

SCOPE OF WORK
PRIMARY LANGUAGE ARTS
GRADE 4

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

Objective 2.42 Students will be able to activate prior knowledge and preview text.

Content	Suggested Activities	Suggested Assessment	Resources
Previewing a text helps to motivate student interest and increase comprehension. Before reading strategies that help to activate students' prior knowledge and build background knowledge include: Survey – Look through text for headings, pictures, key words and diagrams. Form ideas– Connect pictures and headings. Activate prior knowledge–Discuss what is known about the topic. Make predictions using the pictures and headings. Question-Form questions about pictures and headings.	Basic: Video Clip Before students read, have them view a clip from a video, DVD etc. on a particular topic. Have them discuss how they feel it relates to what they are about to read. Intermediate: Word Sort Teacher chooses words from the story and have students sort them into categories. Advanced: Brainstorming Have students brainstorm words or phrases about the topic in small groups. The groups take turns sharing their words. Words can be recorded on the board. The group with the highest number of words not said by other groups wins.	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. Assessment 3 Have students complete a Prediction Guide.	Harcourt Storytown Book 5 http://academic.cuesta.edu www.mandygregory.com www.k111.k12.il.us/LAFAYETTE/ Prediction Guide http://www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm Prediction Tree www.saskschools.ca/~qvs/s/curriculum/goread.pdf

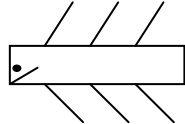
Objective 2.43 Students will be able to identify elements of a story i.e. character, plot, setting, themes

Content	Suggested Activities	Suggested Assessments	Resources
The elements of a story include: Character – Characters are people or animals in a story. When reading a story, you can discover what the characters look like, what they are thinking and how they feel by what they say and do. Plot – The plot is the sequence of events in a story. The plot may include a conflict (problem), climax (the most interesting part of the story) and a resolution (solution to the problem). Setting – The setting gives the location and time of a story. It answers where and when a story takes place. Theme – The theme is the main or central idea of a story. It may be lessons from life that you can learn from the story. Note – All of the story elements should not be presented in a single lesson.	Basic: Give each group of five students sentence strips with the events of a familiar story written on them. Have groups take turns going to the front of the class and organizing themselves in the correct sequence. Have students identify the characters, setting and plot. Intermediate: Listen to the song 'Bonefish Foley' by Phil Stubbs. Have students brainstorm words to describe Foley's character, the setting of the song and the theme. Advanced: Have students read 'The George Town Regatta' (Preserving Our Heritage Level 1 Part 1) then work in pairs to identify words and phrases in the passage that describe the character, setting and plot.	Assessment 1 Administer a quiz where students have to match the story elements with their definitions. Assessment 2 Have students watch a clip from a movie. Have them identify some of the story elements. Ask them to provide the movie plot and identify the major conflict.	Comprehension Plus Level C & D Silver Burdett English Book 4 www.emints.org <i>Preserving our Heritage</i> Level 1 Part 1 pages 12-13 Harcourt Language

Objective 2.44 Students will be able to 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. Definition – This is the kind of context clue where the writer gives the meaning of or explains a word in a sentence. e.g. Mackerel, a small fish is eaten with grits as part of a Bahamian breakfast.	Basic: Figure It Out Using transparency, PowerPoint or a promethean board, display sentences with a word from each sentence concealed. For example: The dog ran to fetch the stick. Students volunteer to share what word they think is covered up. Intermediate: Definition Match Up Jumble words from preselected sentences and their definitions on the board. Have students attempt to match words to their definitions. Post the sentences on the board and have students check to see if their guesses were correct. Advance: Preselect words from a Bahamian song. Have students guess their meanings. Then have students listen to the song for clues to meanings of the words.	Circle the meaning that best describes the highlighted word in each sentence.	Comprehension Plus Level C Preserving Our Heritage Level 1 Part 1 www.lessonplanpage.com

Objective 2.45 Students will be able to derive 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 may appear anywhere in the paragraph. Sometimes it is stated directly and other times it is implied. The supporting details are the sentences that tell us more about the main idea.	Basic: Flower Power Have students use a graphic organizer such as a flower with the center of the flower being the main idea and each petal contains a supporting detail. Intermediate: Find the Missing Main Idea Put students in small groups and give each member a strip of paper with a detail written on it. Have students discuss their detail and try to figure out what the main idea is. Then allow them to investigate the topics that you have posted around the class to find the one that best suits their main idea. Advanced: Herringbone Main Idea Organizer Have students utilize the herringbone technique to find details that support the main idea in informational pieces. Adjust the questions to suit the Main Idea. See p. 292 of Literacy Resource Handbook 	Locate the main idea in several short paragraphs and identify supporting details.	<i>Preserving Our Heritage</i> Level 1 Part 1 pages 10-13 <i>Comprehension Plus</i> Level C Herringbone Technique Template – Literacy Handbook pages 292-293

Objective 2.46 Students will be able to tell events in the correct sequence.

Content	Suggested Activities	Suggested Assessment	Resources
Sequence is the order in which things happen. Authors may use clue words or phrases to show sequence. Looking for these words during reading can help the reader to understand the order in which the events happened. Key/Signal Words: After, before, while, then, next, first, last, meanwhile, and finally. Dates and words that show time, such as morning and yesterday, also tell the order of events. Understanding sequence helps a writer to organize their ideas and events clearly for the reader. In writing, bullets, numbers and numerals are used to indicate sequence.	Basic: Make it! Have students follow a recipe to make a food item such as boxed cake, Kool-Aid or Kraft dinner. Intermediate: First Aid Demonstrate how to take care of a particular injury. Get students to explain to you what to do to take care of that injury in their own words. Have them use sequence words. Advanced: Recreate an Event Have students work in groups to create a program for a past class assembly. Then allow them to use signal words to write a short paragraph about what happened during the assembly.	Have students re-write an event/story in the correct sequence.	Preserving Our Heritage Level 1 Part 1 Comprehension Plus Level C

Objective 2.47 Students will be able to distinguish between fiction and non-fiction.

Content	Suggested Activities	Suggested Assessment	Resources
The stories we read can be broken into two major categories or genres: fiction and non-fiction. A story that is fiction is not true. These are stories made up by the author. Examples of fictional stories include fairy tales, science fiction, folklore and realistic fiction. Non-fiction stories are stories about real people, places, things and events. Examples of non-fiction include biographies, informational books, journals and autobiographies.	Basic: Concentration Conduct a game of Concentration in which students are to give names of stories that fit in the various Fiction and Non-fiction categories: fairy tales, nursery rhymes, mysteries, biographies, etc. Intermediate: Post an assortment of book titles on the board (promethean board can be used). Have students take turns as they come up to place the story title in the appropriate column on a table labeled fiction and nonfiction. Advanced: Have students listen to an assortment of Bahamian songs such as 'Stagger Lee', 'Crab Crawling' and 'Ghost Move'. Discuss whether these stories are fiction or non-fiction by identifying situations in the songs that could or could not happen.	Label brief descriptions of stories as fiction or non-fiction.	Comprehension Plus Level C www.brainpopjr.com

Objective 2.48 Students will be able to 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: <i>The Princess Margaret Hospital is located on Shirley Street.</i> 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 on the island of New Providence.	Basic: <i>Fact Finding Mission</i> Have students clip articles from newspapers or magazines. Instruct them to create a booklet of the facts found and a booklet of the opinion statements. Allow students to share. Intermediate: <i>Guilty or Not Guilty</i> Allow the students to act as jury members who must decide a case based on the facts presented. Have volunteers read a scenario containing facts and opinions as they present the case to the class. The jury of students must then decide the case, explaining the facts that helped them to make a decision. Advanced: <i>Everyone's a Critic</i> Review a book or movie with your children. If possible, share live reviews from radio or television, such as "Ebert and Roeper." What kind of details do the reviewers mention? Did he or she like the book or movie? Why or why not? Pair students and have them develop their own rating systems and give their reviews of things relative to their environment.	Have students read a paragraph containing <i>Statements of Fact</i> and <i>Statements of Opinion</i>. Have students divide their papers into two columns. Ask them to list the <i>Statements of Opinion</i> on one side and the <i>Statements of Fact</i> on the other.	<i>Preserving Our Heritage</i> Level 1 Part 1 page 54 <i>Comprehension Plus</i> Level C

Objective 2.49 Students will be able to summarize and paraphrase text.

Content	Suggested Activities	Suggested Assessment	Resources
To summarize means to restate an article in a shortened form. You should include the main ideas of the article. The guidelines below will help you to write a good summary: • Write a sentence containing the main idea. • Use sentences which explain the key facts and details. • Combine the main ideas into a paragraph. To paraphrase is to restate the exact words of a text to clarify it. A paraphrase should not have the same words of the original passage. In order to paraphrase follow the tips below: • Write the basic ideas you want to convey. • Use synonyms for the key words in the article you are paraphrasing. • Use quotation marks if you use the writer's exact words.	Basic: <i>Name That Story</i> Give brief descriptions of classic stories (or movies). Be careful not to include tell-tale details like names of characters or specific events. Have students guess the story being described. Intermediate: <i>Sum it Up!</i> Have students listen to a selected poem or song. Work as a class to compile ideas from the poem or song. Have students write a paragraph summarizing the poem or song. Advanced: <i>Clip Summary</i> Have students watch a clip from a Ms. Daisy stage play then ask them to summarize the part that they watched in their own words.	Have students listen to or read a short passage. Ask them to write a short paragraph that summarizes the passage.	Literacy Resource Handbook page 251-254 Comprehension Plus Level C Language Arts (Steck-Vaughn Core Skills) Grade 4 Silver Burdett English Book 4 www.education-world.com

Objective 2.50 Students will be able to 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: Breakfast Talk Provide students with two different brands of cereal e.g. Cheerios, Fruit Loops. Have students tell how the cereals are the same and how they are different e.g. cost, nutritional value, packaging etc. Intermediate: Food Fest Blind fold students and allow them to sample small pieces of food (e.g. peanuts, candy, Benny cake). Have them say how the foods are similar and how they are different, guessing what they are. Ask students to write a few sentences about the food they prefer over the others. Note: Be aware of allergies or other medical conditions that students may have before allowing them to consume any food. Advanced: Designers in Action Have students design or describe their own video games or lines of clothing then write a sales pitch to compare and contrast their product with another brand, outlining why their product is better.	Complete a Venn diagram	Preserving Our Heritage Level 1 Part 1 Comprehension Plus Level C

Objective 2.51 Students will be able to 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: Thermometer is to temperature as barometer is to air pressure.	Basic: Hot Potato Give each student a potato with a word that completes an analogy. Read an analogy to the class. The person with the potato that has the word that fits must go the front of the class to place their potato in an oven (Chart paper drawing with a pocket). The person left holding a potato is said to have the hot potato and loses the game. Intermediate: Matching Pairs Students are given pairs of words in which they are asked to find the relationship. Have students work in groups to write another pair of words with the same relationship. Advanced: Have students create their own analogies using an assortment of Bahamian terms such as: Nicholl's Town is to Andros as Orange Creek is to Cat Island or conch is to salad as fish is to stew.	Complete given analogies	Silver Burdett English Book 5 www.brighthub.com