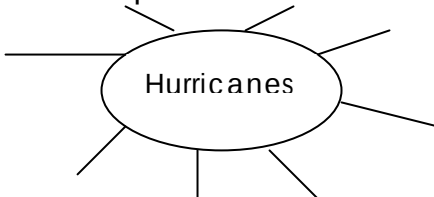


**SCOPE OF WORK
PRIMARY LANGUAGE ARTS
GRADE 3**

Subgoal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies.

COMPREHENSION

Objective: 2.42 Activate prior knowledge and preview text.

Content	Suggested Activities	Suggested Assessment	Resources
Good readers preview the text in order to get an idea of what they are about to read. To preview the text, you can: 1) Read the title. Does it sound familiar? If not, discuss it with a friend, teacher or parent. 2) Look at the pictures (if any). Connect them to experiences that you had. 3) Scan the text Quickly for key words. 4) Read the beginning paragraph and the last paragraph. Good readers also make predictions as they read. Sometimes predictions change as the text is read.	Basic: K-W-L-W Charts (Know/Want to Know/Learned/Still Want to Know) Intermediate: Quick Writes Brief "one minute" writes at the start of the lesson to connect to previous lesson, story etc. May be prompted with an open-ended question Advanced: Circle of Questions Have students brainstorm questions about a particular topic. Write them in a circle on the board or overhead transparency. Have students group the questions based on similarities. Divide students into groups to read about a certain grouping of questions. Have them answer the questions. Answers should be shared with the class. Works well with expository texts. Example: 	Assessment 1 The teacher prepares a checklist that includes activities to activate prior knowledge as well as other activities. As the teacher reads from the list, students are asked to put their thumbs up if the item read is something that should be done before reading and thumbs down if it is not. Example: a. Read the first two pages. b. Look at the pictures. Assessment 2 Ask students to demonstrate some of the pre-reading activities with a new book. The teacher can ask students to talk about what they are doing.	Literacy Resource Handbook pages 276-281

Objective: 2.43 Identify elements of a story i.e. character, plot, setting,

Content	Suggested Activities	Suggested Assessment	Resources
Story Elements Character: The people or animals in a story are the characters. When reading a story you can discover what characters look like, what they think, how they feel and what they say and do. Plot: The plot has a beginning, middle, and end. It is usually made up of the most important part of the story. Short stories usually have one plot. Setting: When and where a story takes place is called the setting. The setting can be a real or a make believe place. Themes: The theme is the main message of the story. Note – All of the story elements should not be presented in a single lesson.	Basic: Writing Stories The teacher asks students to think about a topic on which they would like to write. They are to write the first sentence of that story on the sheet of paper provided. Once everyone has written the first sentence, on cue, they are to pass the paper to the person on the right. Students would then add another sentence to the story. Students continue passing to the right until the papers get back to the original writer who would then write a concluding sentence. Story elements can then be identified. Intermediate: A Story Skeleton Create a transparency of a story skeleton/frame for students to complete. They should provide the main story elements. Have the class identify them. Advanced: Story Pyramid 1. _____ 2. ____ ____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ On the above lines write the following: 1- the name of the main character 2- two words describing the main character 3- three words describing the setting 4- four words stating the story problem 5- five words describing the first event 6- six words describing a second event 7- seven words describing the solution to the problem	Have students read a story and identify the elements of the story.	http://teachers.net/lessons/posts/1737.html wordpress.com/how-to-teach-story-writing-in-elementary-quickly-and-easily/

Objective: 2.44 Use context clues for understanding the meaning of words, phrases, sentences and paragraphs.

Content	Suggested Activities	Suggested Assessment	Resources
Context Clues are the words that surround an unfamiliar word. These words give clues about the meaning of the new word. Some context clues are: Synonyms – Words that mean the same or almost the same as an unfamiliar word. e.g. The schooner or sailboat passed the dinghy. Antonyms – Sometimes a context clue would contrast with new word. e.g. Ashley was kind to the new boy not vicious.	Basic: Riddle Me Have students select a word. Have them provide clues (synonyms or antonyms for the word). Their classmates should try to guess the word. Intermediate: Word Detectives Before reading, give each student a magnifying glass (just to make it fun), tell them the page # and the word and have them search for the word. After everyone has found the word, have them read the entire sentence the word is in to try to figure out the meaning. This also helps with modeling how to use context clues. Advance: Our Guess, the Covered Word Select a reading passage about 50 words in length appropriate to the level of the students. Leave out every 5th word. Ask students to fill in the blanks. Blanks do not have to be filled with the exact word. Accept a suitable choice.	Have students complete a cross word puzzle where only antonyms and synonyms are provided to solve the puzzle.	http://www.proteacher.org/c/359_Context_Clues.html

Objective: 2.45 Derive from text the main idea and supporting details

Content	Suggested Activities	Suggested Assessment	Resources
The main idea is the central theme of a reading selection. It is the gist of a paragraph or a story. It is really important when developing a purpose for reading, summarizing and organizing the information that is read. The main idea is further explained through the introduction of supporting details. Supporting details are needed to help readers draw conclusions.	Basic: Main Idea Art Show students a painting of a Bahamian Scene or something similar. Tell them a bit about the artist. Have them give the art work a title. Compare the title provided by the students with that of the artist. Discuss similarities and differences. Ask them to identify some of the details that the artist has included in the picture. Relate this to what an author does when writing. (Variation – Use students' art.)  Listen for the Idea Have students listen to a song that tells a story. Have them identify the main idea and provide some supporting details.  Intermediate: Heads Up for Headlines! Collect a variety of news articles geared towards an audience of children. In addition to the newspaper, you may wish to search internet websites for appropriate articles. Separate the headlines from the passage. Have students match them.	Have students write a headline that might appear in the newspaper and have them write four or five supporting details.	http://www.education-world.com/a_lesson/02/lp258-04.shtml http://www.teachervision.com/reading/graphic-organizers/4311.html http://www.proteacher.org/c/230_Main_Idea.html

Objective: 2.46 Tell events in correct sequence

Content	Suggested Activities	Suggested Assessment	Resources
When reading or writing paragraphs and stories, events must be placed in the correct order to understand what is being read. We refer to this as the sequence of events. The sequence of events is also important when following directions. When we follow a recipe for example, we need to follow the steps in order so that the item we are making is done correctly. Clue words such as first, next, then, after that, and last helps the reader understand the order in which certain events happened. Words such as morning, night and evening also tell the order in which events happened. Dates and time also assist us with sequencing events.	Basic: Comic Strips Gather comics from the newspaper that follows an order. Cut them out/apart, and glue the separate panels on a stiffer piece of paper, then laminate. (Put the correct number on the backs of each piece, as a way to self-check) Intermediate: Time Line After reading a story have students create a time line to show the order in which events happened. You can also have students create time lines for important events in Bahamian History. Advanced: Making Cupcakes Have students follow a recipe to make cupcakes/cookies. Stress the importance of following the correct order when adding ingredients. The teacher can also allow students to make their own adaptations to the recipes and try them out.	Have students listen to a story that describes a sequence of events. Present the events in scrambled order on a sheet of paper. Have students put the events in the correct order.	http://www.eduref.org/Virtual/Lessons/LanguageArts/Process_Skills/LPS0200.html http://www.proteacher.net/cgi-bin/asrchwrap.cgi?string=sequence&number=0

Objective: 2.47 Distinguish between fiction and non-fiction

Content	Suggested Activities	Suggested Assessment	Resources
Fiction is a story that is created from the author's imagination. It is not a true story. In many of these stories, animals take on the characteristics of humans. The characters in the stories may also live in make-believe places. Some examples of fiction are mystery stories and fairy tales. Non-Fiction is a true story about people, events, things, and places. Some examples of non-fiction materials are biographies, autobiographies, newspapers, encyclopedias, and text books.	Basic: Classification Sort books into two categories: fiction and non-fiction Intermediate: Audio/ Visual Stations Have students listen to a fiction and a non-fiction recording. Have students describe similarities and differences between the two. For example, one may have a more playful tone while the other is more serious or one has more sound effects than the other etc. Examples: movie clips and books – fiction: Shrek, Bolt Non-fiction: Sir Lynden Pindling Advanced: Write Your Own Skit Have students work in groups to prepare two one-minute scripts. Both scripts would be on the same topic. For example <i>Frogs</i>. Ask students to write both a fiction and a non-fiction skit on the topic.	Circulate 20 books among the students (Students can share.) Distribute a list with the 20 titles on it (one per student). Have them read excerpts from the books and write next to the title on the sheet provided whether it is fiction or non-fiction.	http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/nonfiction_activities.htm

Objective: 2.48 Differentiate between fact and opinion

Content	Suggested Activities	Suggested Assessment	Resources
A fact is a statement that can be proven true or false. This may be done through further reading, observation or by asking an expert. Example: The Princess Margaret Hospital is located on Shirley Street. This can be proven by looking on a map or by actually visiting Shirley Street. An opinion is a statement that tells what someone is thinking or how the person feels about a particular thing. Opinions can change. Opinions cannot be proven because they are based on someone's thoughts, <i>their</i> feelings and <i>their</i> understanding. Words that often provide clues that an opinion is being expressed are think, feel, believe, best, worst, etc. Example I think Princess Margaret Hospital is the best hospital in New Providence.	Basic: Popsicle Fun Using paddles made from index cards and popsicle sticks (F for fact on one side in one colour and O for opinion on the other side in a different colour) have students decide if each statement read aloud is a fact or an opinion. Intermediate: Walkabout Allow students to walk around the school campus. Instruct them to write two sentences of fact and three sentences of opinions heard during the walk. Collect some of their sentences and use these in a game where students will stand if the sentence read is a fact or remain seated if it is an opinion. Advanced: Taste Test Have students do a blind taste test where the two items being tasted cannot be physically identified. (Plan with students' allergies in mind.) Have students vote for the item that they think has the best taste. Give them an opportunity to say why. Declare the winner at the end. Reveal the items to students. Now have them look at the nutritional facts on the back of the product. Given what they know about eating healthy, let them decide which is the most nutritious product.	Have students write two sentences that express an opinion and two sentences that provide facts.	http://languagearts.pppst.com/fact-opinion.html http://www.st.cr.k12.ia.us/reading/fact_and_opinion.htm http://www.learnnc.org/lp/pages/4017 InnovativeClassroom.com

Objective: 2.49 Summarize and paraphrase text.

Content	Suggested Activities	Suggested Assessment	Resources
When we re-tell a story or an experience, we often like to spend time giving the interesting details. We like to mention what people were wearing, what they were doing and anything else that was happening that was interesting. However, depending on the time and purpose, we sometimes need to summarize or just give the main points about what is happening. This can often be done in just a few sentences.	Basic: <i>Plot Summary Frame</i> Have students read a story and complete a Plot Summary Frame. A model can be found on page 242 of the <i>Literacy Resource Handbook</i>. Intermediate: <i>What is Most Important?</i> Have students work in pairs to read a short passage. After they have read the passage once, have them re-read it. Ask them to underline the most important ideas. Have them share what they think the most important ideas are. Advanced: <i>Writing a Summary</i> Have students work in pairs. Direct them to read a passage. Have them choose the most important ideas in the passage and combine them to write a paragraph. Have the groups share their passages with the class. Allow students to provide constructive criticism.	• Provide students with several exercises where they have to read a passage and select the sentence (from several choices given) that best summarizes what the passage is about. • Provide students with a passage to read. Have them summarize it using two or three sentences.	<i>Literacy Resource Handbook</i> pages 252-254 http://www.utoronto.ca/ucwriting/paraphrase.html http://www.brainpopjr.com/writing/essay/bookreports/grownups.weml http://www.education-world.com/a_lesson/03/lp322-02.shtml

Objective: 2.50 Compare and contrast events, opinions and facts.

Content	Suggested Activities	Suggested Assessment	Resources
When we compare, we look to see how two or more things are alike. Key words such as same, both, like and as are clues that signal when things are being compared. When we contrast, we look to see how two or more things are different. Key words such as different, however and but are clues that signal when things are being contrasted.	Basic: Picture Talk Have students compare and contrast the islands of New Providence and Andros (or other islands of your choice). Intermediate: Yummy Venn Diagrams Students use Ritz crackers and Oreo cookies to create a Venn diagram and write a paragraph comparing and contrasting the two foods. Explain that the outer circles are intended for contrasting information. The middle area where the circles overlap is reserved for comparisons; the ideas and facts that the two items have in common. Note: Be aware of allergies or other medical conditions that students may have before allowing them to consume any food. Advanced: Character on Trial Together with your students, discuss the antagonists, or “bad guys,” in several fairy tales or stories. How are the antagonists alike and different?	Use the paragraph students write to assign a grade based on their comprehension of the use of the Venn diagram and ability to use it as a tool to write a logical paragraph.	http://www.education-world.com/a_tsl/archives/01-1/lesson0004.shtml http://www.songsforteaching.com/readingcomprehension/comparecontrast.htm

Objective: 2.51 Make analogies (i.e. the comparison of two or more things based upon the similarity of like features).

Content	Suggested Activities	Suggested Assessment	Resources
An analogy is a term that means “word relationships”. It is a comparison of two or more things that are not alike but have an important similarity. To solve an analogy you must find the relationship between the first pair of words in an analogy. The first pair of words would have the same relationship as the second pair of words. At a first glance the words in an analogy may seem not to have anything to do with each other, but the words are always logically related. Example: Boy is to girl as Man is to Woman	Basic: Analogy Classification Have the students classify words into general categories like vehicles, fruits, furniture etc. Intermediate: It Doesn’t Belong Have students determine a unifying relationship between three or four listed items. Ask students to identify the one word that does not share the feature or features of the other three, Advanced: Analogy Race Have students compete to complete analogies.	Students practice writing analogies. They examine examples of good and bad analogies. They practice writing good analogies.	Creative Activities for Gifted Readers pg. 27-43 http://mrsdell.org/analogies/ http://www.factmonster.com/spot/analogy.html http://www.quia.com/hm/22953.html

