul style="list-style-type: none"> • Cut outs/ Stencils • Workbooks • Lined paper • Checklist with indicators of acceptable handwriting e.g. formation, spacing, slant, legibility, neatness etc. with questions such as, “<i>Did I make all letters sit on the base line? Did I leave enough space between words? Did I space evenly between letters?</i>”

WRITING PROCESS

STANDARDS I & II

COMPONENTS	OBJECTIVES/OUTCOMES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>PERSONAL WRITING LETTER- WRITNG JOURNAL WRITING</p> <p>FUNCTIONAL WRITING EXPLANATIONS AND REPORTS</p>	<p>Student will</p> <ul style="list-style-type: none"> • Write letters, social notes ('thank you', 'get well') invitation and reply (birthday parties, class functions) friendly letters (correct address form etc) • Write sentences on a topic of their choice • Make entries in dialogue journals • Write personal letters, notes, messages • Make entries in learning logs/ literature, response logs • Write personal narratives • Write opinions/views/ suggestions on various topics or events • Write news, announcements for bulletin board • Write rules or standards for class behaviour, oral reading, a class club, etc • Write simple instructions, directions or rules • Record information • Report an event • Write a weather report • Make comparisons/ contrasts • Write simple speeches • Write invitations, 'thank you', 'welcome', 'good-bye' notes 	<p>The Writing Process: Prewriting- identify form, function and audience</p> <ul style="list-style-type: none"> • Discussion • Brainstorming • Mapping • Clustering <p>Writing</p> <ul style="list-style-type: none"> • First draft • Editing for content • Revising • Proof- readin <p>Post Writing</p> <ul style="list-style-type: none"> • Reading/ Sharing • Publishing • For the composing process, teacher can guide the writing by giving clues, or taking students through an experience, to participate in group, paired or independent writing activities • Use gap filling, re-ordering information, word prompts tec. • Read a story and have students retell and rewrite it • Supply a story frame and write a story. 	<p>Assign students the following tasks</p> <ul style="list-style-type: none"> • Write a letter to your best friend informing him or her about your new class/school/ home. • Write an account of the time you did something good • Write a paragraph on what interested you most in a story you have read • Write a report of the Christmas fair held in your village or community. • Write a thank you note to a person who lent you his/her favourite book. • Make a list of six rules for your class/home. • Write an invitation to a friend to a function in your school. 	<p>Listening, speaking, reading activities</p> <p>SCIENCE-Observation and recording stages in an experiment</p> <p>ART-Drawings and illustrations, captions, slogans</p> <p>CRAFT- Making models from their stories e.g. house, park etc.</p> <p>MATH- Story problems</p> <p>SOCIAL STUDIES- Making notes from research</p> <p>LANGUAGE ARTS- Making dictionaries, concept maps, webs. Reading stories</p> <p>LITERATURE-Making character profiles. Dramatization of plays written by students.</p> <p>ART-Draw a scene from your story</p> <p>CRAFT- Build a model of an object in your story</p> <p>SCIENCE- In your learning log state the life cycle of a fish. Record a seed's growth. Make a cluster about computer/ cars etc</p> <p>LANGUAGE ARTS- Write instructions on how to make a kite. Make a word wed on a character from your favourite story.</p>	<ul style="list-style-type: none"> • Charts • Pictures • Photographs • Books, magazines • Maps • Tapes • Films • Poems • Newspapers • Cartoons • Objects • Drawings and illustrations • Sample stories • Writing checklist for teacher and student to assess various types of writing projects

GRAMMAR

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>LANGUAGE STRUCTURES</p> <p>1. Patterns based on the verb “to be” (Present Tense).</p> <p>(a) I + am + Noun (as in “<i>I’m a boy/girl/policeman</i>” etc.) I + am + Adjective (<i>I’m hungry/ sleepy/tall tired.</i>) I + am + Adverbial Phrase (<i>I’m over here in the room.</i>) I + am + -‘ing’ (I’m over there in the room). I + am + -‘ing’ (I’m walking/ sitting/ going to school)</p> <p>(b) He/she/it/John +IS +noun (She’s a teacher nurse/girl). He/she/it/John +IS+ adjective He/she/it/John +IS + Adverbial Phrase He/she/it/John +IS + -‘ing’</p> <p>(c) You/ We/ They/ John and Mary + are + noun You/ We/ They/ John and Mary + are + adjective You/ We/ They/ John and Mary + are + Adverbial Phrase You/ We/ They/ John and Mary + are + -‘ing’.</p>	<p>Students will</p> <ul style="list-style-type: none"> Demonstrate their ability to use these structures Generate sentences using these structures 	<ul style="list-style-type: none"> Have students repeat given sentences using these structures Demonstrate (asking question and answering with statements, using the structure e.g. Who are you? I am a nurse. Have students answer questions with statements, using the structures e.g. (i) <i>What is he doing?</i> <i>He is sleeping.</i> (iii) <i>Who are you?</i> (iv) <i>Where are they?</i> <i>They are in the garden.</i> Read, and have students read material using these structures (individually/ paired/ whole group) Engage students in identifying details in pictures e.g. (i) They are climbing (ii) Dick and Dora are in the boat. 	<ul style="list-style-type: none"> Complete the following sentences (1) I am a _____ (boy, was, big) (2) He is _____ (run, running, run) Create sentences using the following words: (1) Jane are and Mary singers. (2) They school behind are the. 	<p><u>ART-</u> Draw self portrait and put caption e.g. I am tall/ fat</p> <p><u>RIDDLES</u> Solve riddle using the phrase “I am ...”</p> <p><u>DRAMA</u> Play charades/guess whether I/ am/ They are sleeping/ swimming.</p> <p><u>COOPERATIVE WRITING</u> Write variation of “I am ...” and entitle it “We are” e.g. We are writing”</p> <p><u>SOCIAL STUDIES</u></p> <ul style="list-style-type: none"> - He is a policeman - She is a doctor - They are in the hospital 	<ul style="list-style-type: none"> Riddles Pictures Word cards Sentences strips Tables Graphs

GRAMMAR

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>2. Patterns based on the Present Habitual</p> <p>(a) I/ You/ We/ They + Verb (<i>I eat fruits every day</i> <i>On Sundays We/ You/ They go to church</i>)</p> <p>(b) He/ She/ The Doctor + Verb. <i>The doctor helps sick people</i></p> <p>3. Patterns based on the verb ‘to be’ (Past Tense)</p> <p>(a) I/He/ She/ It + WAS + noun I/He/ She/ It + WAS + Adjective Phrase I/He/ She/ It + WAS + Adverbial Phrase You/ We/ They/ + WERE + -‘ing’</p> <p>4. Patterns based on the Past Definite I + Past Tense <i>I fell down/ saw the man/ opened the door.</i></p> <p>5. Patterns based on the Future I + will + verb He/She/ It/ The man + will + verb</p>	<p>Students will</p> <ul style="list-style-type: none"> Use these structures in their speech and their writing Edit their speech and writing 	<ul style="list-style-type: none"> Have students repeat given sentences, using these structures: <i>I go to school everyday.</i> <i>I was my clothes on Sundays.</i> <i>The policeman protects people.</i> <i>He wears a uniform.</i> Encourage students to answer questions in statements using these structures: <i>Who was it?</i> <i>It was Jack</i> Use picture prompts to ask: (1) What were they doing in the picture? (2) Where was the car? (3) Who picked the mango? Have students create sentences using these structures (orally written) Provide reading materials using these structures. 	<ul style="list-style-type: none"> Answer the following questions: (1) What do you do during the vacation? (2) Where do you go/ (3) What do they do to help their mummy? (4) What happened to Tom? Rewrite the following sentences correctly (1) They playing yesterday (2) I did fall last week 	<p><u>HISTORY</u> Past Events</p> <p><u>WRITING</u></p> <ul style="list-style-type: none"> Dialogue Journals Compositions <p><u>POETRY</u></p> <p><u>STORIES</u> Telling stories</p> <p><u>SCIENCE</u></p> <ul style="list-style-type: none"> Reporting on what was done in an experiment Stating what will be done <p><u>ART</u> Illustration representing concepts expressed in sentences e.g.</p> <ul style="list-style-type: none"> He was tall They were swimming <p><u>MAKING GRAPHS</u> List what students do every weekend Graph responses e.g. John plays.... Mary watches TV.....</p>	<ul style="list-style-type: none"> Word/ Sentence cards Stories and other written materials. Tape recorder Dialogue journals

GRAMMAR

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTD TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>6. Patterns based on “has”</p> <p>7. Patterns based on “have”</p> <p>8. Patterns based on “do’</p> <p>9. Patterns based on the Past Participle</p> <p>(a) I/You/We/They + have + Past Participle John and Mary + have + Past Participle</p> <p>(b) He/ She/It + has + Past Participle</p> <p>(c) ‘could have’ + Past Participle ‘would have’ + Past Participle ‘should have’ + Past Participle</p> <p>STATEMENTS: NEGATIVE AND INTERROGATIVE FORMS</p>	<p>Students will</p> <ul style="list-style-type: none"> • Demonstrate knowledge of these patterns by using them in their oral and written work • Utilize knowledge of patterns to facilitate understanding of various language concepts e.g. nouns, verb, tense, phrase, etc. • Use the following basic sentence types correctly <i>The bird flies.</i> <i>The dog eats bones.</i> <i>I gave him a ball; or I gave a ball to him.</i> <i>The house is big.</i> • Use “and”, “but”, “who”, “when”, “which”, “because”, to join sentences • Discriminate between dialect and Standard English according to place and circumstance • Demonstrate the ability to use and generate their own sentences 	<ul style="list-style-type: none"> • Have students use structures in dialogue journals • Have students rearrange words to form sentences e.g. (1) book has a he (2) dog they a have • Demonstrate answering questions using the patterns <i>(1) Have they worked? They have they work.</i> <i>(2) Has he started as yet? He has stated. He has not started.</i> <i>(3) Could he have phoned? He could have phoned. We would have phoned. We would not.....</i> • Provide/Have students bring written materials with these patterns • Initiate structured practice of specific patterns This can be done in an around- the- class game where all use the same structure but create their own situation to share with peers. 	<p>A. Answer the following questions. <i>(1) Have you seen a bird?</i> <i>(2) Has he washed the car?</i></p> <p>B. Write two sentences using the following:- <i>(1) Have I three seen boys.</i> <i>(2) Should we receive prize a have.</i></p>	<p><u>MATHS</u> John had \$10. He spent \$ 15. He remained with ____.</p> <p><u>POETRY</u> Have you seen the rain?</p> <p><u>GAME</u> Questions and answers generated by students</p> <p><u>SOCIAL STUDIES</u> Comments on what should/could have been done.</p>	<ul style="list-style-type: none"> • Chart with patterns under study. • Stories/ Other written materials

GRAMMAR

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
<p>10. PATTERNS BASED ON “DOES”</p> <p>11. PATTERNS BASED ON PRONOUN CHANGES I-ME-MY-MINE SHE-HER- HERS YOU-YOUR-YOURS WE-US-OUR-OURS HE-HIM-HIS THEY-THEM-THEIR-THEIRS</p>	<p>The students will</p> <ul style="list-style-type: none"> Use the forms of ‘do’ appropriately Use appropriate pronouns in their speech and writing 	<ul style="list-style-type: none"> Demonstrate use of the words in sentences Ask questions and have students answer in sentences using appropriate words: <p>(1) <i>Whose is it?</i> <i>It is ours</i> <i>It is mine</i></p> <p>(2) <i>Where are they going?</i> <i>They are going to their class.</i></p> <p>(3) <i>Does John work on Sunday?</i> <i>John does work on Sundays.</i></p> <ul style="list-style-type: none"> Have students practice analogies: I is to me as we is to _____. Use of substitution e.g. John has John’s book. He has his book. John has Mary’s book. He has her book. Use CLOZE paragraphs E.g. He is brushing _____ teeth. 	<ul style="list-style-type: none"> Use the correct word to complete the sentences: <p>(1) The book is _____. (my, mine, mines).</p> <p>(2) It is _____ book. (my, mine, mines).</p> <p>(3) (They, Them) came early.</p> <p>(4) (I, Me) saw (my, mine) friend yesterday.</p> <ul style="list-style-type: none"> Create two sentences using ‘does’ 	<p><u>LANGUAGE</u> Case Number Gender</p> <p><u>ART</u> Illustrating- My Teacher, Their House, Her Pets etc</p>	<ul style="list-style-type: none"> Stories and other written including CLOZE passages

GRAMMAR

SATNDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNTECTED ACTIVITIES	RESOURECES
<p>SUBJECT/ VERB AGREEMENT</p> <p>PRONOUNS: SUBJECT OBJECT POSSESSIVE</p> <p>ADJECTIVES</p> <p>COMPARATIVE/ SUPERLATIVE FORMS</p> <p>ARTICLES ‘a’, ‘an’, ‘the’</p> <p>ADVERBS</p> <p>COMPARATIVE SUPERLATIVE FORMS</p>	<p>Students will</p> <ul style="list-style-type: none"> Use singular and plural nouns correctly with subject verb agreement, in written work Use the correct subject and object forms of personal pronouns Identify pronouns based on function of words in sentences Use singular and plural pronoun forms correctly in sentences, with subject/ verb agreement Identify adjectives in sentences, based on function of words Use negative and interrogative forms of the basic sentence types Use colourful descriptive words (adjectives, positive and comparative) Recognize and use the various forms of adjectives in sentences Use articles appropriately in sentences Use correct adverb (positive and comparative) forms e.g. <i>He walks quickly</i> Identify adverbs based on the function of words in sentences Use colourful descriptive adverbs (use correct verb forms) in the following tenses: simple present, present continuous; past/continuous Recognize and use the various forms of adverbs in sentences 	<ul style="list-style-type: none"> Review nouns (Number) Demonstrate and explain the use of agreement Ask for oral sentences with agreement of subject and verb Demonstrate and explain the use of pronounce in sentences Review rules of agreement Demonstrate the use of adjective in sentences Use CLOZE passages Have students supply adjectives to sentences Read descriptive paragraph Use advertisement Demonstrate and explain the use of inflectional endings (‘er’ and ‘est’) Review vowels and consonants Review sentence structure 	<ul style="list-style-type: none"> Identify and correct the subject/ verb errors in paragraphs Substitute appropriate pronouns in given sentences/ paragraphs. Identify and correct the subject/ verb errors in paragraphs Do CLOZE tests Write a descriptive paragraph on a given topic Add appropriate ending (‘er’ ‘est’), to underlined words. Use ‘a’, ‘an’ and ‘the’ appropriately, in sentences Complete the sentence with a word that says something more about the verb. Stephen returned _____ from the store. a. Quick b. quickly 	<p>WRITING Write, edit and re-write passages</p> <p>WRITING Write, edit , re-write</p> <p>MUSIC Song with descriptive words</p> <p>POETRY Song with descriptive words</p> <p>ART Depict what was described</p> <p>WRITING Descriptive writing using comparative form</p> <p>SCIENCE Comparing growth of a plant</p> <p>PROVERB An apple a day keeps the doctor away</p> <p>WRITING/SPEAKING Use comparative forms</p> <p>ART Illustrate word in picture form e.g. quickly</p>	<ul style="list-style-type: none"> Short paragraphs Students’ written materials Short passages Students’ written materials CLOZE passages Tape recorder Poems Anything in the immediate environment that could be compared

MECHANICS OF ENGLISH

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/EVALUATION	CONNECTED ACTIVITIES	RESOURCES
CAPITALIZATION	<p>Students will</p> <ul style="list-style-type: none"> • Use capital letters correctly to indicate: <ol style="list-style-type: none"> a. First word in a sentence b. Proper names of students, teachers, school, town, streets, days of the weeks, months of the year c. The word “I” d. Titles: Mr., Mrs., Miss., (titles of books, stories) • Capitalize days of the week, months of the year, initials with names, titles of respect (Sir), holidays (Divali), places (addresses), books, titles, first word in greeting/closing letter • Use full stop and question mark at the end of statements and questions respectively • Use a period after abbreviations: titles of respect, initials of names, street • Use a comma in date, after greeting or closing of letter, or social note • Use a comma after greeting and closing of letter, in dates, in addresses, with items in a series, with nouns of direct address • Use apostrophes in contractions and to form possessives (singular/ plural) • Use exclamation marks at end of sentences 	<ul style="list-style-type: none"> • Demonstrate in writing • Examine class texts, newspapers etc. • Edit written work • Demonstrate the use of punctuation marks in writing • Read materials with various punctuation marks • Speak, using sentences that need various punctuation marks 	<ul style="list-style-type: none"> • Place capitals where necessary: <ol style="list-style-type: none"> 1. I like to read black beauty 2. My name is cv alexis Editing written work <ul style="list-style-type: none"> • Correctly rewrite the following: I bought mangoes plums and Oranges • Use the correct form of the word. -----bag. <ol style="list-style-type: none"> 1. Johns’ 2. John’s 3. John 4. Johns • Match the following I will They’ve They have I’ll 	<p>WRITING Journal writing Letter writing Name cards</p> <p>SOCIAL SCIENCE Holidays Being respectful</p> <p>ART Cutouts of letters</p> <p>GRAMMAR Proper nouns</p> <p>WRITING Letters, essays, invitations</p> <p>WORD SEARCH Find words from their abbreviations</p>	<ul style="list-style-type: none"> • Text books • Newspapers • Magazines • Journals

MECHANICS OF ENGLISH

STANDARDS I & II

COMPONENTS	OUTCOMES/OBJECTIVES	SUGGESTED TEACHING STRATEGIES	SAMPLE ASSESSMENT/ EVALUATION	CONNECTED ACTIVITIES	RESOURCES
SPELLING	<p>The students will</p> <ul style="list-style-type: none"> • Use or produce the following correctly: <ol style="list-style-type: none"> a. Words with consonant combination: ‘th’, ‘sh’, ‘ch’, etc & words with variable sounds of consonants and consonant combinations b. Plural forms in which “y” is changed I “I” and “f” to “v” before adding an “es” ending c. Words that double the final consonant before adding an ending: e.g. ‘stopping’, ‘planning’, etc. d. Words that drop the final “e” before an ending, e.g. ‘coming’ e. “ie” and “ei” words e.g. ‘thief’, ‘receive’, etc. f. Words with hard and soft “c” and “g” e.g. ‘goat’, ‘coat’, (hard), ‘ginger’, ‘city’ (soft) g. Words with silent ‘w’, ‘k’, ‘b’, ‘l’, ‘t’, as on ‘<u>w</u>rite’, ‘<u>k</u>nife’, ‘<u>l</u>amb’, ‘<u>c</u>alm’, ‘<u>l</u>isten’ h. Homophones :e.g. ‘piece’, ‘peace’ i. Words with variable sounds of the same vowel diagraphs and with different diagraphs giving the same sound, e.g. ‘<u>t</u>rain’, ‘<u>s</u>aid’ (different sound), ‘<u>m</u>eat’, ‘<u>m</u>eat’ (same sound) j. Phonetically irregular words, e.g. ‘rough’, ‘cough’, ‘through’, etc. k. Words commonly mis- spelt and confused l. Key words I other subject areas • Write words and sentences from dictionary • Proof- read for errors in spelling 	<ul style="list-style-type: none"> • Teach spelling regularly and systematically. It should not be left to chance and should not be left to chance and should be related to the teaching of phonic and dictionary skills in reading program. Stressing of syllabication must be noted 	<ul style="list-style-type: none"> • Spelling • Dictation 	<ul style="list-style-type: none"> • Awareness of words throughout the curriculum 	<ul style="list-style-type: none"> • Books

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 to cater to a wide range of interests and reading abilities of students. This material is often acquired through organized school projects. A period of fifteen to ten minutes is allocated each day for SSR and during this time every individual, from the Principal to the youngest infant child, reads from a book of his/her choice. It should be noted that selections for the Infant Department include picture books and other reading- readiness material suited to the child's level of ability. No assignment is based 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 text.

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 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
 - 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.

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
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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 will 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.

**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 selections, students study the titles.
 - b) In longer selections, students study whole chapters, illustrations, subheadings or tropical headings.
2. Predictions of outcomes:

Students are asked to make predictions under each category of the six key inquiry questions.
3. Recording of predictions:
 - a) Predictions are recorded under appropriate categories.
 - b) Verbal feedback is promoted.
 - c) Skilful questioning is employed.
4. Reading of predictions:

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

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

REFERENCE: K.J. Thomas (1978) The Directed Inquiry Activity
An Institutional Procedure for Content Reading.
Reading Improvement, 15, 138 - 140

Reading Study Approaches
LANGUAGE EXPERIENCE APPROACHES (LEA)
TEACHING SEQUENCE

Step I	<p>Stimulation</p> <ol style="list-style-type: none"> 1. Use of common experiences 2. Use of knowledge of the child 3. Make it a new experience 	SQ3R	
Step II	<p>Discussion</p> <ol style="list-style-type: none"> 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 1: S= Survey.	<p>The reader surveys the material, giving careful attention to the title , introductory pages, heading, organisation of the material and summary. Following this survey, the reader should try to recall as much information as possible before going on to the next step.</p>
Step III	<p>Writing</p> <ol style="list-style-type: none"> 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 2: Q= Question.	<p>As the reader reviews what is remembered from the survey, specific question should be formulated, to be answered as the material is read. These questions assist the reader in establishing purposes for reading.</p>
Step IV	<p>Oral Reading</p> <ol style="list-style-type: none"> 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 3: R = Read.	<p>With specific questions in mind, as a purpose given by the teacher, the student reads the materials to locate answers. It is possible the answers to all of the questions will not be found, and in that case other resources must be sought. In addition, the students should be encouraged to use these unanswered questions to stimulate class discussion</p>
Step V	<p>Development of Word & Comprehension Skills</p> <ol style="list-style-type: none"> 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 4: R= Recite.	<p>After reading the material, the student should recite the answers to the questions formulated prior to reading. This assists in remembering and leads the reader to summarize the ideas presented. Recitation will help the reader to become more critical in analyzing the formation and possibly question the logic of some of some of the author’s ideas. This recitation is a personal matter, it is not a recitation to the class.</p>
Step VI	<p>Follow- up</p> <ol style="list-style-type: none"> 1. Typewritten copies for all members of the groups. 2. Creating books. 3. Reading of related books. 4. Personal illustration 	Step 5: R= Review	<p>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.</p>

GLOSSARY

<u>Acronyms:</u>	Words formed from the initial letters of a group of words, e.g. UNESCO, TATIL
<u>Analogy:</u>	A partial similarity between two things that are compound, e.g. Pen is to paper as chalk is to chalkboard.
<u>Concept:</u>	General thought or idea.
<u>Consonant Blend:</u>	Two or more consonant coming together to form one unit of sound of each letter is retained, e.g., br, cl, sm, spr.
<u>Context:</u>	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.
<u>Cloze:</u>	Comprehension activity in which a person brings closure to a text by filling in blank spaces with words which have been left out.
<u>Diagraph:</u>	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)
<u>Diphthongs:</u>	A union of two vowel sounds in a unique glided sounded. E.g. 'ou' as in doubt; 'oi' as in coil
<u>Glossary:</u>	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:

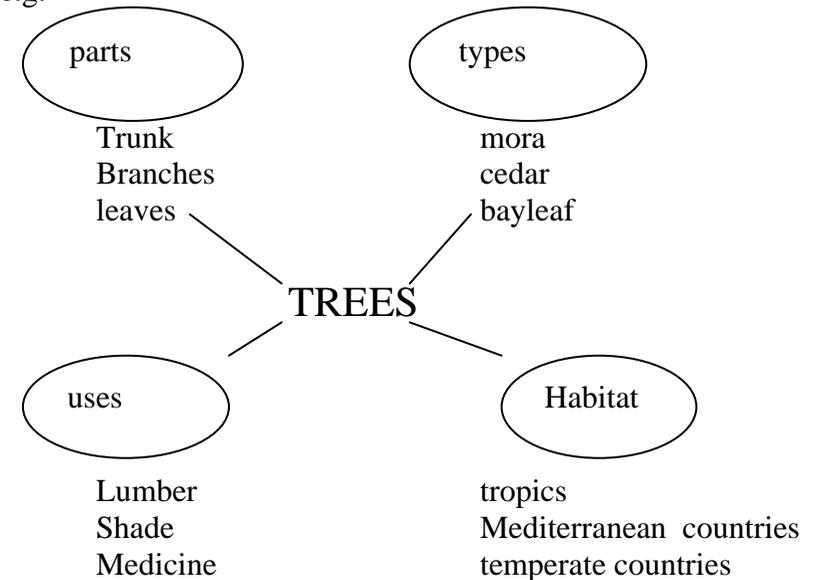
same sound- Words pronounced alike different in spelling and meaning
 e.g. pare - to peel
 pair - two
 pear - a fruit

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:

e.g.

Small index cards on which a problem or situation is written

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