

**LANGUAGE ARTS CURRICULUM GUIDE**  
**LEVEL 5**  
**LISTENING**

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<b>ATTENTIVE LISTENING</b>	Listen keenly and focus on speech sounds. Select main points to help in reconstructing the speaker's message.	Listening and memorizing content. Identifying steps of oral instructions.  Following given instructions.  Listening in order to identify specific information.  Listening and commenting on what is heard.	Display alertness when instructions are given.  Follow verbal instructions without being distracted by competing noises.  Listen and react positively to information heard.	Attentive listening is an active process requiring participation on the part of the listeners. Key features to develop students' attentiveness. *teacher and students' face to face interaction, * provide clear procedures /instructions for the learners, *minimal use of written language during the activity. Oral instructions /directions given before going on a Field Trip	Talking about the need to follow instructions.  Listening to given instructions.  Identifying the given steps/sequence.  Relating the given steps/sequence.  Following the instructions given.  Listening to announcements attentively.	Listening to instructions and complete a given task.  Listen to a given announcement and complete a form with blanks.  Listen to recorded instructions and answer questions pertaining to the information given.	<u>Social Studies</u> Instructions for - Preparation for Field Trip  <u>Science</u> Sequencing – -.Phases of the Moon. -Evaporation. -Condensation. -Water cycle.

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				<p><b>-what to observe-</b>  -safety measures  -instructions pertaining to the completion of assignments, task, simple experiments e.g. Measurement of solids and liquids.  Experiments with plants and animals.</p> <p>Announcements-  School assembly  - Special activities  -PTA meeting -Open day  -School/ Fairs/ Parties</p> <p>Introductions  -New Pupils to class  -Teacher to class  -Reports  -Talks  -Interviews  -Advertisement  -Phone messages/  messages on answering machine.</p>	<p>Relating announcements heard.</p> <p>Responding to announcements heard.</p>		

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COMPREHENSION	Listen consciously to seek meaning / understand what is heard.	<p>Extracting the central idea from listening exercises.</p> <p>Drawing inferences from listening exercises.</p> <p>Displaying understand of the organisation of content.</p>	<p>Listen keenly in order to apply interpreting skills.</p> <p>Display rapt attention during listening activities.</p> <p>Present orderly reports.</p> <p>Ask questions to clarify what is not understood from listening experiment / exercise.</p>	<p>Comprehension is the ability to listen to and understand information and ideas presented through spoken words and sentences. It is the ability to grasp something mentally and the capacity to understand ideas and facts in logical manner.</p> <p>Stories Articles from newspapers Articles from Magazines.</p> <p>Stories Poems Dialogues Current events</p> <p>Short stories News Reports</p>	<p>Listening and finding answers to questions such as who, what, whom, where, why and how.</p> <p>Telling what happened in logical order.</p> <p>Drawing conclusions from information given.</p> <p>Interpreting the meaning of words in a paragraph.</p> <p>Listening to a radio program and convey accurately the events /message heard.</p>	<p>Listen to stories and arrange given sentences in order.</p> <p>Complete given stories after listening to the beginnings.</p> <p>Listen to stories and retell using summarized version.</p>	<p><u>Science</u> Listen to reports of experiments conducted and answering/ asking questions on it.</p>

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<b>RESPONSIVE LISTENING</b>	Listen and respond/ contribute/ participate in conversations, planning activities and discussions for the development of conversation skills.	Listening keenly so as to contribute to conversations.	Respect each other's opinions.  Display courtesy during discussions.  Take turn to speak.	Responsive listening is to obtain and retain information. Concentrate on what is being said. Use responsive listening to * obtain information *retain information *identify problems *solve problems *improve the accuracy of communication Conversations on a variety of topics. - Hobbies - Sports - Books - Friend-ships - Movies - Traffic Rules	Listening attentively/ keenly.  Using information appropriately.  Allowing children to choose topics for discussion.  Discussing chosen topics.	Retell what one speaker said during a conversation.	Participate in conversations related to:  - Mathematics - Social Studies - Science
<b>APPRECIATIVE LISTENING</b>	Listening to music, poetry, and drama for the development of appreciative skills.	Listening attentively to identify the mood in a poem or passage.	Accepts that individuals have different tastes.	Appreciative listening includes listening to music/poem/ stories/ drama for enjoyment.	Listening to specific selections and retelling what they see, hear, feel and smell.	Listen to a selection and describe the mood it conveys.	Listen and respond to mood conveyed by poems of - Mathematics - Science - Social Studies

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		Listening and responding to the mood conveyed by the specific literature	Show enjoyment for personal selection of literature.  Show enjoyment when listening to a story, a good television show or musical selection.	Appreciative listening is the response of the listener, not the source of the message.  Listening Exercises - Poetry - Sessions - Choral Reading - Drama - Music	Listening to selections and responding through pantomime or role play etc.  Recording their favourite stories poems, songs.  Participating in choral speaking, and reading sessions	List poems that make them feel happy and sad then say <b>what words or combinations of events cause the reaction.</b>	<b>Listen and identify interesting selections from:</b> -Music -Stories -Poetry
<b>CRITICAL LISTENING</b>	Critical listening demands careful evaluation of what is heard.	Making accurate judgments about characters/ events heard from listening exercises.	Show alertness during listening experiences.	Critical listening is listening which involves analysis and judgment.  Critical listening enables us to understand accurately/ precisely to what is said and evaluate what is being said.	Listening to stories.  Identifying characters.  Acting the role of each character in the stories heard.	Pupils should listen and then critically analyze a speech model by a fellow peer.  <b>Ask questions based on stories/ events .</b>	<u>Social Studies</u> Analyze a recorded speech made by a village postal clerk about the slow delivery of mail in the area.

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		<p>Distinguishing facts from opinions.</p> <p>Identifying the degree of the relevance of what is heard according to topic.</p>	<p>Show pleasure or satisfaction when able to evaluate critically what is heard.</p> <p>Question information given.</p>	<p>Critical listening in:            Story telling            Poetry            News Reports            Advertisements</p> <p><u>Fact</u>: Statements which can be checked and proven to be true are facts.</p> <p><u>Opinion</u>: Statements which tell what someone thinks or believes to be true, but cannot be proven to be true are called opinions.</p> <p><u>Factual Information</u> can be read from court announcements, news stories.</p> <p><u>Opinion Writing</u>: can be read from editorials and advertisements.</p>	<p>Using adjectives to describe the characters according to what they do in the story.</p> <p>Describing what is a fact and what is an opinion.</p> <p>Listening to news reports and identifying factual and opinion news reports.</p>	<p>Separate facts from opinion from a story/events/newspaper articles.</p> <p>Classify headlines into fact and opinion.</p>	

**LANGUAGE ARTS CURRICULUM GUIDE  
LEVEL5  
SPEAKING**

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Speech Skills  Relate	Natural intonations and defined sequence are important for the development of appropriate speech skills.	Discussing sequence in stories so as to identify main ideas supporting details.  Developing speaking ability through proper articulation.	Display an awareness for sequence in stories.	To narrate or tell, to make link in logical or natural association/connection . Story Telling -stories of interest -pupils’ personal experiences -puppetry -picture study from a series of pictures	Telling stories in sequence.  Discussing main ideas and supporting detail.  Answering oral questions based on stories told.  Building up stories based on pictures.  Discussing the use of link words when putting thoughts in sequence.	Re-arrange pictures to tell a story in sequence.  Relate an unusual experience to a group of peers.	<u>Art and Craft</u> Make puppets.  <u>Science</u> Relate stories based on Science fiction.  <u>Social Studies</u> Relate stories such as - Amerindian Stories

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Drama	Language can be used creatively through drama, Role- play of situations or the reenactment of situations.	Exploring real life situations through role-playing.	Show willingness to participate in dramatic activities so as to examine and explore new behaviours and situations.	<p>Drama is a wonderful learning tool. Drama enables students to:</p> <ul style="list-style-type: none"> <li>*develop rapport with audience</li> <li>*memorizing/ remembering</li> <li>*listening actively</li> <li>*using body language</li> <li>*exploring voice</li> </ul> <p>Stories – fiction and non fiction short plays and skits based on current issues or topics from other subject areas.</p>	<p>Discussing the effectiveness of drama in telling a story.</p> <p>Examining stories and selecting parts to be dramatized.</p> <p>Rehearsing parts for skits or plays.</p> <p>Memorizing parts.</p> <p>Dramatizing stories, skits, plays.</p> <p>Discussing each other’s part in relation to the whole story.</p> <p>Taking turns to role playing parts of a story/a character</p>	<p>Dramatize a given story or play using good voice quality and creativity.</p>	<p><u>Science</u> Dramatize Science Stories.</p> <p><u>Social Studies</u> Role- play community workers.</p> <p>Dramatize stories based on current affairs.</p>

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Expression of opinions.	Situations ought to be examined before expressing an opinion.	Expressing opinion based on what is heard or read.	<p>Display confidence when expressing an opinion on an important issue.</p> <p>Show willingness to speak clearly and distinctly when expressing an opinion.</p> <p>Be willing to ask questions to clarify issues before forming an opinion</p>	<p>An opinion is what someone believes is true. The opinion states a personal belief. eg Opinion-recycling paper should be required by law.(facts can be used to support an opinion)</p> <p>Issues. -Examinations -Corporal punishment -School Rules</p> <p>Selection of issues from the newspaper or the radio.</p>	<p>Listening and examining issues.</p> <p>Differentiating between fact and opinion from given statements.</p> <p>Engaging in constructive criticisms.</p> <p>Forming and supporting opinions with facts.</p> <p>Practicing to defend one's own viewpoint on a particular issues.</p>	Express an opinion on an important issue e.g. observing traffic rules.	<p><u>Social Studies</u></p> <p>Give your opinion about schools eg giving children a light mid-morning snack</p>

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Description	Use appropriate vocabulary to describe a scene, picture or event.	<p>Giving a vivid description of scenes or events so as to appeal to the senses of the listeners.</p> <p>Using words and phrases to ensure a vivid picture in the mind's eye.</p>	Show willingness to listen to others as they describe scenes.	<p>Descriptions are intended to create accurate word pictures of events and scenes.</p> <ul style="list-style-type: none"> <li>-picture study</li> <li>-field trips</li> <li>-characters of story</li> </ul>	<p>Listening to verbal description and identifying objects/places/persons.</p> <p>Using sensory details.</p> <p>Observing keenly.</p> <p>Using appropriate vocabulary.</p> <p>Sequencing details.</p> <p>Discussing scenes depicted in pictures.</p> <p>Asking/ answering questions after listening to presentations.</p>	<p>Describe the scene of an accident you witnessed.</p> <p>Choose a picture and give a clear description of it.</p>	<p>Science</p> <p>Describe how roots take up water to the trunk, stem and leaves.</p>

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Recitation	Correct pronunciation, enunciation and information contribute to good recitation.	Practising correct pronunciation, enunciation and intonation when reciting poems.	<p>Appreciate poetry and prose.</p> <p>Develop self confidence when reciting poems.</p>	<p>An act of reciting, oral response by a pupil/s to a teacher on a prepared lesson.</p> <p>Steps for recitation.</p> <ol style="list-style-type: none"> <li>1. Choose a poem.</li> <li>2. Read the poem loudly and carefully.</li> <li>3. Get to know it thoroughly.</li> <li>4. Find good places in the poem to take breath.</li> <li>5. Plan areas in the poem to emphasis.</li> <li>6. Memorize the poem and recite with confidence.</li> <li>7. Add meaning and feeling to poems for good recitation.</li> </ol> <ul style="list-style-type: none"> <li>- Favourite stanzas of poetry.</li> <li>- Poems of teacher's choice</li> <li>- Poems composed by pupils</li> <li>- Dramatic poetry.</li> </ul>	<p>Reading and discussing poems.</p> <p>Telling the story of the poems read.</p> <p>Describing the feelings the poems convey.</p> <p>Reciting poems individually.</p> <p>Participating in choral reading of poems.</p> <p>Reciting dramatic poetry.</p> <p>Discussing the mood of the poems.</p>	<p>Compose a poem and recite it from memory.</p> <p>Recite favourite stanzas of poetry from memory.</p>	<p><u>Science</u> Poems on various topics e.g. plants, astronomy etc.</p> <p><u>Social Studies</u> Poems on social issues.</p>

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Oral reports	Effective oral reporting is dependent on clear and sequenced delivery.	Reporting accurately using correct Standard English.  Speaking at an acceptable rate so that those listening can follow the report that is being presented.	Show willingness to report and project that was done individually.	Oral reporting entails giving an account of an activity.  Summarizing or describing something that happened.eg -Field trips -Group work on class projects in different subject areas. -New experiment.	Going to field trips to places of interest and observing keenly.  Working in group and individual projects.  Discussing reports with peers.  Compiling and presenting oral reports .  Presenting oral reports on books read and trips taken.  Listening attentively and asking questions based on reports given.	Give an oral report on: -a trip to a place of interest.  -an experiment that was done in the Science class.  -Answering questions to develop reports based on What..... When..... Where..... How.....	<u>Science</u> Reports on experiments and nature walks.  <u>Social Studies</u> Reports on field trips and projects.  <u>Mathematics</u> Reports on mathematic projects.

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Discussion	Use of appropriate language structures and taking turns contribute to rewarding discussion	Using appropriate language structures fluently when discussing topics of interest.  Contributing in groups by offering information on specific topics  Discussion on topic of interest for development of oral expression.	Show willingness to participate in discussions.  Respect the views put forward by others.  Take turns to participate in discussions.	Discussions are conversations on specific subjects.  Methods involved in group discussion – (a)appointing a leader (b)identifying task (c)brainstorming and discussing (d)presenting reports based on group discussion.  Discussions based on topics of interest e.g. - drug abuse - dental care  Other topics of pupils' and teacher's choice.	Listening attentively.  Participating in small and large group discussions.  Asking questions and contributing to discussions.  Discussing /answering questions using correct language structures.	Participate actively in a discussion on any topic of interest.	<u>Science</u> Discussing results of experiments.  <u>Social studies</u> Discussing reports on field trips - Discussing current affairs subject areas. - Discussions on various concept.
Speeches.	Language should be used appropriately to deliver specific messages.	Speaking clearly and distinctly on a given topic.  Using language	Deliver a speech with confidence.  Develop positive self-esteem.	A speech is a formal address or discourse delivered to an audience or assembly. Discussing how to deliver speeches -put facts in sequence	Listening to the recorded /live speeches.  Discussing speeches	Speak to a group of pupils on a given topic.	Make a speech that informs all present about – Fishing.

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		appropriately when delivering a speech.		<p>-explain unfamiliar terms -speak clearly -use imperative sentences.</p> <p>Prepare speeches on different topics. E.g. topics based on “How to do” things -How to prepare chicken/fish for frying. -How to make a kite/wind mill. -How to play a favourite game. -“Welcome” and “thank you” speeches.</p>	<p>Making constructive criticisms.</p> <p>Identifying good and bad points in the different speeches.</p> <p>Preparing and delivering short speeches.</p> <p>Recording speeches.</p> <p>Delivering prepared speeches to different audiences</p>		
Debates	Support view points by research to develop effective debating skills.	Expressing points with clarity for the benefit of the audience.	<p>Respect the viewpoints expressed by others.</p> <p>Show willingness to accept the</p>	<p>To debate is to discuss/ argue “for” or “against” about an issue or proposal. To debate also means to consider or ponder different sides of a question /view point.</p>	<p>Listening to debates.</p> <p>Discussing and contributing your view points on the topic.</p>	Prepare a short speech for the purpose of a debate.	All other subject areas.

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			decision of the judges.	<p>Talking about the development of debating skills</p> <ul style="list-style-type: none"> <li>-Researching skills</li> <li>-Listening carefully</li> <li>-Speaking effectively</li> </ul> <p>Topics of interest e.g.</p> <ul style="list-style-type: none"> <li>-Should School Uniforms be abolished?</li> <li>-Should the School Government be responsible for formulating School Rules?</li> <li>-Should students be allowed to use cell phones in classrooms.</li> </ul> <p>Other controversial issues related to other subject areas.</p>	<p>Doing research to gather information.</p> <p>Discussing topics in groups.</p> <p>Preparing speeches for debates.</p> <p>Participating in class debates on various issues.</p>		

**LANGUAGE ARTS CURRICULUM GUIDE**  
**LEVEL5**  
**READING**

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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<b>WORD ATTACK SKILLS</b>  Sight Words	Sight words are words we meet frequently during reading.	Identifying sight words.	Is willing to develop a store of sight words.	Sight words are words that are known by reader automatically. Sight words are pronounced without decoding the words spelling. Sight words include commonly used words-words that are ubiquitous and important to understand.  Sight Words. 1. Words affecting daily activities e.g. wash, read, write. 2. Words naming frequent interaction e.g. please, thank you.	Reading words in sentences.  Reading words from the “Word Wall.”  Repeating the correct pronunciation after the teacher.  Using words in sentences.  Defining words as they appear in context.  Including words in personal dictionary.	Develop a word list with frequently used words.	All other subject areas.

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				<p>3.Certain signs e.g. enter, exit, stop.</p> <p>4.Own names.</p> <p>5.Contractions e.g.- I have - I've, Was not – Wasn't.</p> <p>6.Games: e.g Word Puzzle, Bingo</p> <p>Words can be easily identified when placed in context. E.g-The captain and crew completed last minute arrangements, <b>commuters</b> hurriedly crossed the <b>gangway</b>. Words are easily understood when used in context which otherwise is sometimes difficult. E.g Commuters and gangway.</p> <p>Short stories. Cloze passages.</p>			

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Contest Clues	Unknown words can be identified through the use of context clues.	<p>Inferring the meaning of unknown words from the context.</p> <p>Apply clues to assist in identifying unknown words.</p>	Derive pleasure in sharing words with their peers.		<p>Reading sentences with unknown words.</p> <p>Discussing the meaning of the words.</p> <p>Using clues for information about the word.</p> <p>Making sentences with the words to bring out meanings.</p> <p>Using cloze exercises and filling in the deleted words.</p>	Read the sentences with new words and identify/give their meaning as used in context.	Science Show that the use of the correct meaning of one word enhances the understanding of others in a certain experiment.
<b>Structural Analysis</b>  <b>Root words</b>	Knowledge of root words assist in identification and comprehension..	<p>Dividing in syllables</p> <p>Identifying root words from</p>	<p>Do research.</p> <p>Apply the appropriate principles of</p>	Root words are sometimes called stem or base words. A root word can stand alone	<p>Defining root words.</p> <p>Identifying root words.</p> <p>Underlining root</p>	Read a selection and underline the root words in the sentences.	All content areas.

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		given words.	syllabication when faced with unknown words in reading and spelling.	(e.g)cover, active, like. A root of a word is its most basic form, to which other parts, such as affixes can be added. E.g cover-uncover, Like-alike	words in words. Giving the meaning of the words. Discussing the meaning of the words using the dictionary.	Circle the root words in unknown words.	
<b>Affixes</b>	Knowledge of affixes assists in identifying and comprehension of words.	Identifying roots and affixes of words.  Making new words by adding roots and affixes.	Use affixes to change words meaning when necessary.	A letter or a group of letters which are added to the beginning or end of a word to make a new word. When added to words they change the meanings.  Prefix – added before a root word. It changes its meaning (e.g.) <u>U</u> nlike, discover.  Suffix – added behind/after the root word. It modifies its meaning (e.g.) harder <u>r</u> , rainy.	Reviewing prefixes and suffixes that are known.  Building new words by adding affixes.  Giving the meanings of the root words and their affixes.  Writing the meanings of the root words and new words in their word books.  Changing the	Use affixes to build words from given base words.  Use new words in sentences.	Science Select a paragraph for its usefulness and then underline all words that contain a suffix or a prefix . Tell what these affix mean.

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				<p>Prefixes:- re -, dis -, co -, inter -, im -, ir -, il -, mis -.</p> <p>Suffixes:- - er, - oi, - ist, - an, - ian, - est.</p>	meaning of words by adding affixes.		
<b>Inflectional Endings</b>	<p>Inflectional endings change the meaning of base words.</p>	<p>Recognise base words in words with inflectional endings.</p> <p>Identifying and using correctly plural forms of nouns.</p> <p>Using the correct comparative forms of adjectives.</p>	<p>Use the various inflectional ending correctly in speech and writing.</p>	<p>Inflection endings when added to base/root words would change their form.</p> <p>Plural form of nouns ending in – s, - es.</p> <p>Tense in verbs – ed, ing.</p> <p>Adding endings to adjectives – er, est.</p> <p>Adding endings to adverbs – ly.</p>	<p>Reviewing inflectional ending and root words.</p> <p>Adding endings to words.</p> <p>Building word lists and adding words to Personal dictionary.</p> <p>Forming the comparative forms of adjectives and adverbs.</p> <p>Building sentences with new words.</p>	<p>Adding appropriate inflectional endings to words in a given passage.</p>	<p>All other content areas.</p>

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<b>Syllabication</b>	Syllabication techniques help reader break words into smaller units, for quicker identification.	Using the principles of syllabication to decode unknown words causing fluent reading.	Apply the appropriate principles of syllabication to decode words when faced with unknown words	<p>A syllable is the basic unit of pronunciation. Every syllable must have one vowel sound.</p> <p>Words can be divided into syllables following basic rules e.g. Rabbit-rab/bit A single vowel may be a syllable (e.g.) a/bout.</p>	<p>Dividing words into syllables for easy identification.</p> <p>Observing the features of syllables.</p> <p>Following rules for syllabication.</p> <p>Clapping out the syllables.</p>	Reading passage individually and using syllabication to identify unfamiliar words.	Identifying content words from – Mathematic Science Social Studies through syllabication.

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<b>Phonic Analysis</b>	Consonant and vowels sound represent and provided clues to the pronunciation of words.	Sounding out letters and clusters in words in an effort at making good pronunciation.	Practice the method of sounding out the letters when decoding words.	<p>Consonants are indicated in the initial, medial and final position.</p> <p>We use five vowel sounds in English</p> <p>The letters a, e, i, o and u are the most common vowel sounds.</p> <p>In a dictionary there is a pronunciation guide and diacritical marking of vowels.</p> <p>Vowel sound of ‘Y’ – e.g. baby, fly.</p> <p>Different letters may represent the same sound e.g. “f” as in fish,” ph” as in photograph, phantom, pharmacy, gh” as in tough, rough. Syllables in</p>	<p>Sounding out the consonants, blends.</p> <p>Identifying the long and short vowel sounds in words.</p> <p>Practicing the use of the vowel principles using the pronunciation guide in a dictionary.</p> <p>Building words using the</p> <ul style="list-style-type: none"> <li>- beginning sound</li> <li>- medial sound</li> <li>- ending sound</li> </ul> <p>Preparing and keeping a word dictionary.</p> <p>Sounding out of words with accents.</p> <p>Using words in</p>	<p>Write three words to show</p> <ol style="list-style-type: none"> <li>1. The short vowel sound.</li> <li>2. The long vowel sound.</li> </ol> <p>Write three pairs of words with each pair having the same beginning or end sound.</p>	<p><a href="#">Social Studies Sounding out new and long names of persons and places by the phonic approach.</a></p>

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				<p>some words are usually accented e.g. win'dow, care'less, lin'en and car'rot.</p> <p>Word function and meaning can affect syllable division and accent e.g. ob'ject, object'.</p>	<p>sentences to bring out the meanings.</p> <p>Sharing sentences with peers.</p>		

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<b>Oral Reading</b>  <b>Comprehension of text</b>	<p>Fluently read text with good voice projection, control and expression convey the correct meaning.</p> <p>Exhibit understanding of the materials read.</p>	<p>Using the eye and voice span effectively to identify word in reading selections.</p> <p>Read fluently.</p> <p>Using correct intonation and phrasing to convey the meaning of text to the listener.</p> <p>Ability to read loud with good breadth control.</p>	<p>Show willingness to read aloud and silently when requested to do so.</p> <p>Show enjoyment and understanding as materials is read.</p> <p>Develop a disciplined approach to reading.</p> <p>Develop self confidence.</p>	<p>Reading requires understanding, or comprehending the meaning of print. Comprehension is an ability to understand the meaning or importance of something or the knowledge required as a result.</p> <p>Strategies</p> <ol style="list-style-type: none"> <li>1. Stop and read more slowly.</li> <li>2. Go back to the beginning of a sentence /paragraph and re-read.</li> <li>3. Continue to read</li> <li>4. Re-read confusing parts.</li> <li>5. Provide ample 'wait' time.</li> <li>6. Use voice intonation to keep attention.</li> </ol> <p>Comprehension selections identified</p>	<p>Listening to the teacher/pupil as she/he reads.</p> <p>Reading to the class.</p> <p>Repeated reading.</p> <p>Reading before an audience.</p> <p>Taking turns to read.</p> <p>Asking questions.</p> <p>Reading to others with enjoyment and understanding.</p>	<p>Complete a cloze passage based on a selection read.</p> <p>Read a selected passage to the class.</p> <p>Read a story at general assembly.</p> <p>Answering questions about materials read.</p>	<p>Social Studies Read the text for reading comprehension purpose.</p> <p>All subject areas</p> <p>Science Read text and respond to a series of simple questions.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>by the teacher. Other reading selections. - Newspaper - Relevant text/stories(narratives and dialogues) Familiar Stories/poems. Favourite poems. Easy Path Series Bk-5</p> <p>Recorded stories, speeches prepared by self/peers.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<b>Strategies for Independent Reading</b>	Independent reading requires development of decoding skills and self correction.	Reading given passages independently.  Using good volume, pitch and clear enunciation when reading to others.	Use simple fix-up strategies to help themselves when they do not understand what they are reading.  Frequently self corrects when text does not make sense.  Develop a positive attitude to reading and writing.	<b>Independent reading is a time for students to make their own book choice, apply reading strategies, have large blocks of time to read and set independent reading goals.</b> <b>Key Elements Of Independent Reading:-</b> *choice *strategies *time and *goal. - Read a wide range of materials -newspapers -magazines - poems - speeches - songs - mysteries e.g. Books by Enid Blyton Resource texts from content areas (e.g.) Easy Path	Listening to teacher as he/she reads a selection.  Talking about their experiences when reading.  Practicing to read aloud.  Using Fix Up strategies to read an unfamiliar selection/ words.  Reading selected books/materials to children at a lower level.  Keeping a record of books read to others.  Making a reading	Self select Books during (DEAR)- Drop Everything and Read Period.  Share the story read with peers.	Read a variety of books in Science Social Studies Mathematics

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION								
	KNOWLEDGE	SKILLS	ATTITUDE												
				<p>Series Fiction non-fiction books.</p> <p>Keep a record of books read</p> <p><b>Books I have read</b></p> <table border="1"> <thead> <tr> <th>D</th> <th>Auth</th> <th>Title</th> <th>Illus</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	D	Auth	Title	Illus					<p>corner in the class.</p> <p>Reading own stories books to others.</p> <p>Keeping a record of books read.</p>		
D	Auth	Title	Illus												
<b>Drama</b>	Plays/poem/short stories read can be dramatized to recreate the message	Reading Interpreting Dramatizing Discussing	Demonstrate willingness to read and dramatize plays/poems read.	<p>Drama is a form of literature commonly known as plays. Drama also deals with performance and assessing and evaluating oral communication.</p> <p>Plays, poems and stories come alive when they are read and dramatized.</p>	<p>Reading and retelling of plays/poems to an audience.</p> <p>Identifying and discussing the various characters from a selection.</p> <p>Role playing characters from a selection.</p>	<p>Do a class presentation for</p> <p>(a) Parents Open Day.</p> <p>(b) School sports day</p> <p>Skit based on current happening.</p>	Role playing situations from Social Studies, Science lessons.								

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				<p>Stories such as – -Gulliver’s Travel -The Jungle Book</p> <p>Poems -The coconut palm -I want to be a policeman</p> <p>Elements of a story - Setting, problem, character, events, resolution.</p> <p>Any Narrative text.</p>	<p>Asking and answering questions based on selection.</p> <p>. Using the voice and the body meaningfully.</p> <p>.</p>		

**LANGUAGE ARTS CURRICULUM GUIDE**  
**LEVEL5**  
**COMPREHENSION**

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<b>FOLLOWING INSTRUCTIONS</b>	Instructions must be read and understood so that tasks can be conducted.	Reading and responding to instructions.  Following instructions to perform a task.	Look for instructions before using an item.  Understand the importance of instructions.	Instructions help to understand a task better in its execution. <b>Reading</b> Messages Instructions Activities in text books Notices  Games e.g. Ludo, Battleship and their instructions.  Directions on medicine bottles/boxes, etc.	Following oral and written instructions.  Reading a message/instructions and relaying it to someone.  Reading and following instructions in text or other relevant materials e.g. recipe, <b>medicine bottles, grocery items.</b>	Read and perform/respond accordingly to instruction given.	Science Reading instructions to perform on experiment.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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<b>RECALLING FACTS</b>	Guide words, recalling of facts and also the identification of sequence.	Reading and responding to recall type questions.	Respond swiftly to recall type questions.  Recognise that sequence is often important.	The basic type of thinking is recalling information. When answering test questions we are recalling information.  Stories, Newspaper articles.  Stories from Magazines  News items  Social event.	Identifying plot and setting in a story, newspaper article or magazine clipping.  Reading and noting character in the stories.  Recalling facts and presenting them in sequence.  Dramatising parts of stories.  Answering questions based on stories.  Making summaries of stories heard or read.	Read a passage/story and recall facts /information and present it in class/assembly.	Science Steps for an experiments.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<b>FOLLOWING DIRECTIONS</b>	Identification of key words aids the interpretation of written directions.	Following written directions on a map using land marks.	<p>The willingness to find places independently .</p> <p>The willingness to assist strangers to find places in the process of daily living.</p>	<p>To explain how to get to a particular place.</p> <p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Choose the easiest route.</li> <li>2. Divide the route into logical steps.</li> <li>3. Use landmarks/terms that are accurate.</li> <li>4. If necessary draw a map.</li> </ol> <p>E.g Places of interest such as - school, post office, market, bank or church on a map of a community of Georgetown .</p>	<p>Learning to read a map.</p> <p>Identify places on a map.</p> <p>Tracing routes from one place to another.</p> <p>Following written and oral direction.</p> <p>Finding directions between/among places using the cardinal points.</p>	<p>Answer questions based on a map using cardinal points.</p> <p>Direct a stranger from point A to point B using cardinal points.</p>	Social Studies Map work

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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<b>MAIN IDEA AND DETAILS IN SEQUENCE</b>	The main idea of a story/passage is a synopsis of what is read.	Selecting main idea out of many ideas.	The willingness to share the main idea of what is read.	<p>Main idea is the most important point/ idea in the paragraph/ story.</p> <p>Other sentences in the paragraph are the details about the main idea.</p> <p>Stories Passages Story poems from Easy Path Series Bk-5</p> <p>Brief stories, passages, paragraphs from relevant text.</p>	<p>Reading stories</p> <p>Identifying main ideas and supporting details.</p> <p>Sequencing details to support main idea.</p> <p>Finding titles for brief stories/passages/paragraphs.</p>	<p>Read story, then list the main idea.</p> <p>Give a suitable title for the passage/story/paragraph.</p>	<p>Science Getting relevant information from passage about science concepts.</p> <p>Social Studies Getting relevant information from texts to respond to set questions.</p>
<b>SEQUENCE OF EVENTS</b>	Events are written in a sequence chosen by the writer for his purpose.	Putting events in sequence to satisfy a purpose.	The willingness to become aware of order in stories.	<p>Sequence means in order/logical manner in which information is presented. First event is followed by second event and so on. It is the sequence that shapes the story/events/ news.</p> <p>Stories. Reports</p> <ul style="list-style-type: none"> <li>- an accident</li> <li>- science</li> </ul>	<p>Reading/ listening to others.</p> <p>Reading paragraph or passage.</p> <p>Identifying the sequence of events when sequence is not stated.</p> <p>Rearranging jumbled sentences</p>	<p>Report in sequence an activity that you have done.</p>	<p>Science Report writing</p> <p>Social Studies Historical events reports on tours, visits.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATIO N	INTEGRATI ON
	KNOWLEDGE	SKILLS	ATTITUDE				
				experiment - visit to Botanical Garden	to make a story.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATIO N	INTEGRATI ON
	KNOWLEDGE	SKILLS	ATTITUDE				

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<b>PREDICTING OUTCOMES</b>	Outcomes of stories/poems can be predicted from pictures interpreted or the beginnings.	Predicting outcomes from: - stories heard or read -their opening sentences -pictures presented.	The willingness to make sound judgments based on information available about stories and poems..	<p>Predicting outcome usually refers to guessing what will happen next or at the end of the story/novel/ events .</p> <p>Steps To Predict Outcome.</p> <ol style="list-style-type: none"> <li>1. Select a unfamiliar story.</li> <li>2. Read the story aloud, pausing periodically to ask questions based on what has been read.</li> <li>3. As the story progresses predictions are modified based on new details. (Students use prior knowledge to predict outcome).</li> <li>4. When the story is finished identify the clues that point to the final outcome.</li> </ol> <p>Selection from: Stories</p>	<p>Reading and discussing stories read.</p> <p>Identifying clues that point to outcomes.</p> <p>Anticipating, predicting and ensuring events and outcomes.</p> <p>Generalizing from given information.</p> <p>Giving new endings to a story.</p>	<p>Read a part of story and predict the outcome</p> <p>Giving an ending to a story e.g. --- and that is why I will never steal again.</p>	<p>Mathematics Interpretation of graphs.</p> <p>Science Graphs – rainfall.</p>

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	KNOWLEDGE	SKILLS	ATTITUDE				
				Paragraphs Cartoons Dialogues Plays.			
<b>MAKING JUDGEMENTS</b>	Understand the character and plot of a story in order to make judgements about characters' motives.	Acquiring technique to make informed judgements about characters in a story/poem.	The willingness to make sound judgement or based on information available about stories and poems.	Books of pupils' choice and teacher choice. Interesting story/book taken from the library.	Looking in a text for clues about characters and action.  Referring to relevant passages/ episodes to support opinions.	Compare the characters and give judgement on your favourite character.	Art Draw a character from a story read.  Drama Create a skit on a character from a poem.
<b>INTER- PRETING</b>	Clues , general knowledge and vocabulary aid the interpretation of a text.	Interpreting and demonstrating, understanding of literature	Demonstrate increasing interest in and comprehension from a	Interpreting is the particular way in which a person expresses his/her views of stories /	Interpreting what may happen in the text.  Demonstrating	Compare and contrast any two stories.	Read and interpret stories on -Science -Social Studies

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATIO N	INTEGRATI ON
	KNOWLEDGE	SKILLS	ATTITUDE				
		selections.	variety of literature.	<p>/events or composition. Periodicals suitable to the age and level of pupils; posters, reports newspaper articles.</p> <p>Characters Major/minor good/bad wise/foolish happy/sad.</p>	<p>understanding of the text.</p> <p>Distinguishing between fact/opinion.</p> <p>Comparing and contrasting characters/plot.</p> <p>Giving a new end/beginning to a story.</p> <p>Changing character roles in the story.</p>		

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	KNOWLEDGE	SKILLS	ATTITUDE				
VOCABULARY	Choice of words affects the impression given by the text.	Mastering vocabulary development techniques.	Be creative and imaginative in their reading and writing.	<p>A persons vocabulary is set of words they are familiar with in a language. Words and phrases that create sensory images.</p> <p>Vocabulary Development Techniques:            *Spend time reading            *Use context clues            * Keep a vocabulary notebook            *Use thesaurus            *Use dictionary</p> <p>Fantasy and Science fiction, Myths, Legends (e.g.) Amerindian stories Fairytales, Tables, Folk Tales.</p> <p>Advertisements; jokes, songs, riddles.</p>	<p>Taking active roles in story telling sessions.</p> <p>Listening to readings.</p> <p>Looking at how words are used.</p> <p>Using adjectives, synonyms, antonyms.</p> <p>Discussing the text.</p> <p>Participating in reading activities.</p> <p>Using dictionary to find meanings.</p>	<p>Complete stories with appropriate vocabulary.</p> <p>Choose the best word to fill in the blanks.</p>	<p>Complete subject related passages with content specific words:            Mathematic            Science            Social Studies</p>

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<b>FUNCTIONAL READING</b>	<b>The different kinds of print in the environment should be used appropriately.</b>	Using a range of information texts in a variety of media.  Skimming and scanning materials for appropriate purpose.	Demonstrate confidence and efficiency in using and interpreting a wide range of materials.  <b>Use print in the environment appropriately.</b>	<b>Many different kinds of print may be found in the environment that should be used appropriately.</b>  Text books – Instructions and materials.  Brochures e.g Travel Forms Contracts, Bank slips, Information leaflets.  Publicity materials (e.g.) dances, plays, tourist resorts Newspapers, magazines, Cartoons Radio and television programmes. Dictionaries Thesauruses Encyclopedias Atlases Receipts and bills. Key words in the environment (e.g.)	Reading and telling the ‘gist’ of a passage.  Summarizing the text.  Selecting books and materials for a variety of purposes.  Reading and interpreting materials found in the environment.  Writing and sharing brochures.  Daily reading of the newspaper.  Finding facts.  Discussing current happenings taken from radio/television broadcasts.	Complete selected Forms - Personal Data  Make a cartoon to highlight Student Government in your school.  Prepare Exit and Entrance sign for the classroom/ school.	Social Studies  Science  Art & Craft

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				Exit, Entrance, Danger, Fire.  Labels - on bottles - on packets - on cans	Making full use of resource materials- Role playing using bills and receipts.  Reading labels and identifying key words.		
<b>RECREATIONAL READING/ LITERATURE</b>	Each individual has his/her own personal taste for reading in order to become more independent and reflective.	Selecting books for their own reading and for use in their work.  Identifying the different forms of literature.  Keeping a record of their own reading and comments.	Show great interest in reading a variety of genres.  Appreciate literature in all forms.  Derive satisfaction with their ability to keep a reading	Recreational reading is reading for pleasure. Pleasure reading is essential for developing good reading habits, especially oral reading. Travel books, Diaries, Letters, short stories, novels, poetry and plays.  Literature from other lands	Reading in their own time in the class/ school library.  Reading aloud to the class/teacher.  Reading more than one version of a story.  Commenting on books read.	After reading a book give a reason why you like/dislike it.  List the books you have read during your vacation share it with the class.	

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			record.	- Narrative and Dialogues Stories .	Discussing different characters from the books read.  Keeping and sharing record of books read.		
<b>BOOK CARE</b>	Books should be handed with care.	Demonstrating the proper care of books.	Shows a sense of pride when handling books.	Care of books and other library materials - furniture - book marks - catalog cards.	Replacing books on the library shelf.  Listing ideas for caring books.	Repair and cover books.  Exhibit well cared books.	Art & Craft Preparing and repairing books
<b>LIBRARY SKILLS.</b>	Books in a library are arranged in a special order.	Identifying the various groups of books in a library.	Finds pleasure when using the library.	Alphabetical order books arrangement fiction/non fiction books, Agriculture books, science books, literature books.	Locating and reading labels to note the arrangements of books. Reading books in groups classifying books.		
<b>LIBRARY SKILLS.</b>	The catalog has its own special way of accessing	Listing the catalog correctly	Show a sense of intend when using a catalog.	Catalog cards - Title cards - Author cards.	Using catalog cards to locate books reading subject cards.	Use the catalog cards to find out about Tsunami Libraries Hurricane	Art and craft making catalog cards in all content area.

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<b>PARTS OF BOOK</b>	Access information making full use of the library materials- Dictionary, encyclopedia, thesaurus.	Finding information by making full use of the library facilities.	Use the library as a resource center.  Show a desire to seek information.  Develop confidence in using reference books.	The parts of a book- e.g Cover, title page, table of contents, current literature (eg) the newspaper. Magazine Crafts, globes Dictionary.	Locating information by making full use of the materials using the table of contents.  Skimming and scanning for information.	Use the table to Contents to find certain information in a selected text.	All Content Areas - Social Studies - Science
<b>PARTS OF BOOK</b>	Realise that the dictionary encyclopedia, thesaurus give information on varying subject/topics.	Using the reference section of the library with ease.	Develop confidence in using reference books show a desire to seek information.	Encyclopedias are arranged in volumes.  They are found in the reference section of the library.  Encyclopedias are	Examining a set of encyclopedias.  Noting the different volumes and their subject areas.  Looking at the		All Content Areas  Social Studies Science - Inventions

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				<p>arranged in volumes.</p> <p>Encyclopedia, dictionaries and the thesaurus are written in alphabetical order.</p>	<p>alphabetical arrangement of the reference books.</p> <p>Using the key/guide words in the encyclopedia thesaurus and dictionary.</p> <p>Noting the differences of reference books.</p>		
<b>HAND-WRITING</b>	Well-formed letters, consistent slant, and proper spacing of letters and words for personal communication.	<p>Producing correct formation of letters in print and cursive for written assignments.</p> <p>Writing print script and cursive with apparent ease.</p> <p>Recognising errors in letter formation.</p>	<p>Enjoy a sense of achievement when good presentations are done.</p> <p>Show willingness to accept drill and repetition.</p> <p>Appreciate good, legible handwriting in both print</p>	<p>Preparation of headings – name, subject, date, class margins.</p> <p>Good writing posture.</p> <p>Print script and block letters – Alphabet chart – upper and lower case letters.</p> <p>Use of capital letters</p> <ul style="list-style-type: none"> <li>- in a sentence</li> <li>- titles</li> <li>- proper names of</li> </ul>	<p>Writing letters, words, sentences and paragraphs according to the specific structures.</p> <p>Practising good spacing of letters/words.</p> <p>Writing in both print script and cursive at a required rate/speed.</p>	<p>Use print/script to prepare a simple poster for your school.</p> <p>Write your address in script.</p> <p>Write a given paragraph in cursive.</p>	<ul style="list-style-type: none"> <li>- Use proper letter formation when presenting assignment in:</li> <li>- Mathematics</li> <li>- Science</li> <li>- Social Studies</li> </ul>

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			script and cursive.  Show evidence of keeping manuscript tool.  Show willingness to correct incorrect formation of letters.	persons, countries, places, holidays etc.  Correct labeling in classroom.	Creating own writing style.  Displaying good handwriting.  Taking active role in writing competitions.  Using the dictionary to verify the correct spelling of words.		
<b>NEWS RECOUNTS</b>	News writing pays attention to the recounting of events.	Mastering the techniques in producing well sequenced accounts.	Enjoy sharing their experience With others.	News writing – Diary writing Chart – who? when? where? why? what?	Developing a simple plan to recount an event.  Using plan/chart to write news, stories.  Creating personal news plan.	Write a story about an interesting experience that you have had.	Writing about experience had relating. - Social Studies - Science - Mathematic
<b>COM-POSITION NARRATIVE</b>	Narratives are written forms that tell stories.	Creating and relating stories dialogues and incidents in	Derive pleasure when others are entertained by	A narrative tells an imaginative story. Narrative paragraph tell a story by sharing	Making a story outline.  Drawing events in a	Write a story based on a series of pictures.	Social Studies - History facts - sensitive

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		imaginative.	presentations.	<p>the details of an experience. Ask the following questions: who? What? When? When? Why? How? Include a lot of colourful details to make the experience alive. The different forms are:</p> <ul style="list-style-type: none"> <li>- Folktales, myths, fairytales, fables, legends, science fiction, Mysteries</li> </ul> <p>Use of Past Tense.</p>	<p>story.</p> <p>Listing the main events in a story.</p> <p>Rewriting a story in a different form.</p> <p>Rewriting/completing a story with a different end.</p> <p>. Using similes and metaphors in story.</p> <p>Reading in small groups noting new words.</p> <p>Using new words – antonyms/ synonyms/ adjectives.</p>	<p>Write a short dialogue between two characters.</p>	<p>issues</p> <ul style="list-style-type: none"> <li>- Major happening</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>- The life of a frog in a pond.</li> </ul>
<b>CREATIVE WRITING</b>	A variety of story writing forms can be	Creating stories and poems for	Show willingness to learn how	Creating writing teach students to compose work based on the	Looking at how stories are put together.	Write a story/poem involving	Write creative stories and poems related

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	used to express Ideas and feelings.	enjoyment.	creative writing can be done.  Exhibit willingness to experiment with ideas.	rules of the language. Creative writing is believed to focus on students' self expression. Story writing - opening - development - climax - closing  Suggested topics -Traffic Policeman -First at the Providence Stadium.  Poetry  Use of similes and metaphors in stories and poems.	Plotting a story. Discussing a given story.  Writing a beginning paragraph for a story.  Listening to reading of poetry.  Reading and sharing with other.  Exchanging each other's work for correction.	specific elements.	to - Mathematics - Science - Social Studies
<b>DESCRIP-TIVE WRITING</b>	Descriptions can be made accurate and interesting to read so as to portray imaginative word picture..	Writing paragraphs using clear vivid language that create sensory images.	Accept criticism and try to improve work done.  Be observant.	A description Paragraph describes a-person, places, things/objects. Use words that help readers see, hear, smell, taste, and feel.	Examining objects/pictures  Describing sensory details- How does it look? How does it sound? How does it smell?	Describe your favourite character in a story you have just read.  Write a description of	Social Studies Describe a - Field Trip - Important people/places in the country.

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		Produce realistic and lively pieces of writing.		<p>Use of appropriate descriptive words.</p> <p>Use synonyms/ antonyms instead of regular words.</p> <p>Picture study Advertise-ments Notices Topics for writing (e.g.) Describe</p> <ul style="list-style-type: none"> <li>- My school</li> <li>- My Best Friend</li> <li>- The Beggar at the traffic light.</li> <li>- Story characters.</li> <li>- Goldilocks</li> </ul>	<p><b>How does it feel?</b></p> <p>Planning paragraph.</p> <p>Listing adjectives/synonyms that could be used to enhance the topic.</p> <p>Discussing topics orally in small groups.</p> <p>Writing characters of your choice.</p> <p>Using the thesaurus to seek out new words.</p> <p>Writing simple advertisements for the school/class bulletin board.</p> <p>Using picture clues to select suitable adjectives.</p>	any object in the Learning Corner of your class.	

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<b>EXPOSITORY ESSAYS</b>	Personal experiences are better understood if expressed as an explanation.	Write coherent explanatory essays..	<p>Nurture a desire to write the truth/facts.</p> <p>Exhibit self confidence in writing.</p>	<p>The main purpose of an expository paragraph is to give information about a topic. It may explain ideas, give directions or show how to do something.</p> <p>Explanations have special language features (e.g.)</p> <p>1. Time relationships – first, then, following, finally.</p> <p>2. Cause and effect – if/then, so, since as a consequence.</p> <p>Forming present tense.</p> <p>Topics (e.g.) – How a kite work? How a rain gauge works?</p>	<p>Discussing the topic/s in small and large groups.</p> <p>Defining the topic and writing definitions.</p> <p>Identifying facts in an explanation.</p> <p>Using explanations to give reasons.</p> <p>Explaining the topic orally in the groups.</p> <p>Group planning</p> <p>Researching the topic followed by shared reading.</p> <p>Explaining/ telling the group what was read.</p>	<p>Explain: Why school rules must be obeyed /kept.</p>	<p><b>Science</b> How a rain gauge works?</p> <p><b>Social Studies</b> How volcano is formed?</p>

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	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>Discussing diagrams and writing explanations.</p> <p>Writing as a group.</p> <p>Writing in logical sequence.</p>		
<b>ARGUMENTS</b>	<p>Researched facts are necessary ingredients to present informed arguments.</p>	<p>Gathering suitable evidence to present an argument.</p> <p>Arranging evidence to impress upon readers as to its authority.</p>	<p>Be willing to present facts backed by research.</p>	<p>Cases for/ against a particular view point</p> <p>Debates on topics (e.g.)</p> <ul style="list-style-type: none"> <li>-Student government</li> <li>-Is school uniform necessary?</li> <li>-Do we need class monitors?</li> <li>-Corporal Punishment is class must be abolished.</li> </ul>	<p>Researching a topic.</p> <p>Discussing in small groups.</p> <p>Listening to arguments.</p> <p>Changing one's point of view.</p> <p>Listening to stories/ arguments and giving opinion.</p> <p>Presenting convincing arguments.</p>	<p>Participate in debates.</p>	<p>Debating view points in the various subject areas.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<b>LETTER WRITING</b>	Letters are written to communicate information and personal thoughts	<p>Writing letters and addressing envelopes correctly.</p> <p>Classifying the different kinds of letters.</p>	Demonstrate an awareness for the mechanics of letter writing.	<p>Letter writing to :</p> <ul style="list-style-type: none"> <li>- Head teacher</li> <li>- P.T.A</li> <li>- News-paper</li> <li>- T.V station</li> </ul> <p>Advertisements</p> <ul style="list-style-type: none"> <li>- food, car</li> </ul> <p>Conventions associated with the different types of letters</p> <p><b>Friendly letters</b></p> <ul style="list-style-type: none"> <li>-letters of invitation</li> <li>-thank you letters</li> <li>-letters of request</li> <li>-letters of opinion</li> </ul> <p><b>Business letters</b></p> <ul style="list-style-type: none"> <li>-complaint/ express dissatisfaction</li> <li>-making request</li> <li>-seeking information</li> </ul> <p>Use linking words – first , because, therefore, so.</p>	<p>Reviewing the main parts of a letter.</p> <p>Reading letters to the editor in local newspaper, magazines.</p> <p>Working in groups to organize ideas, arguments logically.</p> <p>Preparing a chart showing the parts of a letter.</p> <p>Addressing an envelope.Discussing a business letter.</p> <p>Planning a business letter.</p> <p>Writing simple business letters.</p> <p>Role playing – The postman.</p>	<p>Write a letter to you</p> <p>Headteacher giving your views “why late comers must not give a late fee.”</p> <p>Write a friendly letter thanking your uncle/aunt for a gift you received.</p>	<p><b>Art &amp; Craft</b></p> <p>Making and Designing envelopes.</p> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>- Stamp collection</li> <li>- Making and keeping a class mail box.</li> </ul> <p><b>Science</b></p> <p>Describe an experiment you have observed.</p>

## LANGUAGE ARTS CURRICULUM GUIDE

### LEVEL 5 GRAMMAR

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
The Simple Sentence	Complete sentences makes sense and has a finite verb.	Using complete sentences with finite verbs in speech and writing, to present complete thoughts.  Recognize simple sentences.	Always use complete sentences in speech and writing.  Encourage others to use complete sentences.  Be ready to correct sentences used incorrectly.	The sentence is a group of words which makes complete sense. A sentence always has a finite verb. A sentence begins with a capital letter and ends with a full stop. e.g 1.Dogs bark at the sheep. 2.The bell rings in the church.  . .	Defining a sentence. Reading and sharing sentences with classmates. Constructing complete sentences orally. Writing sentences. Identifying finite verbs in given sentences.	Write complete sentences from given pictures and words.  Complete parts of sentences to form whole sentences.	Make complete sentences to Present information in Science, Social Studies and mathematic.

**LANGUAGE ARTS CURRICULUM GUIDE**  
**LEVEL 5**  
**GRAMMAR**

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Kinds of Sentence	Different kinds of sentences should be used appropriately to obtain the desired outcomes.	Writing sentences according to the specific function.  Speak fluently using specific and appropriate kinds of sentences.	Respond appropriately according to the kinds of sentences heard or read.  Be willing to practise the use of appropriate sentence according to situation in speech and writing.  Be ready to research kinds of	There are four basic types of sentences 1.Statement/ Declarative 2.Question/ Interrogative 3.Imperative (a)Command (b)Request 4.Exclamatory  1. <u>Declarative Sentence</u> This type of sentence makes a statement or gives information about a person, place or thing. E.g. a)I have many story books. b)The children play quietly.	Reading a variety of sentences.  Listing and discussing the various types of sentences according to function.  Identifying sentences according to type.  Reading and writing sentences according to type.  Grouping sentences according to type.	Group a given set of sentences according to type.  Identify and name different kinds of sentences in a passage/ paragraph.	All other subject areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
			<p>sentences that are not understood.</p> <p>Show willingness to work co-operatively.</p>	<p>The statement ends with a full stop.</p> <p><u>2. Interrogative Sentence</u> This type of sentence seeks information.</p> <p>1. <i>Where do you live?</i> 2. <i>Do you like to read story books?</i></p> <p>Interrogative sentences usually begins with- <u>who</u>, <u>what</u>, <u>when</u>, <u>where</u>, <u>why</u> and ends with a question mark(?)</p> <p><u>3. Imperative sentences</u> Are sentences which (a) make requests (b) give commands</p> <p>E.g Request- Please close the door. E.g Command- Close the door.</p> <p>An Imperative Sentence usually ends</p>	<p>Discussing the function of the different kinds of sentences.</p> <p><i>Using sentences according to purpose.</i></p>		

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	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>with a full stop. But when the command is strong then the sentence ends with an exclamation mark (!)</p> <p><u>4.Exclamatory Sentences</u>  The exclamatory sentence expresses a strong feeling and usually ends with an exclamation mark.(!)  e.g. Ouch! Oh!  Help me!  Wow!  Help! The house is on fire.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Part of Speech <b>Nouns</b>	<p>Nouns are important parts of sentences which give information about what or who is being talked or written about.</p> <p>There are rules for the formation of nouns.</p>	<p>Identifying nouns by definition, features and classes.</p> <p>Using nouns appropriately in sentences.</p>	<p>Willingness to work in groups to complete given assignments.</p> <p>Willing to do research to complete given assignments.</p> <p>Be willing to share ideas with the class.</p>	<p>A noun is the name of a person, place or thing or an idea. e.g. -Peter reads person <u>stories</u> about thing <u>America</u>. <u>.place</u></p> <p><u>1.Nouns often follow deter-miners -</u> a, an, the, this, that, those, his, my, many, two...</p> <p><u>2. Most nouns have a singular and plural form.</u></p>	<p>Identifying nouns by definition.</p> <p>Identifying nouns by features.</p> <p>Identifying nouns in sentences.</p> <p>Grouping nouns according to types.</p> <p>Using nouns in sentences.</p>	<p>Identify nouns from given sentences .</p> <p>Fill in the blanks with nouns in sentences.</p>	<p>Identifying nouns from passages related to</p> <p>-Mathematic</p> <p>-Science</p> <p>-Social Studies</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Nouns (Number)	Most nouns have a singular and plural form	<p>Indicate the singular and plural forms of the noun by using inflections or changing the inner structure of the nouns.</p> <p>Using the correct singular and plural forms of given nouns.</p> <p>Speak fluently using specific nouns.</p>	<p>Make a special effort to use the correct form of noun in speech and writing.</p> <p>Practise the correct use of plurals nouns in speech and writing.</p> <p>Willingness to accept being corrected.</p>	<p>A Noun that denotes one person or thing ,is said to be in the Singular Number e.g boy, tree, box.</p> <p>The plural form is used to name more than one person, place or thing e.g Boys, trees, boxes.</p> <p>The plurals of most nouns are formed by <u>adding</u> suffixes – <u>s</u> or – <u>es</u>, e.g Book-books Class-classes.</p> <p>Add ‘es’ to nouns ending in s, sh, ch, x or z to form plurals e.g Brush-brushes Bunch-bunches Buzz-buzzes.</p>	<p>Defining singular and plural nouns.</p> <p>Discussing singular and plural nouns.</p> <p>Identifying both number nouns.</p> <p>Grouping nouns.</p> <p>Using singular and plural nouns in sentences.</p>	<p>Use nouns appropriately in sentences.</p> <p>Group singular and plural nouns.</p>	<p>Use the correct plural forms of content words in areas such as Math, Science and Social Studies.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>The plural of most words ending in “o” are formed by adding “s”. E.g-patio-patios</p> <p>The plurals of most nouns ending in “o” with a constant letter just before the “o” are formed by adding “es”. E.g-echo-echoes</p> <p>Nouns ending in “f” or “fe” form their plural by changing “f” or “fe” into “v” and adding “es”. E.g half-halves self-selves.</p> <p>Other words ending in “f” or “fe” add “s” E.g Chief-chiefs Gulf-gulfs</p> <p>Nouns ending in “y”.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>The nouns that end in “y” with a vowel before a “y” are formed by adding only “s”.E.g Donkey-donkeys</p> <p>Nouns that end in “y” with a consonant letter just before a “y” are formed by changing the “y” to “i” and adding “es”. E.g-sky-skies</p> <p><u>Compound nouns.</u> <u>Add “s” to the important word in the compound.</u>E.g brother-in-law – brothers-in-law</p> <p>guest-of-honour guests-of-honour</p> <p>Irregular Nouns By changing the inside vowel of the singular noun. E.g-</p>			

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				<p>Mouse-mice Goose-geese</p> <p><u>Some nouns have the same</u> spelling as the singular and plural alike. E.g- sheep, deer, cod, salmon</p> <p><u>Some nouns are used only in plural form</u> E.g- jeans, tights, shorts, scissors, trousers.</p>			
Possessive Nouns	<u>Possessive nouns show ownership by inflections.</u>	Using the correct possessive form of the noun in speech and writing appropriately.	<p>Display awareness of the correct use of possessive nouns.</p> <p>Willingness to accept being corrected.</p>	<p><u>Nouns may show Possession</u> Both singular and plural nouns have possessive forms that are shown by the addition of an apostrophe and s ('s) or by the addition of an apostrophe (') only. The possessive form</p>	<p>Explaining possessive nouns .</p> <p>Giving examples of possessive nouns.</p> <p>Discussing the role of the apostrophe.</p>	Form the possessive noun of both singular and plural nouns.	Using the correct possessive form of the noun in word problems for Math, in Science activities also in Social Studies assignments.

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			Be ready to do research if in doubt.	<p>shows either the ownership or possession. E.g- Ann’s umbrella is brand new=the umbrella belongs to Ann.</p> <p>Possessive form is also used to denote authorship, origin, kind, etc. E.g- Shakespeare’s play=the plays written by Shakespear.</p> <p><u>Relationship</u> The car’s windshield had been broken.</p> <p>The possessive form of singular nouns is made by putting an apostrophe and s (‘s) after the noun which stands for the owner. E.g.-The boy bag. The <b>boy’s</b> bag.</p>	<p>Examining sentences and words with possessive nouns.</p> <p>Differentiating between the singular and plural forms of possessive nouns.</p> <p>Writing sentences using possessive nouns.</p> <p>Forming rules for the singular and plural possessive form of the noun.</p>		

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	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>The possessive form of plural nouns ending in 's' is formed by adding an apostrophe after s ('s'). E.g The mother of the boys – The mother of the <b>boys'</b> .</p> <p>.</p> <p>If the plural form of the noun does not end in 's' then add 's to show ownership possession E.g. The school of the children –</p> <p>The children's school.</p> <p>When two nouns are closely connected, the Possessive is put to the latter. E.g Willam and <b>Mary's</b> book.</p>			

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Gender	Specific names are used for the different classes of gender.	Classifying nouns according to gender.	<p>Practise the correct use of gender in speech and writing.</p> <p>Willingness to accept being corrected by others.</p> <p>Be willing to correct others.</p>	<p>Nouns are grouped. The grouping of nouns into classes such as masculine, feminine, common and neuter.</p> <p>1.Masculine gender denotes male animal or person e.g. boy, father.</p> <p>2.Feminine gender denotes about the female animal or person e.g. girl, aunt.</p> <p>3.Common gender denotes either a male or female e.g. teacher, pupil</p> <p>4.Neuter gender denotes neither male or female (things without life) e.g. book, tree</p>	<p>Defining gender.</p> <p>Examining nouns and noting likenesses and differences.</p> <p>Grouping nouns/words according to gender.</p> <p>Defining masculine and feminine and giving examples .</p> <p>Defining common and neuter gender and giving examples.</p> <p>Identifying nouns according to gender.</p> <p>Writing sentences</p>	<p>Grouping words/nouns according to gender.</p> <p>Forming/ changing the gender of the words/nouns.</p>	<p><b>Science:</b> Writing names of animals according to gender.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					with appropriate gender,		
Collective Nouns	Group names are given to specific collective nouns.	Classifying nouns according to specific groups.  Speaking fluently using collective nouns for clarity of expression.	Accept being corrected by others politely.  Show willingness to correct others.  Be ready to do research if in doubt.  Work co-operatively.	Group names are given to specific collective nouns.  A collective noun refers to a group of persons, creatures or things taken together and spoken of as one whole e.g an army a party of soldier of friends  a flock a staff of bird teachers  a band a team of of music- horses ians  a troupe a bench of of dancers magistrate	Defining collective noun.  Reading sentences/ examples with collective nouns.  Presenting and explaining collective nouns.  Formulating a rule for collections.  Using collective nouns in sentences.	Complete phrases with the appropriate collective nouns.  Complete sentences with the correct group names.	Use the correct group names for the specific collective nouns relating to Math, Social Studies or Science.
Classification of Nouns - Common and	Nouns are classified according to type such as proper and common.	Differentiating between common and proper nouns.	Exhibit mastery of the use of common and proper nouns	Nouns that name specific persons, places, things, ideas are called proper nouns .E.g Tom,	- Defining nouns.  Observing common and proper nouns.	Select proper and common nouns .  Identify the	Completing exercise with common and proper nouns in math, Science

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	KNOWLEDGE	SKILLS	ATTITUDE				
Proper Nouns.		Writing initial capitals to begin proper nouns.	<p>in writing.</p> <p>Accept being corrected politely by others.</p> <p>Show willingness to correct others.</p> <p>Work co-operatively.</p>	<p>Guyana, Berbice.</p> <p>1.Mr Henry is very understanding. Mr. Henry is a proper noun because it names a specific person.</p> <p>Common noun is a name given in common to every person or thing of the same class or kind. E.g Boy, country, town. 1.My teacher is very understanding. (teacher is a common noun because it does not name a specific person).</p> <p>Proper nouns are capitalized, common nouns are not</p>	<p>Identifying nouns.</p> <p>Grouping given nouns according to common and proper.</p> <p>Giving examples of nouns.</p> <p>Using common and proper nouns in sentences.</p>	proper nouns in the sentence and begin them with capital letters.	and Social Studies.

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	KNOWLEDGE	SKILLS	ATTITUDE				
Specific Nouns	Specific nouns make writing more precise, informative and clear.	Producing vivid writing with specific nouns.	<p>Make use of reference materials e.g. dictionaries and thesauruses for identifying specific nouns.</p> <p>Working co-operatively.</p>	<p>Specific nouns paint a clear picture for readers.</p> <p>Example</p> <ul style="list-style-type: none"> <li>- Use <u>Alsatian</u> instead of dog.</li> <li>- Use <u>hibiscus</u> instead of <u>flower</u>.</li> </ul> <p>Specific nouns can be used to make descriptive writing more vivid.</p>	<p>Presenting and explaining specific nouns.</p> <p>Listing a number of examples of specific nouns for understanding.</p> <p>Supplying specific nouns for given general nouns.</p> <p>Reading passage with specific nouns.</p> <p>Identifying the specific nouns.</p> <p>Changing general nouns in given descriptions to specific nouns.</p>	Changing the general nouns from given passages to specific nouns.	Use specific nouns for reports in all the different subject areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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Pronouns	Pronouns can be used effectively to take the place of nouns, which help to make writing more precise.	Identifying the different kinds of pronouns.  Classifying pronouns according to number.	Accept being corrected by others politely.  Be ready to do research if in doubt.	A pronoun is a word that takes the place of a noun.  Pronouns can be grouped in different classes.  (i) <u>PERSONAL PRONOUN</u> Personal pronoun stands for three persons. First Person-person/s speaking Second Person-Person/s spoken to Third Person-Person/s spoken of <u>Singular Plural</u> I            we me        us you        you he/she    they him/her    they/ then  <u>First Person</u>  Singular Plural	<u>Defining pronouns.</u>  Presenting examples of personal pronouns.  Formulating rules for the identification of personal pronouns.  <u>Identifying pronouns.</u>  Comparing the singular and plural names of personal pronouns.  <u>Substituting pronouns for nouns in sentences.</u>	Underline pronouns in a given passage.  <u>Use pronouns instead of nouns in sentences.</u>	Use pronouns effectively for reporting in Social Studies and Science.

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	KNOWLEDGE	SKILLS	ATTITUDE				
				<hr/> I ,my,      we Mine,      our ours me            us <hr/> <u>Second Person</u>  Singular/ Plural <hr/> You , you Your, yours you  <u>Third Person</u>  Singular Plural <hr/> He, she, it    They His,her/s,    their/s him            them			
Possessive Pronouns	Possessive pronouns are used to indicate ownership.	Speaking fluently using specific nouns for	Practise the effective use of pronouns in speech and	Possessive pronouns are used to show ownership of something.	Reading sentences with possessive pronouns and	Identifying Possessive demonstrative, and interrogative	Use pronouns effectively in other subject areas.

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	KNOWLEDGE	SKILLS	ATTITUDE				
		<p>comprehensive delivery.</p> <p>Producing writing with the correct form of possessive pronoun.</p>	<p>writing.</p> <p>Accept responsibility for the editing and proof-reading of their work.</p>	<p>They show that something belongs to someone. E.g This book is <b>mine</b>. Other examples of possessive pronoun are-yours, his, its, hers, ours theirs.</p> <p>Note possessive pronouns are similar to possessive adjectives. The difference is that the object follows the possessive adjective but does not follow the possessive pronoun. E.g This book is <b>hers</b>.(P pro) This is <b>her</b> book.(P adj)</p> <p>Do not confuse possessive pronoun with contractions.</p> <p>There are no</p>	<p>other pronouns.</p> <p>Identifying and listing pronouns.</p> <p>Giving a number of examples of different pronouns.</p> <p>Formulating rule on the basis of examples.</p> <p>Using pronouns appropriately in sentences.</p>	<p>Pronoun.</p>	

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				<p>apostrophes in possessive pronouns.</p> <p>·</p> <p>Interrogative Pronouns- is used to begin a direct or indirect question.</p> <p>Interrogative pronouns appear in place of unnamed people, places or things for asking questions.E.g <b>Which</b> of the answer is best?</p> <p>Other interrogative pronouns are- who, whom, which, whose, what</p> <p>Demonstrative Pronoun-are used to point out the objects to which they refer. E.g- <b>This</b> is a present from my uncle.</p> <p>Other demonstrative pronoun are-that,</p>			

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				<p>these, those.</p> <p><b>This</b> refers to what is close to hand/nearer and <b>that</b> refers to what is over there. These and those are used with plural.</p>			
Verb Definition	Verbs can express an action or a state of being.	Identify and writing verbs.	Be willing to use verbs effectively in speech and writing	<p>A verb is defined as a word that expresses action or a state of being.</p> <p>1. Ann <u>bakes</u> a cake. (action) 2. Ann <u>is</u> a good cook. (being)</p> <p>E.g</p> <pre> graph TD     be[be] --&gt; am[am]     be --&gt; is[is]     be --&gt; are[are]     is --&gt; was[was]     is --&gt; were[were] </pre>	<p>Reviewing the definition of a verb.</p> <p>Identifying action and state of being verbs.</p> <p>Giving examples of both action and state of being verbs.</p> <p>Writing sentences with verbs.</p>	<p>Underline verbs from given passages.</p> <p>Fill in blanks with verbs from given passages.</p>	<p>Use the correct form of verbs when speaking or writing for assignments in Mathematic, Science or Social Studies.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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Main and Helping Verbs	Main and helping verbs can also express actions or state of being,	Using main and helping verbs correctly in sentences.	Accept being corrected by others politely.	<p>Main and helping verbs.</p> <p>Helping verbs -help the main verb express action or a state of being.</p> <p>Helping verb comes before the main verb.</p> <p>E.g Jennifer <u>can play</u> the piano.</p> <p>Other example of helping verbs-is was, can, should, will, shall etc.</p>	<p>Reading sentences with main verb and helping verbs.</p> <p>Identifying main and helping verbs.</p> <p>Completing sentences with main and helping verbs.</p>	Underline main and helping verbs in sentences.	Use the correct form of main and helping verbs when speaking or writing for assignments in Mathematic, Science, or Social Studies.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Tense	Specific tense to indicates time effectively.	Using verbs to show specific time in sentences.  Formulating rules and using tense appropriately.  Speaking fluently using appropriate tense for clarity of expression.	Use appropriate tense when relating incidents or telling stories.  Accept being corrected by others politely.  Show willingness to correct others in the correct use of tense.  Display an awareness of the importance of indicating the correct tense in speech and writing.	Tense is the time expressed by a verb. Tenses are:- Present, Past, Future. Present-Perfect, Past- Prefect, Future Perfect.  Present Tense-states an action that is happening now. E.g I like cricket.  Past Tense-states an action that has happened in the past. E.g I liked cricket.  Future Tense-states an action that will take place. E.g I will like cricket.  Present Perfect –states an action that began and was completed/perfect at the time of speaking. E.g I have ridden the bus	Defining tenses.  Reading sentences with different types of tenses.  Identify the tense of verbs in sentences according to specific markers.  Giving examples of different types of tenses orally.  Writing sentences with different tenses.  Telling stories using the different tenses.  Formulating rules for the different kinds of tenses.	Write sentences indicating the various tenses.	<b>Science:</b> Use past tense for repots on experiments done.  <b>Social Studies:</b> Use past tense to report on field trips attended.  <b>Mathematics:</b> Use past tense to report on calculations done.

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			Accept responsibly for the editing and proof-reading of their work.	<p>Past Perfect-states an action that began and was completed in the past. E.g I had ridden the bus.</p> <p>Future Perfect-states an action that will begin in future and end at the specific time in the future. E.g I would have ridden the bus.</p> <p><u>Regular Verbs</u> With regular verbs, the past tense is formed by adding <u>ied</u>, <u>ed</u>, or <u>d</u>, to the words. E.g hurried, used, wondered, dried, played.</p> <p><u>Irregular Verbs</u> With irregular verbs the entire verb form changes take – took , Think – thought, wake</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION																		
	KNOWLEDGE	SKILLS	ATTITUDE																						
				<p>– woke , write – wrote.</p> <table border="1"> <thead> <tr> <th>Tense</th> <th>How Formed</th> <th>E.G</th> </tr> </thead> <tbody> <tr> <td>Present</td> <td>Present form of verb</td> <td>I look He looks</td> </tr> <tr> <td>Past</td> <td>Past form of verb</td> <td>I looked He looked</td> </tr> <tr> <td>Future</td> <td>Present form of shall or will</td> <td>I shall look He will look</td> </tr> <tr> <td>Present Perfect</td> <td>Past participle of have or has</td> <td>I have looked He has looked</td> </tr> <tr> <td>Past Perfect</td> <td>Past participle of had</td> <td>I had looked He had looked</td> </tr> </tbody> </table>	Tense	How Formed	E.G	Present	Present form of verb	I look He looks	Past	Past form of verb	I looked He looked	Future	Present form of shall or will	I shall look He will look	Present Perfect	Past participle of have or has	I have looked He has looked	Past Perfect	Past participle of had	I had looked He had looked			
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Agreement	Verb agreement is necessary for producing grammatically correct sentences	Using the correct subject and verb in sentences.	<p>Show willingness to correct others in the use of verb agreement.</p> <p>Accept being corrected by others politely.</p> <p>Display an awareness of the importance of using the correct verb agreement.</p>	<p><u>Agreement</u> Use a singular form of the verb with a singular subject and a plural form of the verb with a plural subject.</p> <p>Singular nouns and pronouns <u>he</u>, <u>she</u>, and <u>it</u> take the verb form ending in <u>-s</u> or <u>-es</u> e.g. <u>The doctor reads</u> medical report.</p> <p>Plural nouns and the pronouns <u>I</u>, <u>you</u>, <u>we</u>, and <u>they</u> take the verb form without an added ending e.g. The doctors <b>read</b> medical report.</p> <p>Compound subjects connected by <b>AND</b> needs a plural verb. E.g Harvey and Earl <b>spend</b> most of the</p>	<p>Reading sentences with grammatical structures – verb agreement using Singular and Plural subject.</p> <p>Observing number of examples .</p> <p>Explaining what is meant by Subject and verb agreement.</p> <p>Formulating a rule connected to the verb agreement .</p> <p>Constructing sentences in which subject and verb agreement..</p>	Complete the sentences with the correct form of verb.	Use correct verb agreement in speech and writing related to Mathematics, Social studies and Science.

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				<p>time reading books.</p> <p>Compound subjects connected by OR the verb must agree with the subject nearer to it.E.g  a)Ann or her brothers <b>feed</b> the pets each morning.  b)Ann or her brother <b>feeds</b> the pets each morning</p> <p>Collective noun if used to mean the group as a single unit then singular verb is used.  E.g The committee <b>meets</b> today.</p> <p>Either, neither each must be followed by a singular verb. E.g  Neither of the two men <b>was</b> very strong.</p> <p>When a plural</p>			

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				noun denotes some specific quantity or amount considered as a whole, the verb is generally singular. E.g Ten kilometers <b>is</b> a long walk.			
Adjectives	Adjectives are used to present accurate word pictures for meaningful presentations orally and written.	Identifying adjectives from given list of words.  Classifying at least four kinds of adjectives.  Comparing adjectives.  Speaking fluently using adjectives appropriately.	Practise the effective use of adjectives in speech and writing.  Accept being corrected by others politely.  Show willingness to correct others in the use of adjectives.	An adjective describes a noun or pronoun .  <u>1. Descriptive Adjectives</u> Descriptive adjectives tell us about the kind or quality of a person or thing. E.g The foolish crow tried to sing. Other E.g <u>Pretty</u> girl, <u>white</u> roses, <u>large</u> sack, <u>good</u> student  <u>Adjective of number</u>	Reading sentences with adjectives.  Defining adjectives.  Observing different adjectives in sentences/ passage.  Identifying adjectives.  Using the various	Complete the sentences with appropriate adjectives.	Use adjectives appropriately for descriptions in reports for - Social Studies - Science - Mathematics

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			<p>Work co-operatively.</p> <p>Be ready to research different kinds of adjectives that are not understood.</p>	<p>shows how many persons or things are meant or in what order a person or thing stands.</p> <p>Definite Adjective and Indefinite Adjective are Adjectives of number.</p> <p>Definite Adjective-denotes an exact number. E.g -Sam has five mangoes. Other E.g of definite Adjective- one, fifty, first, third etc.</p> <p>Indefinite Adjective-do not denotes an exact number. E.g -Some boys are clever. Other E.g of Indefinite Adjective- all, any, few, many, several some.</p>	<p>types of adjectives in sentences.</p> <p>Constructing sentences with adjectives.</p>		

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				<u>Demonstrative Adjectives</u> Demonstrative Adjectives answer the question which and point out person or thing. E.g These mangoes are sweet. Other e.g <u>this</u> house, <u>such</u> games, <u>that</u> sign, <u>those</u> people.  <u>Interrogative Adjectives</u> Interrogative adjectives ask questions and come before a noun. E.g Whose book is this? Other e.g <u>Which</u> door? <u>What</u> present? <u>Whose</u> shoes?  <u>Comparison of</u>			

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				<p><u>Adjectives</u> Adjectives have three degrees of comparison POSITIVE, COMPARATIVE and SUPERLATIVE.</p> <p><u>Positive</u> degree is used when speaking of or describing a thing or an object. It is used in its simple form. E.g Peter is a tall boy.</p> <p><u>The Comparative degree</u> is used when comparing two objects. Peter is <u>taller</u> than Harry.</p> <p><u>The Superlative degree</u> is used when speaking of more than two objects. E.g He is the <u>tallest</u> boy in school.</p>		Write the	

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POS	COMP	SUPER																													
rich	richer	richest																													
slow	slower	slowest																													
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Adverbs	Appropriate use of adverbs helps to promote effective speech and writing.	<p>Identifying adverbs from a given list of words.</p> <p>Classifying at least three kinds of adverbs.</p> <p>Comparing adverbs.</p> <p>Speaking fluently using adverbs appropriately.</p>	<p>Be ready to research aspects of adverbs formation that are not understood.</p> <p>Work co-operatively.</p>	<p>An adverb is a word which modifies the meaning of verb, an adjective or another adverb. E.g. He frowned <u>angrily</u>.</p> <p><u>Types of Adverbs</u>  <b>Adverbs of <u>manner</u></b>  show how / or in what manner. E.g  The child slept <b>soundly</b>.  Other E.g –clearly, slowly calmly etc.  <b>Adverb of <u>time</u></b>  show ‘when’ E.g.I have spoken to him <b>already</b>.  Other E.g then, before, soon, etc.</p> <p><b>Adverbs of <u>place</u></b>  describe /show where  .E.g</p>	<p>Defining adverbs.</p> <p>Reading sentences with adverbs.</p> <p>Listing a number of examples of adverbs.</p> <p>Identifying adverbs in sentences .</p> <p>Grouping adverbs according to its type.</p> <p>Formulating rules for the identification of adverbs.</p> <p>Completing sentences with appropriate</p>	Complete the sentence with the correct form of adverbs.	All other subject areas.

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				<p>She came <u>inside</u>. Other E.g here , there everywhere.</p> <p>Comparison of Adverbs.</p> <p>Adverbs are compared in the same way as Adjectives.</p> <p>POS    COMP    SUPER</p> <p>early    earlier    earliest</p> <p>fast    faster    fastest</p> <p>much    more    most</p> <p>happ-    more-    most- ily    happily    happily</p> <p>slowly    more-    most-           slowly    slowly</p> <p>ill    more-    most-           ill    ill</p> <p>Adverbs ending in ‘ly’ form the comparative by adding <b>more</b> and the superlative by adding <b>most</b>.</p>	adverbs.	<p>Fill in the blanks with appropriate positive/comparative/superlative degree.</p>	

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Conjunction	Conjunctions join parts of sentences.	<p>Identifying conjunctions.</p> <p>Completing sentences with conjunctions.</p> <p>Grouping different kinds of conjunctions.</p>	<p>Be willing to practise the effective use of conjunctions in speech and writing.</p> <p>Be ready to research aspects of adverb formation that are not understood.</p> <p>Work co-operatively.</p>	<p>A conjunction is a word which join sentences, words or group of words.</p> <p><u>Types of Conjunctions</u></p> <p>a)Correlative Conjunctions- are used in pairs. E.g <b>Either</b> rain <b>or</b> storm may delay the trip. Other eg- Neither –nor Both –and Not only- but also.</p> <p>b)Co-ordinating conjunction- connects together two statements/ phrases/words and so on of equal rank. E.g-He is slow <b>but</b> he is sure. Other E.g-and, For, nor ,so, yet, or.</p>	<p>Defining the word conjunctions.</p> <p>Making up a list of known conjunctions.</p> <p>Grouping the conjunctions according to type.</p> <p>Formulating a rule/s for identifying conjunctions.</p> <p>Making sentences with conjunction.</p>	Use a suitable conjunction to complete sentences:	Use conjunctions appropriately in sentences to convey meaning in other subject areas.(Mathematics, Social Studies or Science)

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Preposition	Prepositions are used show relationships meaningfully.	Identifying prepositions.  Using prepositions in sentences competently.	Practise the effective use of prepositions in speech and writing.  Be ready to research aspects of prepositions that are not understood.  Work co-operatively.	A preposition is a word placed before a noun or a pronoun to show the relationship between one thing and another. Simple Preposition E.g-The cow is <b>in</b> the field. Other E.g- at, by, for, from, on, of, off, out etc.  Compound Preposition E.g-A little girl sat <b>under</b> a tree. Other E.g-about, above, among, below, around, beside, behind, outside, without, etc.	Defining the word preposition.  Reading sentences with preposition.  Making up a list of known prepositions.  Identifying prepositions from given sentences and stories/ passages.  Completing sentences with prepositions.	Completing sentences with appropriate preposition.  Underlining prepositions from given sentences.	Use prepositions appropriately in sentences to convey meaning in other subject areas.

**LANGUAGE ARTS CURRICULUM GUIDE**  
**LEVEL 5**  
**VOCABULARY**

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Alphabetical order	A dictionary or telephone directory is arranged in alphabetical order.	<p>Grouping words in alphabetical order according to first, second, third and fourth letters.</p> <p>Use the dictionary or telephone directory competently</p>	<p>Show willingness to use the dictionary for various purposes.</p> <p>Display an understanding of dictionary skills.</p>	<p>Alphabetical order- words are arranged according to the alphabetical sequence.</p> <p>Words which are arranged in alphabetical manner are easily/ quickly to locate. E.g words in encyclopedia, atlases, telephone directory, etc.</p> <p>Alphabetical order by letters. 1<sup>st</sup> letter e.g. enormous, profane, grunt.</p> <p>2<sup>nd</sup> letter e.g. charity, crept, coffee.</p>	<p>Reading and discussing arrangement of words in a dictionary.</p> <p>Arranging words in alphabetical order.</p> <p>Making a personal dictionary with new words from given exercises.</p> <p>Compiling a list of names in alphabetical order.</p> <p>Examining a telephone</p>	<p>Arrange words from given lists in alphabetical order.</p> <p>Make and keep a word dictionary in alphabetical order.</p>	<p><u>Art &amp; Craft</u> Design and make an address book, telephone book.</p> <p><u>Social Studies</u> Family names Topic words</p> <p><u>Science</u> A list of scientific terms in alphabetical order.</p>

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				<p>3<sup>rd</sup> letter e.g. groom, grand, grump</p> <p>4<sup>th</sup> letter e.g. produce, proceed, protect.</p> <p>Word list with the names of people, places, animals and things.</p>	<p>directory to get a clearer idea about alphabetical order of names</p>		
Grouping or classifying	Classification improves the efficiency of language use.	<p>Identifying group names for list of animals, places and things.</p> <p>Comparing and contrasting groups by the use of tables.</p>	<p>Accept that words and things belong to a group.</p> <p>Use classification in everyday vocabulary.</p> <p>Develop an interest for classification .</p>	<p>Classification is the arrangement of objects, ideas, or information into groups, the members/ group of which have one of more characteristic in common. Classification makes things easier to find, identify and study.</p> <p>Words and objects can</p>	<p>Discussing different ways of grouping.</p> <p>Displaying a group of pictures, words, objects.</p> <p>Putting words/ picture / objects into an order of classification.</p> <p>Crossing out odd</p>	<p>Write the group name for given items.</p> <p>Underline the odd one out.</p>	<p><u>Science</u> Classifying animals according to group/class</p> <p><u>Mathematics</u> Classifying shapes, number</p>

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				<p>be grouped according to shape, colour, location and other characteristic</p> <p>Pictures of animals, collection of objects flowers, tools, words, name of places, vehicles etc.</p> <p>Movement words e.g. walk, run, fly, jump, skip etc.</p>	<p>word/ picture/object from given group.</p> <p>Selecting a name for a group of words/ objects/picture and write the same.</p>		
Synonyms	Synonyms indicate the same meaning of words and can be used as substitutes .	<p>Identifying and using the correct synonyms in sentences.</p> <p>Building a useful vocabulary for everyday use.</p>	Use synonyms as a tool to develop a fair vocabulary.	<p>Synonyms are words that have the same meaning e.g. big - huge, enormous-gigantic.</p> <p>Synonyms help to avoid the monotony that results from reading the same words over and over. Synonyms also help to express your</p>	<p>Reading and discussing synonyms.</p> <p>Supplying synonyms for words given.</p> <p>Completing sentences with suitable synonyms.</p>	<p>Write five words and their synonyms.</p> <p>Match given words with synonyms.</p>	<p><u>Art</u></p> <p>Illustrating characters/objects using synonyms.</p>

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				<p>thoughts more precisely. Other examples-small – tiny wind-breeze center-middle</p> <p>List of words and their synonyms.</p>	<p>Using the dictionary/thesaurus.</p> <p>Constructing sentences with synonyms.</p>		
Compound words	Compound words help to enhance the effectiveness of speech and writing.	<p>Recognising the make-up of differently formulated compound words.</p> <p>Formulating personalized compound words in poems.</p>	Be aware that compound words can be made using words from all content area.	<p>Compound words are formed by using two or more words as one. E.g teapot, blackbird.</p> <p>Most compound words are nouns. E.g Coffee table, haircut.</p> <p>Compound words can be written in three ways.</p> <p>1)as separate words e.g truck driver,</p> <p>2)as a single word e.g</p>	<p>Identifying compound words.</p> <p>Matching pairs of words to make compound word.</p> <p>Making sentences using compound words.</p> <p>Reading words and find their meaning.</p>	<p>Choose /underline compound words from the passage.</p> <p>Complete cross word puzzle with compound words.</p>	<p><u>Science</u></p> <p>Using compound words to describe and name Science investigation.</p> <p><u>Mathematics</u></p> <p>Plotting graphs and naming same.</p>

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				<p>football.</p> <p>3)a hyphen is used to make some compound words e.g son-in-law.</p> <p>Each part of the compound word usually retains its own meaning in the compound word.</p> <p>Composition of compounds: noun + noun e.g chalk+board. noun+adj e.g home+sick.</p>	Using compound words in sentences.		
Contractions	Words can be shortened by, omitting letters and inverting the apostrophe to form contractions.	Identifying and forming contractions from given words.	<p>Appreciate that new words can be formed in a variety of ways.</p> <p>Use contractions meaningfully in poems and passages.</p>	<p>A contraction is two words combined with an apostrophe. E.g-can't It's, I'd etc. Some contractions are formed by combining the word "am" "is", and "are" with pronouns I, he, she, it, we, and they. E.g I am=I'm</p>	<p>Identifying contractions in given sentences.</p> <p>Writing two words in contractions.</p> <p>Making sentences using contractions.</p>	<p>Compile a chart of contractions.</p> <p>Fill in blanks with contractions.</p>	<p><u>Mathematics</u> Word problems that make use of contraction.</p>

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				<p>You are=you're Some contractions are formed with word not. E.g will not=won't Would not =would't Some contractions are formed with pronouns and the words "have" and "has". E.g I have=I've. We have = we've. Some contractions are formed with pronouns and the word "had".E.g I had=I'd We had= we'd. Some contractions are formed with the word "will. E.g You will=you'll That will=that'll.</p>	<p>Relating how each pair of words is written in contracted form.</p> <p>Explaining the function of the apostrophe in contractions.</p>		
Homophones	Some words sound alike but are different.	Identifying pairs of homophones.  Supplying	Express homophones in contextual form.	Homophones are words with same sound but different meaning and spelling. Homo means –same	Defining homophones.  Making sentences using	Complete sentence using appropriate homophone words.	Compare words according to usage in other

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		suitable homophones in given sentences.	Demonstrate the proper use of homophones.  Be aware of using homophones correctly.  Pay attention to words in content.	and Phone means-sound. e.g. bare – bear, Bare-uncovered Bear-animal need – knead. Need-to require Knead-to mix up pressing and squeezing.  When using homophones in writing be sure to spell the word right.	homophones.  Identifying homophones in given sentences.  Making a list of homographs.  Completing sentences using correct homophones.	Completing cross word puzzles.	subjects.
Homographs	Some words function according to the context in which they are placed.	Using homographs correctly in sentences.	Correct self and others relating to use of homographs.	Homographs are words which are spelt the same as each other but have a different meaning. Homo means-same and Graph means-writing. E.g Lead-the metal Lead-to guide.  Homographs may or	Defining homographs.  Listing words that are called homographs.  Completing sentences with homographs.  Making sentences	Supply two different meanings for each homograph word.  Making sentences with homographs and explaining their meaning .	Select words in other subject areas which are used as homographs.

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				<p>may not have the same pronunciation. E.g shift-a change Shift-a period of work Shift-to move quickly. All three words are identical in spelling and pronunciation but differ in meaning. When using homographs in speech be sure to pronounce the word you want.(correctly)</p> <p>List of homographs .</p> <p>Words from text book.</p>	<p>using homographs.</p> <p>Identifying homographs in sentences.</p> <p>Making a word list of homographs.</p> <p>Explaining the meaning of homographs in given sentence.</p>	.	
Occupation	Specific names are given for the occupations of persons in the community.	<p>Supplying names for occupations.</p> <p>Using names of occupations appropriately</p>	<p>Appreciate the occupation of all people in their environment.</p> <p>Develop an awareness for all</p>	<p>A person's usual or principal work or business, especially as a means of earning a living. E.g Her occupation was dentistry. When choosing an occupation, it's important to find that</p>	<p>Defining the term occupation and discuss the same.</p> <p>Identifying persons and relate what are their occupation vice versa.</p>	<p>Complete sentences by giving name to person/people occupation .</p> <p>What occupation they would like to choose and why?</p>	<p><u>Mathematics</u> Problems involving people and occupation.</p> <p><u>Social Studies</u> Community workers.</p>

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			<p>people's contributions</p> <p>Be aware of the significance of all professions.</p> <p>Appreciate that all jobs are important.</p>	<p>matches persons skill, interest and values.</p> <p>Occupation is the profession that one holds.</p> <p>Other E.g soldier – to protect our country teacher – to teach the pupils.</p> <p>A person who designs house – architect</p> <p>A person who represents his country in another country – ambassador.</p> <p>Other E.g. Text book. Picture book on occupation.</p>	<p>Dramatizing some person and occupation.</p> <p>Supplying names for the occupation of persons according to statements given.</p>	<p>Making a picture chart with people with different occupation.</p> <p>Complete cross word puzzle.</p>	<p><u>Art &amp; Craft</u> Draw a carpenter at work.</p> <p><u>Science</u> Men and women of Science.</p>
Anagrams	Some words can be restructured to from other words.	Making other words using the structure.	Display positive observation skills and	A word or phrase that exactly reproduce the letters in another order is Anagram.	Finding words which feature anagrams.	Written exercise. Cross word puzzles using	Select words from other subject areas.

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	Be able to examine words and note how letters can be restructured to form other words.	Be able to examine words and note how letters can be restructured to form other words.	efficient vocabulary.	Anagram is type of “word play” the result of rearranging the letters of a word or phrase to produce a new word or phrase, using all the original letters exactly once. E.g Glare-large Thicken-kitchen	Compiling list using jumbled words to find new word.  Using thesaurus to find words.	anagrams.	
Antonyms	Opposites can be formed through the use of prefixes.  Be able to form the opposites of given words using prefixes.	Supplying the opposites of given words.	Accept and use suitable antonyms in everyday language.  Develop a rich vocabulary through the use of antonyms.	Antonyms are words that mean the opposite of another word. E.g-Visible: invisible Good -bad Antonyms are interesting way to explore the meaning of words. Some words may have one antonyms. E.g Black-white. Other words have more than one antonyms. E.g Cheap-costly, expensive.	Defining antonyms.  Discussing antonyms. Supplying antonyms for given words. Using antonyms to compare people, animals or things.  Using a dictionary to find antonym or their meaning.	Write antonyms of the words and use them in sentences.  Write five words and give their antonyms.	<u>Mathematics</u> Problems using antonyms.  <u>Science</u> Finding terms in Science.

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				<p>Regular /common antonyms are: Senior-junior Sink-float</p> <p>Some antonyms are formed by adding prefix- (Im, dis, in,ir) E.g-direct-indirect regular-irregular</p>	<p>Writing sentence using words and their antonyms.</p> <p>Compiling a chart of words and antonyms.</p>		
Chipped words	Short words can be formed from longer words.	<p>Identifying chipped words from longer words.</p> <p>Compiling a word list chipped words.</p>	Exhibit the habit of analyzing words and using strange words in sentences.	<p>Short words from long words e.g. zoological, zoo, log, logic, logical.</p> <p>Transportation ran, sport, on station.</p>	<p>Identifying long word.</p> <p>Making short words from long words.</p> <p>Making a word list.</p> <p>Compiling a dictionary with chipped words and their meaning.</p> <p>Making sentences using chipped words.</p>	<p>Create a riddle using shorten form of words.</p> <p>Write short words from long words.</p>	<p><u>Science</u> Labelling items.</p> <p><u>Social Studies</u> Discussing transportation.</p>

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Affixes- Prefixes/ Suffix	The addition of prefixes/suffixes changes the meaning to words.	Forming new words by attaching prefixes and suffixes.	Appreciate the value of an enriched vocabulary.	<p>Suffixes are group of letters added at the end of a word to change its meaning. E.g- danger – dangerous pain – painful. Adding the suffix “ter”to the adjective <b>hot</b> turns it into the comparative adjective <b>hotter</b> and adding the suffix “ly” to the adjective <b>quick</b> turns into the adverb <b>quickly</b>. Suffix commonly used are (s,ed, en, er, est,ism, ing, less, ness,) etc.</p> <p>Prefix is placed at the beginning of a word to modify or change its meaning Pre means “before/at the beginning” and fix means “to fasten or attach” one or more</p>	<p>Identifying prefixes/ suffixes.</p> <p>Examining spelling of new words .</p> <p>Pronouncing words with suffix/prefixes.</p> <p>Finding meaning of new words formed.</p> <p>Making sentences with new words.</p> <p>Talking about the meaning and role of suffix/prefix.</p>	<p>Make new word by adding suffix or prefix to the words.</p> <p>Identifying words with suffixes from a given paragraph.</p>	<p><u>Story Telling</u> using words with suffixes to describe characters.</p> <p><u>Science</u> Describing some substances e.g. water is colourless.</p>

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				<p>letters or syllables combined or united with the beginning of a word to modify its signification. E.g correct-<b>in</b>correct. Joy-<b>en</b>joy Common prefixes (ex,anti,ab,dis,un,en,)e tc</p> <p>Words from text book.</p>			
Acronyms and Abbreviations	The shortened form of words can be substituted to lessen the amount of words used in spoken and written language.	Writing abbreviations and acronyms for given words.	<p>Interpret acronyms and abbreviations .</p> <p>Use acronyms and abbreviations in everyday language.</p>	<p>An Acronyms is a word formed from the first letters of words in a phrase. Acronym do not end with a period. E.g WHO World Health Organization. E.g GSC Guyana Sugar Corporation.</p> <p>An Abbreviation is the shortened form of a</p>	<p>Identifying and explaining acronyms and abbreviations.</p> <p>Writing in full given acronyms and abbreviation.</p> <p>Writing acronyms and abbreviation for given words.</p> <p>Matching words with appropriate abbreviations or</p>	<p>Write the full form of the abbreviations/ acronym.</p> <p>Give the abbreviated / acronyms form of the words.</p>	<p><u>Mathematics</u> Spelling out Mathematica l terms e.g. h p – hire purchase</p> <p><u>Social Studies</u> Composing acronyms/ abbreviation for industries.</p>

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				<p>word or phrase. Most abbreviation begin with a capital letter and end with a period. E.g Dr.-doctor.</p> <p>Names of months – e.g January, Jan.</p> <p>Titles – e.g. Doctor – dr.</p> <p>Mathematical Terms e.g Hour-hr kilogram – kg</p>	<p>acronym.</p> <p>Reading passages/ newspapers to identify abbreviation/ acronyms and saying whether they are local or overseas based.</p> <p>Making a dictionary using abbreviations/ acronyms.</p>		
Gradation	Words can be arranged or categorized in series of degrees for sequential arrangement.	Classifying objects according to size.	<p>Appreciate living and non living things regardless of their size or shape.</p> <p>Accept that everything cannot have the same</p>	<p>Gradation means to arrange in a series of degrees or in a sequence of gradual, successive stages. E.g Arrange in order of size ant, butterfly, bee, fly.</p> <p>1.ant 2.fly 3.bee 4.butterfly.</p> <p>Arrange numbers in</p>	<p>Explaining what the term gradation means.</p> <p>Arranging pictures of animals/birds or words in order of size/colour/ numbers.</p> <p>Making up list of</p>	<p>Arrange the pictures according to size.</p> <p>Arrange the numbers in ascending/descending order.</p>	<p><u>Mathematics</u> Arranging in order of size.</p> <p>Ascending and descending order.</p>

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			size.	ascending /descending order	pictures/ words/numbers to arrange according to size/colour..		
Analogies	Analogies show relationship between two things.	Completing missing information for analogies.	<p>Develop an alertness.</p> <p>Deduce answers from given clues.</p> <p>Use analogies for effective speech and writing.</p>	<p>An analogy is a similarity between like features of two things on which a comparison may be based that are otherwise unlike. E.g The analogy between the heart and a pump.</p> <p>Analogy is a term that means “word relationship”. Analogy - the process by which words or phrases are created or reformed according to existing patterns in the language. E.g Train is to engine as airplane is to pilot. Analogies draw comparison in order to show a similarity in some respect.</p>	<p>Defining analogy.</p> <p>Explaining the term analogy.</p> <p>Reading analogies.</p> <p>Differentiating between two things and their connections.</p> <p>Completing analogies in sentences.</p> <p>Writing analogies.</p>	<p>Cross word puzzles using analogies.</p> <p>Supply missing information to complete analogies.</p>	

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				Example from text book.			
Simile	Similes enrich vocabulary providing a clear picture of something through vivid comparison.	Identifying similes and using them in sentences.	<p>Appreciate similes as a form of expression.</p> <p>Show awareness of similes.</p>	<p>Similes is a figure of speech comparing two unlike things very often introduced with the words “like” or “as”. Similes allow the two ideas to remain distinct in spite of their similarities. E.g A summer wind feels like a soft cotton sheet.</p> <p>Simile is an expression that compare two things with like qualities. E.g. As light as a feather.</p> <p>As sharp as a razor.</p> <p>Examples from text book.</p>	<p>Defining similes.</p> <p>Identifying similes.</p> <p>Explaining similes and relate it to a situation.</p> <p>Writing similes for given statements.</p> <p>Completing parts of similes.</p>	Complete similes using appropriate words.	Use similes in reports to make writing clear and interesting. Mathematic Science Social Studies

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Idioms	Idioms are a specific type of phrase or expression used to give clarity to speech and writing.	Using idioms in writing for comparing and contrasting.	Use idioms as a preferential language.  Develop a likeness for idioms as a substitute for common sayings.	An idioms is a phrase where the words together have a meaning that is different from the dictionary definitions of the individual words .E.g A blessing in disguise. (something good that isn't recognized at first). Idioms most often refers to a phrase or expressions that cannot be understood by knowing what the individual words in the phrase mean E.g” to roll out the red carpet” –is to extravagantly welcome a guest; no red carpet is needed.  Other E.g The cat is out of the bag.	Discussing what is an idiom.  Reading common idioms that pupils know.  Explaining what each idiom means.  Supplying idioms for parts of sentences underlined.	Complete sentences by appropriate idioms for parts of sentences.  Explaining the meaning of the idioms and using in sentences.	<u>Drama</u> Using idioms in spoken language.

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				The apple of one's eye. Examples from text book.			

**MINISTRY OF EDUCATION**

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**LANGUAGE ARTS**

**GRADE 5**

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