

CONTENT PAGE

Acknowledgements	2
Introduction	3
Curriculum Guide Overview	4
Note to the teachers	5
Terms used in Guide	8
Suggestions for Developing Language Skills	9
General Learning Outcomes for Grade 3	14
Curriculum themes	15
Success Criteria – Term 1	17
Term 1 Unit 1- Theme 1 Celebrations	19
Term 1 Unit 2- Theme 2 The Foods We Eat	25
Success Criteria – Term 2	32
Term 2 Unit 1- Theme 3 Emotions	34
Term 2 Unit 2- Theme 4 Transportation	40
Success Criteria – Term 3	47
Term 3 Unit 1- Theme 5 Occupation	49
Term 3 Unit 2- Theme 6 Our Forest	55
Glossary	61
Appendices	79

ACKNOWLEDGEMENT

The Curriculum Development Unit is grateful to the following for their contribution in the development of the New Language Arts Curriculum Guide.

- Department for International Funding(DFID) consultant Lindsey Howard
- Curriculum Unit: Senior Education Officer –Nicholas Goldberg, Language Arts Officer – Cynthia White
- the Principals of the following schools:

for releasing certain members of their staff on a regular basis to assist in preparation of curriculum material.

John Bleau (consultant), Mornlight Nanthan & Ernie Jno-finn -Learning Support Advisors, Shermine Bardouille- coordinator of the revised draft.

- Members of the Grade 3 Language Arts sub-committee who worked on the first and revised draft:
 - Davina Dupigny- Paix Bouche Primary
 - Camela Blanc – Goodwill Primary
 - Eugenia Blanc-Roseau Primary
 - Joyce Celestine-Roseau Primary
 - Rosemund Ismael -
 - Jeanette Carriere – Roosevelt Douglas Primary
 - Sylvia Alexis- Portsmouth Secondary School
 - Cyrilla Anslem – Isaiah Thomas Secondary School
 - Anita Williams – St Martin Primary
 - Jacinta Marcellin – Penville Primary
 - Kristy Graham – St Luke's Primary
- Persons who assisted in the final draft and proofing of the Language Arts Curriculum:
- General Editor- Raymond Henderson, Secretaries of the unit

INTRODUCTION

The selection of Internationally Accepted English (IAE) as the idiom of language instruction in Dominica is based upon the following:

1. **English as part of Dominica's cultural heritage**

Historically, Dominica has been part of the English-speaking world, first as a colony of the British Empire, and, since the attainment of political independence (1978), as a full member of the British Commonwealth of Nations. English is the official language of the Commonwealth of Nations and it represents the linguistic and cultural lifeblood of that grouping.

2. **English as the language of international exchange**

The rapidly changing world is characterised by increasing globalisation and growing interdependence among diverse nations and peoples. In such a global context, communication, trade, and cultural exchange, are increasingly complex. Expectedly, the Commonwealth of Dominica must respond to this complexity and global phenomena. Mastery of English will undoubtedly contribute to such exchange, as this language is most global of all.

3. **English as the language of regional examinations**

Dominica is a founding member of the Caribbean Examinations Council (CXC), the agency charged with the administration of formal examinations at the regional level. With English being the language of instruction, it is also the language of educational assessment.

Upon completion of primary level education, graduates will be life-long learners, who are able to make effective use of Internationally Accepted English (IAE), as well as reasoned and appropriate use of local language varieties in order to function as creative and flexible individuals who are environmentally conscious, tolerant and contributing members of their developing society.

In our Dominican society, a vast majority of Dominican children speaks a dialect or some form of Creole. These languages are used to communicate with others, to express thoughts, feelings and experiences. Such diverse linguistic repertoire, in many ways, poses certain challenges (e.g. grammar and comprehension) for the student in the school system. This guide (recognises such challenges and) is designed to enable all students to achieve an acceptable level of competencies in Standard English to be able to compete with the global environment.

The “thematic approach” has been incorporated to present the children with structures in meaningful contexts, while integrating language with other subject areas, viz. Social Studies, Science, Visual and Performing Arts etc.

In Language Arts, at the Key Stage 1-6 level, students should:

- Listen to, read, and view a range of grade-level appropriate oral, print and other media texts in a variety of situations for a variety of purposes; and speak, write, and represent to express their thoughts, feelings, and experiences, in a variety of forms, for a variety of purposes and audiences.
- Learn about and practice the skills and strategies of effective listeners, speakers, readers, writers, (viewers, and presenters).
- Assess their own personal language growth and set goals for future growth.

The learning objectives listed in this new LA curriculum guide describe the specific language knowledge, skills, and strategies that students should develop. These objectives, now referred to as **success criteria**, form a developmental continuum and guide the teacher in planning units, daily instruction, and classroom activities. The success criteria also guide student assessment and evaluation.

Curriculum Guide Overview

The renewed English Language arts (LA) curriculum emphasises the role of language in communication and learning. Students need to become confident and competent users of all four language arts strands, with opportunities to listen, speak, read and write. Success criteria are listed to help teachers address each language strand and to build a balanced LA program in their classrooms. A balanced programme:

- focuses on language and emphasizes the communication and construction of meaning.
- recognizes the interrelated and interdependent nature of the language strands (i.e., listening, speaking, reading, writing, incorporating the viewing, representing)
- integrates and balances experiences with all the language strands.
- creates meaningful contexts, purposeful activities, and a supportive environment for students to learn the language skills and strategies.
- employs a range of effective teaching-learning approaches and strategies including direct instruction, guided instruction, and independent activities, and models the before/during/after skills and strategies that effective communicators use.
- uses appropriate assessment, evaluation, and reporting procedures.
- attends to all the language cueing systems (i.e., pragmatic, textual, syntactic, semantic, and graphophonic), as well as the conventions and rules of language usage: in a whole – to part – to whole context
- helps students understand and access a range of resources including prose fiction and non-fiction, poetry, plays, non-print, and human resources.
- builds on what students know and can do with language and helps them develop a sense of confidence and capability.

*It is important that unit plans are based and developed on curriculum criteria that address the needs, interests, and strengths of students. **The content is so developed in this curriculum to reflect the main action areas:***

- a) **Attainment Targets**
- b) **Learning Outcomes:** *Learning Outcomes are derived directly from the attainment targets, and provide a measure of the learner's achievement of the same. They indicate general goals.*
- c) **Success Criteria:**
- d) **Suggested Activities:**
- e) **Assessment Strategies:**

A NOTE TO THE TEACHER

The proposed National Curriculum suggests that Language Arts be given a minimum of 5 hours of instructional time per week. It also allows the teacher to dedicate one hour blocks for the teaching of the subject.

Instructional units of study weave language learning and opportunities to use language within specific topics or themes. During the course of the school year, effective units reflect a wide range of contexts, incorporate a variety of resources, allow for authentic integration of the language processes, and invite interdisciplinary experiences. Unique, relevant units can be planned based on curriculum objectives and a thorough assessment of students' interests and needs.

Organizing the school year into manageable blocks of time by using cohesive units provides both a focus and a sense of direction. However, it is important to remain flexible to allow for any necessary changes in either focus or direction, according to individual student interests and needs, as each unit progresses. Opportunities to individualize some activities or instructional and assessment strategies emerge in response to reactions and continuous assessment of students. Options can be provided for students within a well-designed unit framework.

Because constructing effective units takes time, teachers may find it helpful to plan common units in collaboration with other same-grade teachers, then tailor the units to suit their particular students' needs.

Much of unit planning depends upon individual teacher's organizational styles and preferences. This guide includes several ideas/sample unit planning overview frameworks and teachers are encouraged to make adjustments to fit their planning preferences. The sample units in this curriculum guide use different organizational frameworks to provide ideas for alternative ways of planning and teaching.

Planning the Unit

Organizing instruction into units of study enables teachers to get a broad perspective on what will take place in the classroom and to reflect upon their teaching and the students' learning. Teachers should incorporate the following in planning and designing instructional units.

Consider students' needs, interests, and abilities:

- identify students' interests, and cultural and experiential backgrounds
- administer diagnostic questionnaires or surveys to students, or use assessment records and observations
- consult students' records, portfolios, or teachers from the previous year.

Identify the unit topic or theme, and determine the contexts:

- inquire about topics and themes that students have encountered in previous units of study, both in English language arts and other subject areas link with those in guide
- involve students in brainstorming a list of possible sub-themes
- web possible topics to assess their potential depth and richness
- determine the contexts addressed by the unit topic or theme
- consider the possibilities for interdisciplinary connections, focusing on the objectives of the respective areas of study.

Select appropriate Learning Outcomes from those stated in the curriculum guide:

- identify students' language and learning needs and abilities
- determine the specific language knowledge, attitudes, and skills that can be developed, extended, or reinforced most effectively within the selected unit topic or theme
- select the foundational and learning objectives for the unit
- identify the Common Essential Learnings that will be developed or reinforced during the unit.

Choose the instructional, assessment, and evaluation strategies to be used during the course of the unit:

- identify the instructional strategies and methods, and specific language activities that will develop students' thinking and language abilities, and their knowledge of the topic or theme
- plan an initial sequence of daily lessons
- identify particular objectives to be developed, reinforced, or extended during each lesson
- identify specific instructional and assessment strategies for each lesson
- identify mini-lessons that will be required to develop the chosen outcomes and success criteria and the topic or theme, and which will address the students' interests and needs
- plan to discuss or develop with students the assessment and evaluation strategies to be used
- determine daily assessment strategies and recordkeeping procedures that are consistent with the learning objectives, the instructional strategies, and the planned activities
- decide upon the culminating activity and determine the unit-end evaluation

- prepare assessment and evaluation instruments that will inform instruction and determine the degree to which students meet the unit objectives.

Identify and gather appropriate resources:

- involve students and resource personnel such as teacher-librarians and special education teachers in selecting and gathering appropriate resources
- plan to use a variety of print, non-print, and human resources throughout the unit
- select resources that are gender equitable, that promote cultural pluralism, and that include Indian and Métis content and perspectives where appropriate
- gather resources for daily lessons and activities
- consider the possibility of teacher and student classroom displays
- match resources with language processes, activities, and instructional strategies.

Identify possibilities for student reflection:

- provide occasions for students to reflect upon their learning and upon how they learn best
- identify opportunities for students to reflect upon prior learning and rethink previous positions and understanding in the light of new knowledge and abilities.

Identify possibilities for teacher reflection:

- provide focus to teacher reflection by selecting specific areas for consideration (e.g., specific students, specific instructional strategies or student activities)
- formulate specific questions for reflection in each lesson – observe those at end of themes
- plan to keep a journal or prepare anecdotal checklists for recording observations and reflections on a regular basis.

I hope you enjoy using this document as much as we have enjoyed putting it together for you.

Cynthia White

Education Officer-Language Arts

2008

Revised 2010

TERMS USED IN THE CURRICULUM GUIDE

Attainment target	includes the knowledge, skills and understanding which students of different abilities and maturities are expected to demonstrate at the end of Key stage 4.
Learning Outcomes	basic levels that a student should achieve at the end of each grade level and key stage
Successes Criteria	describes what the learner must know, be able to do attitude they must display to indicate that they have attained the learning outcome. It acts as a stepping stone.
Skills	the capacity to do something well. (technique/ability) They are usually acquired or learned. They are what pupils will be able to do during the unit
Strategy	is a plan of action designed to achieve a particular goal.
Assessment	It is used to determine what student know or can do. It measures progress toward established learning outcomes, and provides a basis for reflection, and feedback to improve teaching and learning.
Resources	anything used by teachers and students to assist in the learning process. e.g. people, equipment, facilities, reading text
Key vocabulary & Concepts	some of the key terms that will be discussed during the course of the unit and it is hoped they will become part of pupils written and oral vocabulary

SUGGESTION FOR DEVELOPING THE SKILLS, LISTENING, SPEAKING, READING, WRITING, VOCABULARY & LANGUAGE STRUCTURE (Source- *English Language Arts - A Curriculum Guide for the Elementary Level (2002) Saskatchewan Education Regina, SK: Saskatchewan Education*).

Listening

- model and discuss active listening behaviours
- provide listening guides to support students in understanding various oral texts
- help students determine main ideas and supporting details in oral texts
- help students assess the evidence presented for making arguments and forming opinions
- provide opportunities for students to reflect upon their listening behaviours, skills, and strategies
- support students in setting realistic goals to improve their listening skills and strategies
- use activities such as:
 - o mini-lessons
 - o directed listening-thinking
 - o listen-think-pair-share
 - o listen and visualize
 - o listen-sketch-draw
 - o paraphrasing
 - o question the author
 - o help students listen to each other in small groups and whole class activities
 - o guided listening
 - o listening centre
 - o listening games.

Speaking

- model and discuss speaking strategies and forms
- provide a variety of opportunities for both informal and formal talk with differing partners/groups (e.g., reading buddy, sharing with principal, interviewing community members)
- help students present factual information in a clear and logical way
- help students discuss ideas, taking others' views into consideration
- have students present ideas, experiences, and understanding from various subject areas
- provide opportunities for students to participate in contextual drama
- help students to use specialized vocabulary
- plan small group and whole group activities that focus on joint sharing and problem solving
- help students talk to and respond to differing audiences
- help students to express and provide reasons or evidence for their own opinions
- help students summarize main ideas
- ask questions that result in a diversity of thought and response
- provide opportunities for students to reflect upon their speaking behaviours, skills, and strategies
- use activities such as:
 - o mini-lessons
 - o shared daily news
 - o sharing and talking circles
 - o reader's theatre
 - o storytelling
 - o role playing
 - o interviewing
 - o dramatizations
 - o paired or group oral stories
 - o investigative reporting and group work
 - o book talks.

Reading

- model and discuss reading purposes and strategies (e.g., predicting and confirming, identifying main ideas and supporting details in a text, determining cause and effect, rereading) ensure that students read a range of texts for a variety of purposes
- discuss the use of prior knowledge of text topic, structure, and language
- model and discuss the use of textual problem-solving strategies (e.g., use of text features such as headings)
- provide texts that include multiple perspectives, and meaning beyond words
- provide opportunities to make comparisons with other texts
- discuss concepts and vocabulary
- the teacher reads aloud to students on a regular basis
- engage the students in reading activities that access and activate their ' prior knowledge before, during, and after reading
- model and discuss extracting and organizing information from various sources
- provide opportunities for students to reflect upon their reading habits, skills, and strategies
- support students in setting realistic goals to improve their reading skills and strategies
- use activities such as:
 - o reading strategy chart
 - o think alouds
 - o guided reading
 - o directed reading-thinking
 - o BDA (before, during, and after reading)
 - o reciprocal reading
 - o QARs
 - o independent reading
 - o story maps or story grammar
 - o word (semantic) maps, feature analysis, word sorts, word posters or charts.
 - o KWL-chart

Oral reading (read aloud)

- Select the text and first read silently. Think about the meaning, mood, setting, characters, and how to use voice and when to pause for suspense and scene changes.
- Practice oral reading. Try to read smoothly with expression. Watch the punctuation. Be sure of the meaning and pronunciation of words.
- Give the reading a context. State the author and the title, and if the work is part of a larger selection, briefly explain what has gone before.
- Read the text at a pace that suits the meaning and action. Check and discuss the reaction of the audience

Writing

- model and discuss writing techniques and strategies (including ways to explore ideas, develop more than one draft, and revise)
- the teacher models the writing process and sharing his/her own written work with students
- the students engage in daily writing for a variety of audiences and purposes and in a variety of formats
- teach students to plan and write both narrative and informational texts
- help students to adapt their writing to suit the intended audience and to explore alternative ways of expressing ideas
- model appropriate use of organizational features such as topic sentence, paragraphs, headings, and titles
- discuss and model revising strategies and skills
- teach students the conventions of language (i.e., spelling, punctuation, capitalization) in context
- continue developing familiarity with many common spelling patterns through reading, writing, and specific spelling activities by giving students opportunities to focus on groups of words rather than words in isolation; by helping students to make generalizations about word patterns and to formulate rules; and by encouraging students to reflect on their spelling strategies
- discuss "personal voice" and individual style in personal writing
- use activities such as:
 - o mini-lessons - focused on the following conventions and techniques of the writing:
 - o guided interactive, collaborative, and independent writing
 - o research guide
 - o story starters and writing frames (narrative, expository, and poetry)
 - o shared writing
 - o conferencing
 - o partner and self-edit.

In addition to discussion, modeling, and conferences, teachers might like to consider language study mini-lessons focused on the following conventions and techniques of the writing:

- Text - writing a strong beginning, adding more details to develop a story, including time transitions (e.g., in the morning, later in the day, finally), writing dialogue (e.g., using talk bubbles and then quotation marks), describing the setting, staying on topic, creating surprise endings
- Sentences - combining sentences, building sentences, using subject-verb agreement, using consistent verb tenses, punctuating sentences
- Punctuation - writing and editing sentences for different purposes (e.g., statements, questions, exclamations), correctly punctuating a friendly letter
- Words - making word choices, using sensory words, using descriptive words

- Spelling - creating word maps and sorts; using word lists (e.g., spelling patterns, reference words); attending to troublesome words; using spelling strategies (e.g., cover/copy/compare), mnemonic devices, spelling references, and spelling rules; creating a spelling log or a personal spelling dictionary
- Handwriting/Word Processing - writing legibly (spacing, slant, size); keyboarding accurately.

Vocabulary

- have students locate the word in a dictionary
- have students write a sentence which includes the word and appropriately reflects its meaning
- have students learn and associate word roots and affixes with single meanings (e.g., the prefix *re* means again)
- give students a simple definition (e.g., the word *pungent* means a sharp odour)
- show students a picture of an object or present the object itself
- suggest synonyms (e.g., *lucid* means clear)
- suggest antonyms (e.g., opposites of *luminous* are dark or dull)
- classify words (e.g., *luminous* is an adjective)
- make analogies (e.g., *herd* is to cows as *flock* is to sheep)
- use pictures, charts, graphs, or other visuals
- demonstrate (e.g., act out the word *lunging* by making sudden forward thrusts)
- provide real and direct experiences (e.g., visit a pond to discover what *algae* looks like)
- engage students in a simulated experience (e.g., conduct a mock trial to discover the meaning of *testimony*)
- use audiovisual aids (e.g., a filmstrip or video demonstrating *osmosis*)
- discuss word connotations (e.g., *black* connotes death; *green* connotes growth or envy)
- study changes in word meaning over time

Language Structure and Usage

- provide students with opportunities to use language in a variety of relevant and meaningful situations.
- expose students to well-written and well-spoken material.
- provide grammar mini-lessons within students' reading and writing (e.g., revision, editing) experiences.
- conduct grammar instruction, briefly addressing an individual's or a small group of students' immediate needs.
- draw students' attention to ways that authors use language for specific purposes or effects (e.g., sentence structures, metaphors, dialogue).
- use literature that students are reading to provide examples of various grammatical concepts and skills.
- encourage students to imitate language patterns from literature.
- use examples of student writing to demonstrate the various grammatical concepts. E.g. instruct students individually or in groups as needed using an anonymous student draft

General Learning Outcomes for Grade 3

Listening and speaking	Reading	Writing
COMMUNICATING PERSONAL IDEAS, EXPERIENCES & FEELINGS ➤ Participate with some confidence in group and class discussion on topics of personal and social interest using appropriate conversational skills	MAKING MEANING AT TEXT LEVEL ➤ Use vocabulary and grammar to read view and understand the meaning of print and visual text.	PRODUCE PERSONAL TEXT ➤ Produce and share visuals and short texts for everyday use and to express personal experiences, ideas and feelings
PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES ➤ Use sounds, words and grammar of IAE to create and interpret different oral texts for selected audiences. Focus on instruction and report	MAKING MEANING USING CONTEXT ➤ Use background knowledge and experiences to recognize and begin to analyze social, moral and cultural values in materials used in grade 3 class, and relate to own life	PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES ➤ Use graphics, grammar and vocabulary to plan, organize, produce and edit texts collaboratively and independently.
COMMUNICATING FOR DAILY LIVING ➤ Ask and respond to questions, listen, respond. And give instructions, messages and explanation in IAE for various audiences	MAKING MEANING AT WORD LEVEL ➤ Use context clues, phonic and sight recognition skills to read letter combinations and Grade 3 sight words including some personally significant and high frequency words	TRANSFERRING DATA ➤ Transfer data in written texts, used in Grade 3 from one form into another for different purposes and audiences
DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE ➤ Listen, respond, perform, create and talk about different oral text from global cultures that are appropriate to the interest of Grade 3 students	DEVELOP POSITIVE ATTITUDE TO READING ➤ Demonstrate enjoyment in selecting, reading and responding independently or with others to a variety of texts	DEVELOP POSITIVE ATTITUDE TO WRITING Show enthusiasm to design/create and share personal text for different purposes and audiences in visual print and electronic form
LISTENING AND SPEAKING ACROSS THE CURRICULUM ➤ Use vocabulary and grammar of Grade 3 subjects to talk, think, solve problems, process & use information for learning across the curriculum.	READING ACROSS THE CURRICULUM ➤ Read and view Grade 3 text to think, reason, solve problems, process and use information for learning across the curriculum.	PRODUCING TEXTS ACROSS THE CURRICULUM ➤ Use vocabulary and grammar of Grade 3 subjects to talk, think, solve problems, process and use information for writing across the curriculum

GRADE 3 YEAR SUMMARY

Term	Themes	Topic	Duration
1 September – December	Celebration	➤ Celebration in the family ➤ Local and regional Celebration ➤ International Celebration	6weeks
	The Food We Eat	➤ Where food comes from ➤ Local and imported food ➤ Healthy foods	6weeks
2 January – March/April	Emotions	➤ How I feel about myself and others ➤ Things that affect our emotions ➤ Dealing with problems	6weeks
	Transportation	➤ How we travel ➤ Travelling then and now ➤ Travel rules	6weeks
3 April – July	Occupation	➤ Work people do to earn a living ➤ Voluntary service ➤ Choosing a career	6weeks
	Our forest	➤ Plants and animals in the forest ➤ Conservation of our forest ➤ Tales of the forest	6weeks

GRADE THREE

LANGUAGE ARTS

Term 1

Duration: Six Weeks

Unit 1

THEME 1: Celebration

Topics:

- Celebration in the family
- Local and regional Celebration
- International Celebration

UNIT 2

Duration: Six Weeks

THEME 2: The Food We Eat

Topics:

- Where food comes from
- Local and imported food
- Healthy foods

Grade 3 Success Criteria Term 1
By the end of the units pupils will be able to:

Reading	Writing	Vocabulary/Word Recognition	Language structure
Identify and recall details in pictures and printed text Use picture/context clues to gain meaning from printed text Respond to who, what, where, when, why, what if and how questions Identify the main idea of a selection(stated) Organize information from (pictures/text) to sequence events Develop stories from pictures Design reading logs and response journals on book read Identify and respond to distinctive features of oral language e.g. song, stories, poems Read appropriate texts at a sufficient rate/expression Identify feelings of characters in a selection	Write compound sentences Spell basic sight words and other commonly use words in written composition Identify and use blends, diagraphs, cluster, diphthongs, appropriate to grade level Develop appropriate facts and details based on a topic Write freely in response to stimuli: pictures, objects, stories, songs, poems Write capital letters for proper nouns Use comma to separate items in a series Use subject verbs correctly in sentences Organize ideas for writing in a logical sequence	Identify initial and final(single & double) consonant sounds and blend then to read words Identify and spell words that rhyme with a given word Identify words with silent letters – (k w l b t) e.g. write-w, comb-b, listen- t, gnome-g, knee- k, Apply rules of syllabication to identify words with multiple syllables Use contextual and picture clues to determine the meaning of words Read in isolation as well as in context, basic sight words appropriate to grade 3	Write compound sentences Identify and use common and proper nouns in sentences Use capital letters for proper nouns, titles, days of the week,/month, beginning of sentences Use capital letters and punctuation appropriately in writing Identify and correctly use singular/plural nouns Use appropriate subject/verb agreement in writing Use the present and past tense of regular and irregular verbs Identify and use adjectives appropriately

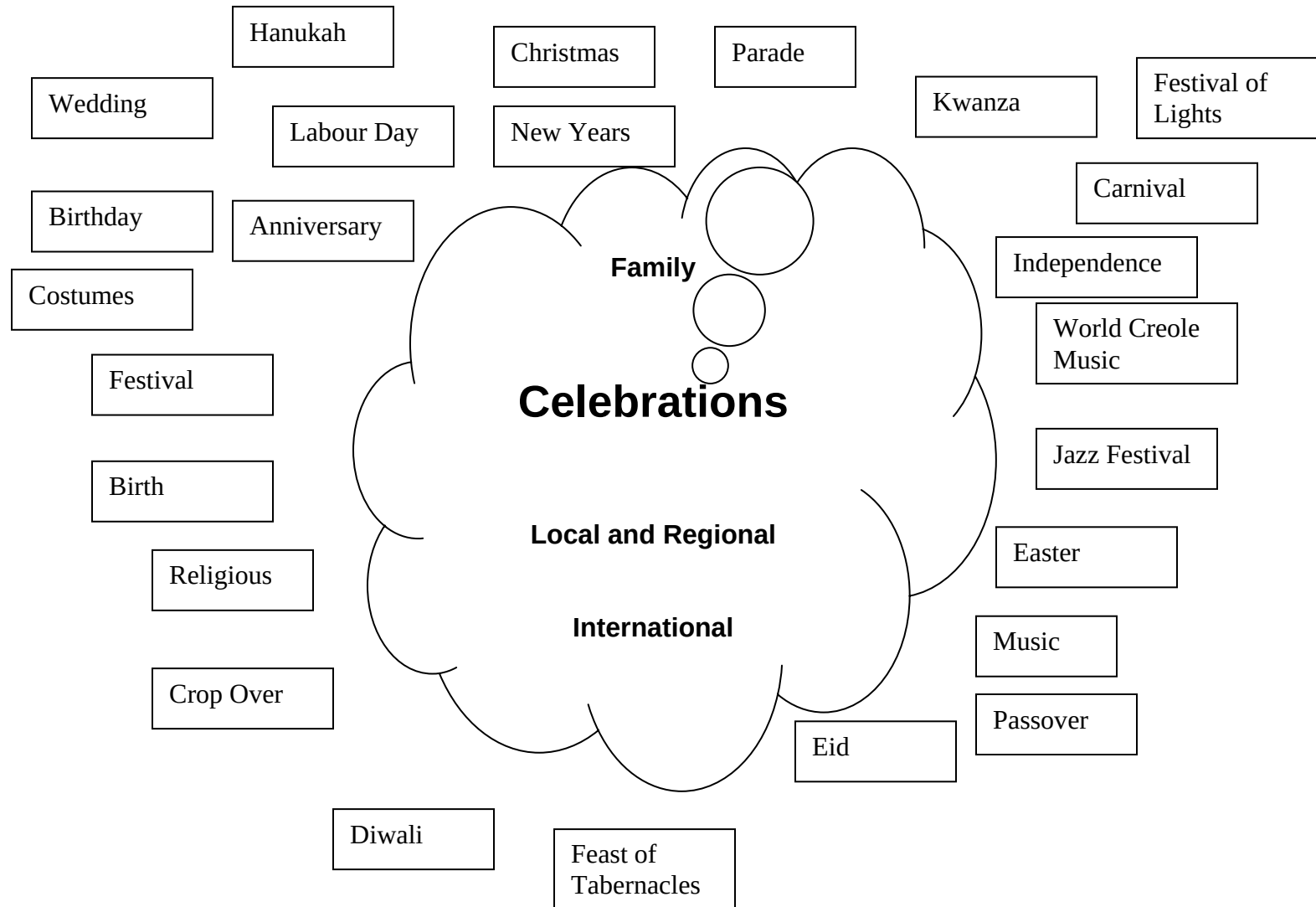
Reading	Writing	Vocabulary/Word Recognition	Language structure
Use QAR strategy to derive meaning from printed text Demonstrate an understanding of a story or poem Compare and contrast familiar stories read Identify a variety of purposes for reading and choose appropriate reading material e.g. adventure stories for entertainment, newspaper, for information, dictionary for word meaning etc. Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	Sort ideas and information for writing by using webs, frames, outlines, list, graphic organizers Make a list, record observations and personal experiences Create a paragraph to include a topic sentence, supporting facts/details Write simple instruction on how to make or do something Write a description of people places objects and animals using concrete sensory details to convey specific impression Write a story with beginning middle and end Write a poem using rhyming words Use lines and observe appropriate spacing between letters and words	Use knowledge of synonyms and antonyms to determine word meaning Spell unfamiliar words using a variety of strategies e.g. sound symbol relationship, word structure, word meaning Identify words with irregular vowel combination e.g. au ea ie	Use words that indicate time sequence to link sentences e.g. first, then, next, before, finally, later

Term 1**THEME 1: CELEBRATION****Topics:**

- Celebration in the family
- Local and regional Celebration
- International Celebration

This theme introduces students to a variety of celebrations starting with family celebrations. Students will learn that while some celebrations are unique to a particular culture, others are cross-cultural. Topics should help encourage students to confidently share ideas with their peers based on their own experiences, understand similarities and differences in cultural customs and practices and show respect and appreciation for family as well as cultural values.

KEY CONCEPTS AND VOCABULARY



Term 1	Theme 1	Celebration in the Family	Sample Activities
Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Talk about different celebrations taking place in the family using pictures cues Use appropriate adjectives to talk about activities Compare family celebrations	Read personal sentences about family celebration Identify details and main ideas Compare and contrast details in reading selection Identify synonyms for adjectives	Use adjectives to extend sentences. Use correct punctuation in sentences Write synonyms for overused adjectives in sentences Use graphic organizer to make comparison	<u>Reading and comprehension</u> ➤ Recalling details ➤ Compare and Contrast ➤ Read fluently using intonation and expression ➤ Identify Main idea ➤ Making connections <u>Language Structure</u> ➤ Past and present tense verbs ➤ Adjectives ➤ Punctuation marks. <u>Vocabulary and Word Study</u> ➤ Sight words from text ➤ Spelling words from lessons <u>Writing</u> ➤ Write compound sentences ➤ Write poems and short stories <u>Listening and Speaking</u> ➤ Participate in discussions ➤ Ask questions ➤ Speak fluently ➤ Listen constructively to talks/interview.
View and discuss films/videos/ of family celebrations Make connections between personal experiences and contributions of other classmates. Share connections made Dramatize different family celebrations Use proper intonation and expression	Read text related to family celebration Complete graphic organizer for making connections Draw conclusion based on text read. Identify vocabulary and sight words Identify phonetic element in words read	Write short personal accounts of family celebrations using the correct form of verb in simple present, past and past continuous tense. Write summaries/poems/conclusions to films/pictures viewed	
Listen to a story Ask and answer questions orally to test listening skills and monitor understanding of text	Read a story about any family celebration. Highlight any difficult word from text Visualize and sketch to clarify understanding of the text Sequence ideas from text	Write sentences in sequence Do illustrations and write sentences to make a story	

Term 1	Theme 1	Local and Regional Celebration		Sample Activities
Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies	
Compare and contrast any local and regional celebrations. Talk about/describe aspects of local/regional celebrations.	Read excerpts/paragraphs comparing different celebrations. Read and interpret information from graphic organizers. Research aspects of different celebrations.	Write paragraphs comparing different celebrations. Use information from graphic organizers to organize information into paragraphs.	<u>Reading/Comprehension</u> ➤ Compare and contrast ➤ Analyzing ➤ Critiquing ➤ Inference	
Talk about/describe scenes observed in celebration pictures, posters and videos. Listen to advertisements on radio or television and make comments Discuss/give opinions	Read and interpret posters, pictures, video captions or ads based on celebrations. e.g. text- “Simply the Best” (Keskidee 4 pg. 85) Identify the main idea and details Identify words that capture interest Identify adjective that compare	Write an advertisement for any local or regional celebration. use adjectives to describe Draw posters/pictures of images of celebrations. Write descriptive sentences comparing scenes, pictures, images Write a persuasive paragraph about a particular festival.	<u>Language Structure</u> ➤ Homonyms/adjectives/ adverbs ➤ Phrases/sentences <u>Vocabulary/word study</u> ➤ Homonyms – words associated with themes. ➤ Comparative adjectives ➤ Rhyming words ➤ Word families	
Listen to local and regional calypsos Discuss the lyrics Use popular tune to sing calypso composed	Read lyrics of popular calypsos (regional and local) Identify: rhyming words, word families, message, tone and mood of author, facts and opinion, sentences and phrases Identify words with more than one meaning	Write lyrics for calypso using facts/opinions. Write short stories, poems using local dialect Write phrase and sentences Use adverbs to enhance songs	<u>Writing</u> ➤ Writing paragraphs ➤ Making graphic organizers ➤ Writing announcements ➤ Drawing posters ➤ Summarizing events ➤ Writing persuasive pieces. <u>Listening and speaking</u> ➤ Giving opinions ➤ Discussing ➤ Singing	

Term 1	Theme 1	International Celebration	Sample Activities
Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Share information researched about any international celebration Communicate orally in clear coherent manner Give opinions of different information discussed	Read to compare and contrast international celebrations Use a dictionary to find meaning of unknown words Identify synonyms	Generate ideas to write expository text Focus on organization of ideas in writing Use the simple present tense	<u>Reading and comprehension</u> ➤ Context clues ➤ Compare and contrast ➤ Identify bias/stereotypes ➤ Main idea <u>Language Structure</u> ➤ Synonyms ➤ Simple past tense ➤ adjectives <u>Vocabulary and Word Study</u> ➤ context clues ➤ dictionary skills ➤ synonyms <u>Writing</u> ➤ Write reports, songs, poems, jingles ➤ Expository writing <u>Listening and Speaking</u> ➤ Singing ➤ Choral speech
Listen to songs, poems, resource persons and/or guest artists. Sing songs, recite poems, Choral read in unison with proper intonation and expression	Read scripts, songs, poems, relating to the international artist. Identify biasness / stereotypes Identify details and main idea Use context clues to identify unknown words	Write songs, jingles, poems about festivals. Use picture cues to aid writing	
View short videos of an international, local and regional celebration Discuss the events taking place Talk about similarities and differences	Have written script of the celebrations for oral read aloud Identify descriptive words Identify comparative adjectives Identify words that show similarities and differences	Write a report about any international celebration Use simple past tense Write a summary of the celebration thought to be the best and give reasons	

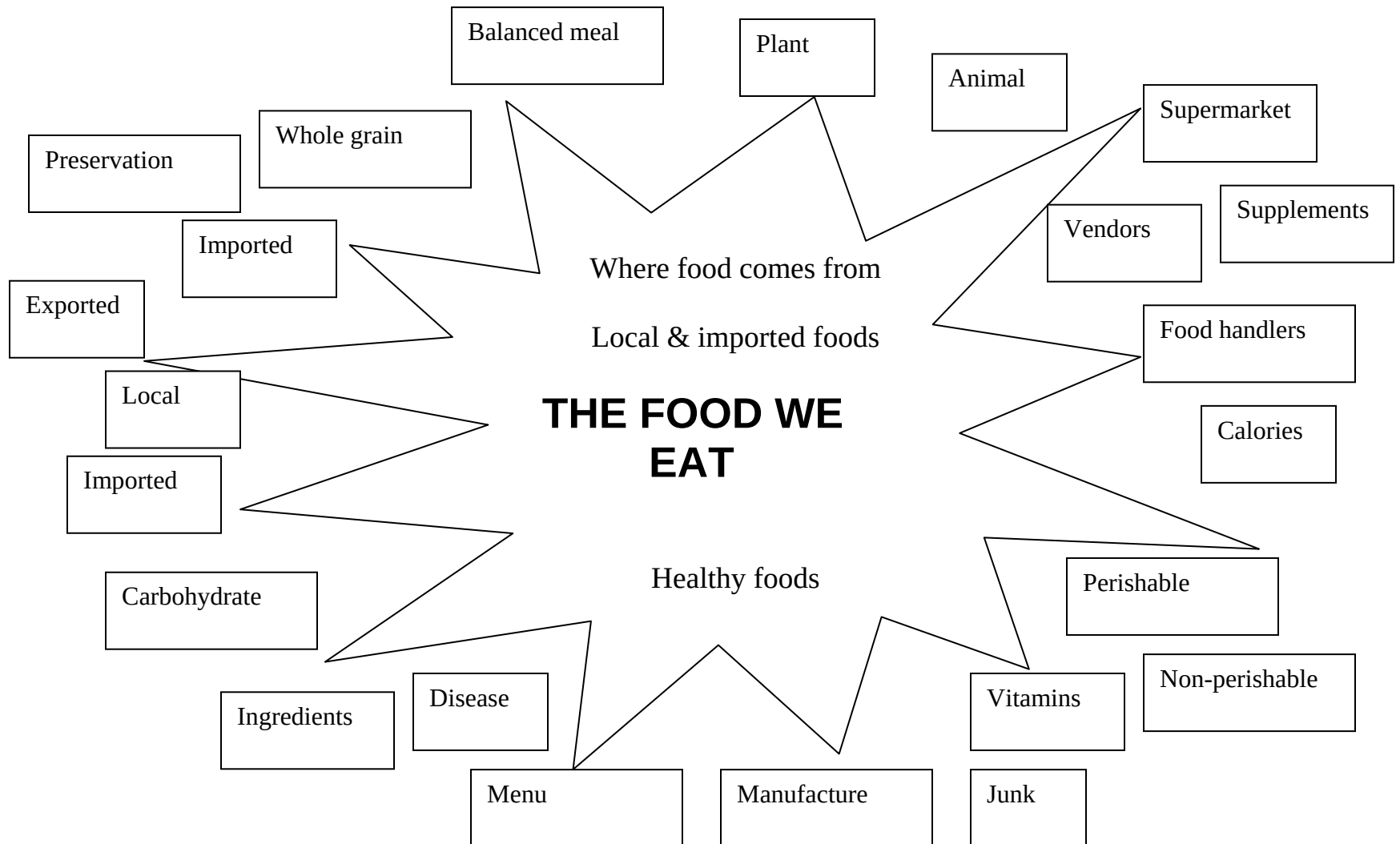
Assessment:	Resources
➤ Write a descriptive paragraph on a festival ➤ Organize parts of simple stories to make logical sense ➤ Match sentences with pictures ➤ Complete sentences using grammatical structures ➤ Find meaning of words in context ➤ Write poems/songs/jingles about the importance of national celebrations ➤ Write advertisements for local celebrations ➤ Draw /create posters using different media ➤ Write stories about celebrations attended ➤ Use appropriate comprehension strategies to answer lower and higher order questions ➤ Write simple reports ➤ Make journal entries ➤ Use IAE in speaking and writing ➤ Give oral reports using IAE ➤ Retell stories ➤ Complete cloze passages ➤ Copy dictated passages with few errors	➤ Graphic organizers ➤ Videos, films, posters, pictures ➤ internet ➤ resource person ➤ radio ➤ news paper/magazines ➤ samples ➤ Text: Keskidee 4 pg 85 ➤ Texts related to celebrations ➤ Reading text of different genres

Term 1**Theme 2 The Foods We Eat****Topics:**

- Where food comes from
- Local and imported food
- Healthy foods

Using their knowledge and research skills, students will enhance their understanding of the growing and processing of various kinds of food. They will learn the vital elements found in foods and what constitutes healthy eating. The topics should enable students to improve contextual skills as well as other language skills. Students will also understand and appreciate individuals' and family choices of food.

KEY CONCEPTS AND VOCABULARY



Term 1	Theme 2	Where do Foods Come From	Sample Activities
Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Talk about foods eaten Do oral categorization of foods e.g plant, animals, sea, land, perishable non perishable etc. <u>Identify singular / plural nouns</u>	Read the text e.g. The Food We Eat” (<i>Swing Into English Bk. 2 pg. 21</i>) Recall facts and details from text Identify words with double letters eg. Cabbage, lettuce, carrot beet Identify and use phonetic elements - digraphs e.g. meal, steam, sweet, beef Irregular digraphs e.g <u>h</u>ealthy, <u>br</u>eakfast, <u>pea</u>r, cereal	Write list using comma Categorize foods Put words in ABC order Use the singular and plural form of nouns e.g. mango, potato Write a jingle/rap about foods. Make a food display on a poster and label poster and items Put words in alphabetical order.	<u>Reading/Comprehension</u> ➤ Questioning strategy ➤ recalling details/facts ➤ compare & contrast ➤ read fluently using punctuation ➤ categorizing ➤ summarizing <u>Language Structure</u> ➤ Identifying and using adjectives ➤ Present & past tense of verbs ➤ Subject verb agreement ➤ Capital letters/end marks ➤ Singular/plural nouns <u>Vocab/Word Study</u> ➤ Sight word from text ➤ Phonetic structures from text ➤ Singular / plural nouns ➤ Syllabication ➤ Alphabetical order <u>Writing</u> ➤ Writing list ➤ Use coma ➤ write sentences in sequence ➤ Question sentences ➤ write paragraph e.g., expository <u>Listening & Speaking</u> ➤ participate in class discussion/ask /answer questions
Organize a field trip to the market, supermarket or farm, have pupils Interview e.g. vendors/workers/farmers Observe the various foods and ask questions- who, what, when, where and how, why	Summarize information gathered and read aloud to class Use the past tense of verbs. find meaning of new vocabulary words appropriate to grade	Use vocabulary words in writing Write about their favourite foods and tell how it is produced/made	
Talk about their favorite food giving details using standard English e.g. where it came from, how grown/made, Discuss the account of specific foods from the farm to the cupboard at home or from a seed to a specific food	Read informative text about foods Identify details in text Use KWL chart to gather information about specific foods Use syllabication to decode unknown words	Put pictures in sequence to tell a story Write sentences in sequence Write an account about a specific food from the farm to the kitchen.	

Term 1 Theme 2 Local and Imported Foods Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Have an LEA experience at the market. Listen to and question vendor on foods sold on her stall.	Read passage on food. (eg: Swing into English p. 22) to identify types of foods. Other texts can be used, eg poems etc. Read alliterations depicting silly sentences about foods, eg: the rosy red raspberry ran down.	Write a descriptive paragraph about their visit to the market. Describe foods Create a poem on food. Acrostic / Haiku Draw food of choice, vendors, stalls, etc.	<u>Reading and Comprehension</u> ➤ Questioning strategy ➤ Recalling details ➤ Compare and contrast ➤ Read fluently using punctuation. <u>Language Structure</u> ➤ Identifying and using nouns/adjectives. ➤ Subject/verb agreement ➤ Punctuation marks ➤ Comparing adjectives <u>Vocabulary/Word Study</u> ➤ Sight words from text ➤ Phonetic structures from text (alliterations) ➤ Spell words from lesson
Talk about various food labels and other visuals of foods collected. Discuss favourite foods using descriptive words. Listen to songs about foods and critique songs; interpret message.	Read food labels to identify manufactured and expiry dates, content of labels. E.g. (sodium, fats). find meanings of new Vocabulary words. Use graphic organizers to compare and contrast local/imported foods	Complete KWL chart Compile resource booklet on local foods or imported foods, using lots of pictures, drawings etc. write songs / advertisements about foods	<u>Writing</u> ➤ Descriptive ➤ Poems / haiku / acrostic ➤ Dialogue ➤ Advertisements, songs ➤ Expository writing <u>Listening / Speaking</u> ➤ Participate in class ➤ Discuss / ask / answer questions. ➤ Taking turns to speak.
Set up a mock shop with local/imported foods. Dramatize role of vendor and buyer. Ask questions using who, what, when, where, why, how	Read text “ On Simon’s Walk Home” (Swing Into English bk. 2 pg 32 or other informative text e.g. on the life of a farmer to draw conclusions/make inferences Identify details from text	Pupils formulate questions for a prospective interview using who, what.....etc Write a simple account about a specific food(local or imported) Write a simple dialogue	

Term 1 Theme 2 Healthy Foods			
Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Listen to a resource person e.g nurse, nutritionist etc. talk about healthy and unhealthy foods. ask relevant questions to clarify information and ideas discuss the advantages/disadvantages of eating such foods giving personal opinions or facts talk about cause and effect	Read text about various food groups. e.g. menus, cook books, Identify facts and opinion. Identify cause and effect from information read separate words with multi-syllables and find the meaning in context or using a dictionary explore prefixes e.g healthy-unhealthy, nourish-malnourish	write sentences based on facts and opinions. imagine being a chef in a hotel/restaurant pick foods to write a healthy menu for breakfast, lunch or dinner focus on vocabulary and spelling of words used Write a letter to parents /vendors about the effects of unhealthy snacks.	<u>Reading and comprehension</u> ➤ facts and opinion ➤ compare and contrast ➤ cause and effect ➤ main idea and support details ➤ identify details ➤ QARs <u>Language Structure</u> ➤ Connectives ➤ Adjectives ➤ Verbs ending in 'ing' ➤ Continuous tense <u>Vocabulary and Word Study</u> ➤ Prefixes ➤ Sensory (descriptive words) ➤ Words associated with themes. <u>Writing</u> ➤ Connectives ➤ Persuasive ➤ Recipe ➤ Expository (how to) ➤ imaginative <u>Listening and Speaking</u> ➤ Explaining ➤ Listen and respond ➤ Listen constructively
Observe pictures of various foods and talk about nutritional value , freshness Talk about what was eaten for breakfast or lunch to tell the nutritional value Have discussion on balanced meal	Read labels of foods to find information e.g. ingredients, calories, expiry dates, manufactured date, Use QAR strategy identify sight words and other vocabulary words appropriate to grade	Create a word bank with words associated with food Do a persuasive writing telling why a specific food should be eaten or is better than another	
explain how certain dishes/foods are being prepared.(discuss steps talk about preparation of a favourite meal talk about different ways to prepare foods e.g frying, boiling, roasting, baking	Read recipes, cook books. Follow direction in preparing a meal/dish Identify connectives e.g first, then, finally etc. in preparing foods Identify sensory words to describe foods e.g. tasty, salty, bitter, sour	Write a simple recipe for a particular dish they love. Write sensory words to describe foods Write a how-to paragraph based on how to prepare a particular item/dish. use connecting word Make a list of all the ways we know to prepare food	

Assessment:	Resources
➤ Do procedural writing e.g. How to _____ ➤ Compose song/poems(haiku, acrostic) on special foods using rhyming words ➤ Write descriptive paragraphs e.g. about special foods ➤ Write a persuasive /expository paragraph ➤ Write a recipe ➤ Follow directions to complete a task e.g. prepare a sandwich ➤ Create a scrap book on foods ➤ Create posters / slogans ➤ Create a class recipe book ➤ Participate in show and tell activity ➤ Role play different scenarios ➤ Answer questions using appropriate comprehension strategies. ➤ Identify stated and unstated main idea in text ➤ Participate in read aloud activities ➤ Complete reading log ➤ Identify words with similar sounds in the beginning, middle or end ➤ Edit their writing ➤ Use correct grammatical structure to complete sentence	➤ Caribbean social studies bk. 4 pg 54 ➤ Language tree student bk 3 pg 66 ➤ Language tree workbook pg. 57 ➤ Word puzzles on food ➤ Field trip to the market/supermarket ➤ Resource persons e.g. nurse, farmer, vendor ➤ Keskidiee 4 pg. 85 ➤ Swing into English bk 3 pg. 32 ➤ Language tree bk 4 pg. 41 ➤ Graphic organizers ➤ Reading text in the classroom

LANGUAGE ARTS**GRADE THREE****Term 2****Duration: Six Weeks****Unit 1****THEME 3: Emotions**

Topics:

- How I feel about myself and others
- Things that affect our emotions
- Dealing with problems

UNIT 2**Duration: Six Weeks****THEME 4: Transportation**

Topics:

- How we travel
- Travelling then and now
- Travel rules

Grade 3 Success Criteria Term 2**By the end of the units pupils will be able to:**

Reading	Writing	Vocabulary/Word Recognition	Language Structure
Make inferences about text using stated and implied idea from the text Use QAR to Strategy answer higher level questions Distinguish between common forms of literature e.g. fairy tales, poetry, fables, myths, adventure stories, expository, fiction, non-fiction) and explain the basic features at their level Use any comprehension strategy appropriately, before, during and after reading Compare and contrast details in text Read a familiar passage using appropriate intonation Use pictures, graphs, diagrams. Charts, maps etc. to locate information Give clear appropriate response to questions Locate information using a table of contents, titles, chapter, heading, glossaries and indices	Construct different types of sentences in written language e.g. declarative, interrogative, imperative and exclamatory and use the correct end marks. Use who, did what, when and where to expand sentences Discriminate between Creole and standard English in usage in written composition Write personal and formal letters with date, salutation, body, closing and signature Write thank you, friendly and invitation letters Address an envelope Gather information e.g. from pictures, discussions, teacher read aloud, shared reading, silent reading, brainstorming etc. to support ideas for writing in a variety of ways Create paragraphs for a specific purpose and with a clear audience in mind (e.g. to describe, explain, narrate etc.) Use narrative writing to produce stories, skits, plays,	Use context clues to determine the meaning of words Identify and use collective nouns Use a dictionary to determine the meaning and pronunciation of unknown words Identify common contractions Determine the meaning of unfamiliar words using knowledge of prefixes and suffixes (prefix- bi, mis, re Suffix- able, some, er, ful, est, sion, Use the knowledge of compound words to predict word meaning Use the knowledge of homophones/homonyms/homographs appropriately to determine meaning of words Spell words applicable to grade e.g. words with double letter, adding ing to words that double their final consonant etc.	Use simple adjectives and adverbs appropriately Use comparative and superlative forms of adjective correctly Use the negative form in sentences correctly e.g. do not tell me anything Identify and use the possessive pronouns; their, theirs, my, mine, your, yours, his, he, hers, our, ours Distinguish between the use of possessive <u>its</u> and the contraction <u>it's</u> Use words to join sentences Use subject and object forms of personal pronouns correctly Construct different types of sentences in written language e.g declarative, interrogative, imperative and exclamatory

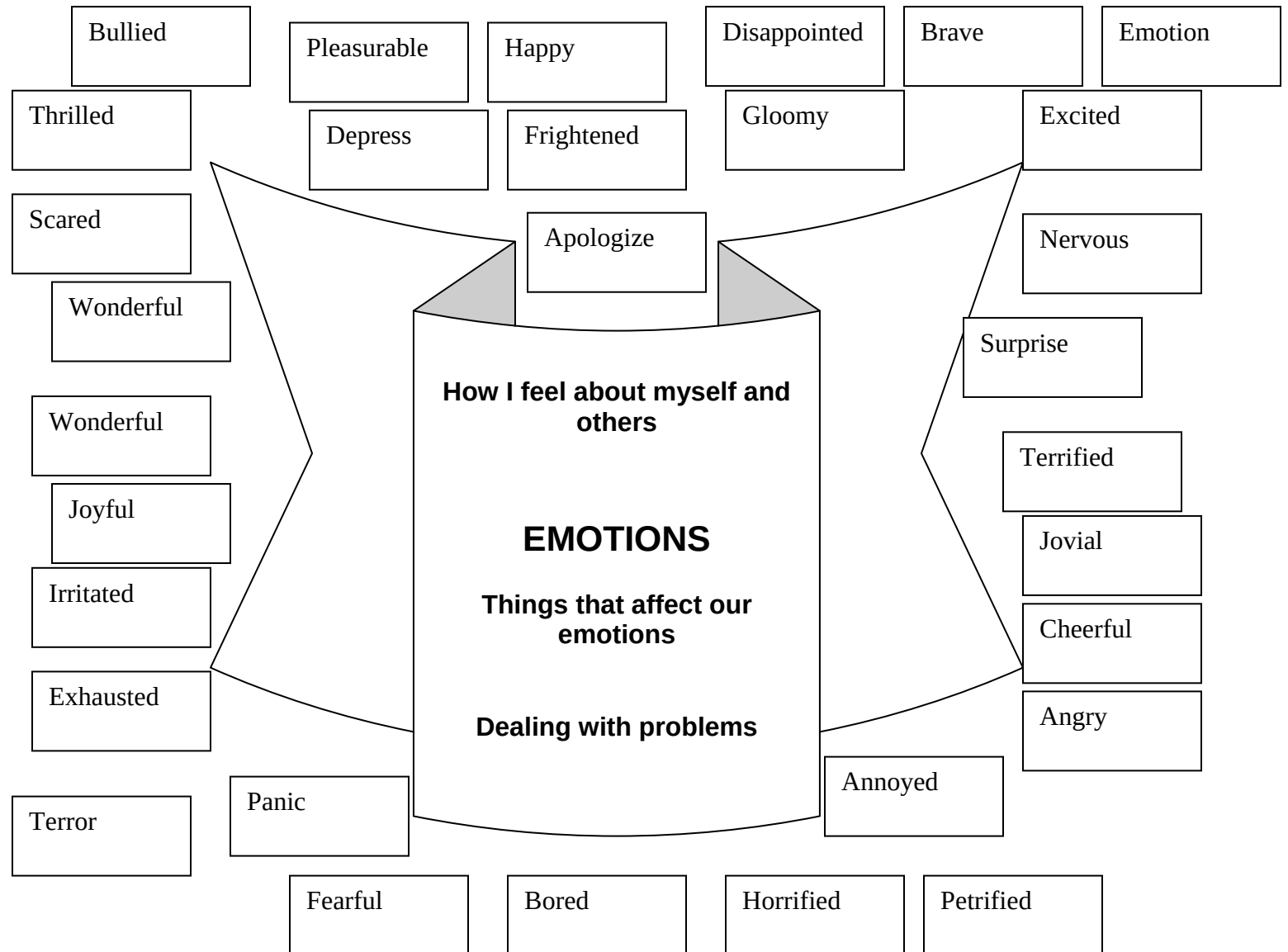
Reading	Writing	Vocabulary/Word Recognition	Language Structure
Use background knowledge and experience and selective information in a reading selection to form judgments and draw conclusion Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them Identify the speaker or narrator in a selection Follow written direction on how to get from one location to another Express views and judgment about simple informational text Read to differentiate reality and fantasy, fiction and non-fiction Listen and retell stories with beginning, middle and end Retell central themes of simple expository or narrative text.	Use journals to record personal information Maintain a portfolio Write for self (list, notes,) to accomplish everyday tasks Use various strategies to correct words not spelled correctly e.g. dictionary skills Use knowledge of word structures (affixes- suffixes, prefixes, contractions, compound word) to spell words Use word analysis (phonogram, rhyming words and word origins(root) Use quotation marks to indicate dialogue in story, skits, plays Use similes correctly in writing Use format appropriate to their purpose for writing e.g. letter, notice, email, chart, poem, menu use words and phrases that will help convey their meaning as specifically as possible (<i>e.g., comparative adjectives such as smaller, smallest; adverbs</i>)	Use the male and female forms of nouns Decode multi-syllabic words Use familiar word families to decode unknown words Identify and use words with inflectional endings (s, es ed, er, ing Read in isolation as well as in context basic sight words appropriate to grade 3 Use spelling rules where appropriate as aid to spell words correctly Use definition clues to understand meaning of words	Use punctuation appropriately in written work e.g. comma, question mark, exclamation, full stop Use comma appropriately in address, greetings, closure of friendly letters Identify verbs and use the simple present, past, future and continuous tenses Identify and use correct contractions

Term 2**THEME 3: Emotions****Topics:**

- How I feel about myself and others
- Things that affect our emotions
- Dealing with problems

Nurturing one's self image is just as important as eating the right food. The theme 'Emotions' helps students discover 'self', discuss 'feelings' and emotions, and adopt a right attitude when dealing with their own as well as other people's problems. The topic should help students develop confidence and to raise their self esteem.

KEY CONCEPTS AND VOCABULARY



Term 2 Theme 3 - How I Feel About Myself and Others Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
show and tell using personal photos discuss personal traits, features, home, family hobbies using adjectives / adverbs ensure the use of the simple present tense to talk about other pupils in the class read aloud poems e.g I am Special, answer specific questions about self using pronouns me, my, I, mine	identify adjectives and pronouns from the poem "I am Special" Read journal/diary of a friend (make belief) describing herself. find synonyms for words such as – strong, pretty, brave, smart, etc.	Write a poem paragraph about self and others using descriptive words pronouns and the simple present tense Create riddles, rhymes, jingles Speech bubbles Draw cartoons of family and friends.	<u>Reading comprehension</u> ➤ Making predictions ➤ Drawing conclusion ➤ Making inferences ➤ QAR <u>Language Structure</u> ➤ pronouns ➤ Conjunctions ➤ Nouns ➤ Adjectives ➤ Punctuation marks <u>Vocabulary/word study</u> ➤ synonyms ➤ Antonyms ➤ Context clues ➤ Words associated with theme <u>Writing</u> ➤ Poems(limerick, cinquain ➤ Reports ➤ Descriptive paragraphs ➤ Letter writing eg: invitations/ apologies ➤ cartoons
Watch /video or pictures of a birthday party Discuss the relationship, setting, feelings Talk about a time pupils have received an invitation to a birthday party. Discuss the format and contents	Read the story "Tommy's Birthday Party" make inferences. identify unknown words using word identification strategies play word games with new words Read invitation letters to a birthday party to identify letter format/invitation content. Question pupils about content of invitation Reading and writing every day Gr 3 pg 17	Create an invitation card to a birthday party or Write a letter inviting someone to your birthday party Expand on sentences using conjunctions Have pupils practice addressing envelope	<u>Listening & Speaking</u> ➤ Show and tell ➤ Talking from personal experiences ➤ Drama/music ➤ Read aloud ➤ Choral reading
Have foreign students talk about experience of coming to live in Dominica give views on issues Explore adjectives eg. Dominican, Antiguan, Haitian, Chinese Pupils sing songs and recite poems to bring out emotions	Read story from Keskidee 4 "Hope New School" to predict and draw conclusions of behaviour of Hope and her peers. Pupils read aloud taking turns Use context clues to identify new word from reading text	Write a letter of apology to a foreign student for negative attitudes shown towards that person Write slogans/cartoons to show apologetic behavior	

Term 2 Theme 3 Things that Affect our Emotions Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
role play various emotional situations using appropriate tone of voice. Generate discussions on what causes people to experience these emotions Listen to each other and talk about their feelings and what they like/dislike	Make predictions using details in pictures, before, during and after reading. Predictions are read to the class and verified. Form new words from root words Use dictionary to find meaning of new words	Form new words from root words e.g brave- bravery, fear- fearful etc. Use words in writing Present pictures that show various emotions and have pupils make their own sentences based on predictions made	<u>Reading and comprehension</u> ➤ Make predictions ➤ Main idea ➤ Questioning strategy ➤ Making connections ➤ sequencing <u>Language Structure</u> ➤ Adjectives ➤ Synonyms/antonyms ➤ Proper nouns ➤ Simple present tense ➤ Past tense of irregular verbs ➤ Sentences/phrases <u>Vocabulary and Word Study</u> ➤ Compound words ➤ Antonyms/synonyms ➤ Root words ➤ Words associated with text <u>Writing</u> ➤ Sequencing ➤ Personal narrative ➤ Editing ➤ Writing email/letters <u>Listening and Speaking</u> ➤ Role playing ➤ Discussion
Read texts e.g. Poems, letters, news items that convey particular feelings such as surprise, anger, fear, excitement. Use tone and pitch of voice appropriately share feelings e.g when angry, sad, happy etc.	Read the text "Exciting News" (Language Tree Bk. 3 pg. 36) Identify main idea Identify proper nouns Make predictions Identify adjectives/antonyms Draw conclusions Identify the use of simple present tense	Write an email/letter with a specific purpose /audience mind, to tell a piece of news Write simple notes to express feelings to family, friends Use adjectives /vocabulary in writing. Write capital letters for proper nouns	
Generate discussion about experience with an earthquake. Listen to each others opinion and feelings about the topic. make predictions before reading	Read the text e.g. 'San Francisco Earthquake' Make connections to self, other texts and to world Use question strategy Ask questions e.g. What do you notice about the author? What do you wonder? Make predictions/inferences identify compound words identify and use the present/ past continuous tense of verbs use synonyms to new words Identify words/phrases/ sentences that bring out emotions/feeling	Write a personal narrative to tell about an experienced (Happy or sad) Sequence ideas in story Use the past tense of irregular verbs in writing Read samples of personal narrative to assist in writing Use a check list to edit own writing	

Term 2 Theme 3 Dealing with Problems Sample Activities

Listening & Speaking	Reading	writing	Teaching/Learning Skills & Strategies
Role play problems family encounter on a daily basis using local dialect. Talk about personal experiences Explore solution to problems Use appropriate words and phrases	Read different text e.g teacher made, newspaper, story etc. dealing with family problems Identify story grammar use word families to decode words e.g. ight:-fight, light	Write to teacher/parent to talk about problems Write a story using story frame Make journal entries Write a poem to express feelings	<u>Reading and comprehension</u> ➤ Story elements ➤ Fiction and non fiction ➤ Questioning strategy ➤ Inference ➤ Drawing conclusions ➤ Analyzing <u>Language Structure</u> ➤ Past tense of irregular verbs ➤ Facts and opinions <u>Vocabulary and Word Study</u> ➤ Soft and hard /c/ sound ➤ Word families ➤ Dictionary skills <u>Writing</u> ➤ Expository writing ➤ Facts and opinions ➤ Journal ➤ Letter writing e.g. complaints ➤ Narratives ➤ Slogans/signs <u>Listening and Speaking</u> ➤ Give personal opinions ➤ Role playing ➤ Oral reports ➤ Discussions
Present cases of pupils e.g. who were bullied for discussion Talk about how pupils dealt with such situations using the past tense Talk about the different emotions that resulted Read story “Taming of Pudding Pan” Talk about characters in the story and how they would deal with e.g. Pudding Pan	Read fiction/non fiction stories e.g. read aloud the fiction story “Taming of Pudding Pan” Pupils make inferences and draw conclusions Identify past tense of irregular verbs. Identify words with the hard sound of ‘c’ Identify other high frequency words from text	Write a letter to complain to a teacher/principal to explain or describe fears and feelings experienced with a bully Write slogans in response to story read Write a journal entry on a situation encountered and how it was dealt with	
Present various newspaper articles on problems in different communities in Dominica e.g. murders, accidents, riots, abuse etc. Analyze the articles Have group discussion where one person reports on problem situation Give personal feelings about the effects of problems in the community.	Ask questions e.g Who is the author of the article? What is the author’s intention? What is the main point in the article? How do you think people in the community felt? How would resolve that problem? Identify facts and opinions Use dictionary to find meaning of unfamiliar words	Make up a problem or think of a real problem and write a report to a local newspaper (include illustrations) Write slogans/signs/ to help stop a problem situation	

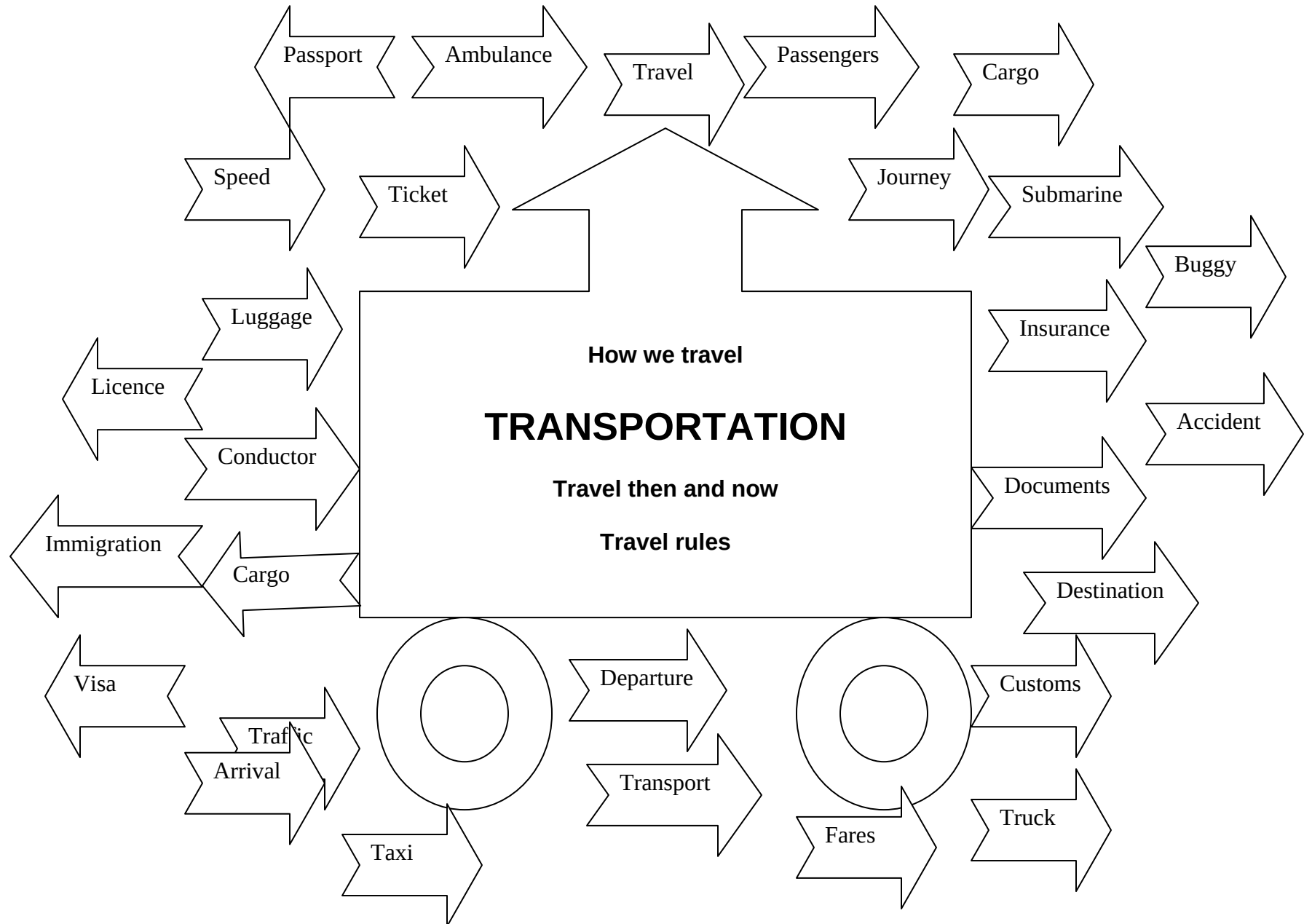
Assessment:	Resources
➤ Write for different purposes and audiences. Eg email, notices, thank you notes ➤ Write journal entries ➤ Write letters, invitations, apology ➤ Do choral reading ➤ Write a story with beginning, middle and ending ➤ Write a limerick poem ➤ Write and respond to email ➤ Compare and contrast fiction/non-fiction text ➤ Give oral report ➤ Respond to text eg oral/written/visual ➤ Use comprehension strategies to answer questions and derive meaning ➤ Dramatize emotional scenes ➤ Use context clues to identify unknown words ➤ Identify root words ➤ Use grammatical skills appropriately in sentences/paragraph ➤ Edit their writing and that of peers	➤ Keskidee 4 pg ➤ Tamming of Pudding Pan ➤ Graphic organizers ➤ Reading and Writing Every Day bk 3 ➤ Video ➤ Language Tree bk 3 pr 36. ➤ Reading text in the classroom

Term 2**THEME 4: Transportation****Topics:**

- How we travel
- Travelling then and now
- Travel rules

People travel everyday and to various destinations. Through this theme students will be able to explore various means of transport then and now and how transport impacts on the life of families and individuals. Students will also build appreciation for safety procedures like rules that govern traveling.

KEY CONCEPTS AND VOCABULARY



Term 2 Theme 4 How we Travel

Sample

Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Brainstorm for ideas about various types of transportation Talk about experience in travelling	Read information organized on the web. Make personal connection to self and text. Read the text ' e.g. Going Places:-Swing into English 2 or Journey :- Keskidee 3 Identify 'qu' words use syllabication to decode new words identify alliterations/similes	Spell and use in sentences, words with double consonants Write about experiences in travelling on a specific transport. Write stories/reports in writing using the writing process. Write a summary	<u>Reading and comprehension</u> Questioning Categorizing Organise information Making connections inferencing <u>Language Structure</u> Punctuation Adjectives, adverbs, nouns, verbs Present/past forms of verbs Plural form of nouns prepositions
Describe and display transport models (toys pictures on chart) using show and tell activity Describe people, places, things in travelling Ask and answer higher order questions based on information given Sing songs related to travelling	Read aloud information researched about travelling with fluency and accuracy Make connections to self, text and world Decode grade level words using knowledge of word structure. E.g. verb endings, plurals, roots, suffixes/prefixes Ask different levels of questions Read Swing Into Eng. 2 pg. 9	use pictures/models to stimulate their descriptive writing use prepositions in writing Write a report about their experience in travelling Combine information from various sources to write a report Present and discuss writing in conference with peers/teacher.	<u>Vocabulary and Word Study</u> syllabication Prefix and suffix Synonyms High frequency words Similes, alliteration onomatopoeia <u>Writing</u> Descriptive writing Expository text (directions, procedural) Conventions of writing Drawing and labeling maps
Talk about direction to get to different communities or countries using a road map/airline destination guide Discuss the various means for getting there give oral directions in sequence using words e.g. first then, following, finally	Read and interpret signs/symbols on the map, charts, other visuals, graphics Answer questions based on information obtained on a map Read text to obtain information on getting to designated location locally, regionally and internationally.	Write simple directions in sequence on how to get to various destinations using a suitable form of transportation Take any destination and draw a map showing how to get there using any suitable transport /Write text to explain Draw and label the route from home to school.	<u>Listening and Speaking</u> Partake in discussion Give opinions Give oral direction Speak fluently using IA E

Term 2 Theme 4 Travelling Then and Now Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Visit a cruise ship/plane in port and observe operations and ask questions to pilot/captain workers etc. (5w's) use LEA strategy to report findings Talk about new vocabulary words	Read pupils' dictated stories. Find the meaning of new words using a dictionary Separate new words in syllables read other text e.g brochures, newspapers, magazine to make inferences and give details	Write simple account of their experience in sequence Write thank you /personal letters about visit to transport Create word walls using new words. Review work independently for spelling, capitalization, punctuation, grammatical errors. Use checklist to edit writing.	<u>Reading and comprehension</u> ➤ Compare and contrast ➤ Locate information from different text ➤ Answer different levels of questions ➤ Cause and effect ➤ Use of graphic organizers ➤ Make inferences, judgments ➤ Draw conclusions <u>Language Structure</u> ➤ Verb tenses – present/past continuous ➤ Punctuation <u>Vocabulary and Word Study</u> ➤ Root words ➤ Use of dictionary to find meaning of new words ➤ Syllabication <u>Writing</u> ➤ Summaries ➤ Thank you notes ➤ Responses to questions ➤ simple account ➤ complete information from graphic organizers <u>Listening and Speaking</u> ➤ Give opinions ➤ Retelling ➤ Reporting ➤ Summarizing
View film /discuss pictures (brochures, pictures, posters making comparison of transport then and now) Use the past, present and continuous tense appropriately Talk about cause and effect Discuss the use of the different forms of the verbs	Read different text about transport of long ago and now. make judgments, draw conclusion, compare and contrast transport then and now Read informational text to identify cause and effect. Draw attention to the past and continuous tense of the verbs used	Use a Venn diagram to compare and contrast any two transports (one of long age and now) and then write a paragraph pay attention to the past and continuous tense of the verbs in their writing Use cause/effect organizational patterns to write a paragraph	
discuss researched information on transportation of long ago Talk about the who, what, when, where, how	read text pertaining to any form of old transport e.g. donkey cart. Locate and use library / media resources to acquire information with assistance. Use KWL strategy to extract information before, during and after reading. analyze word structures to learn word meaning, eg: roots, prefix, suffix.	Write a summary about information gathered. Write clear, organized responses to text read. Make a well labeled scrap book on transportation then and now	

Term 2 Theme 4 Travel Rules

Sample

Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Invite a traffic police officer to talk about road safety Discuss concepts e.g. license, permit, insurance, registration number etc. ask questions to obtain information Conduct and interview with a seaport/airport officer	read informative text i.e. local magazines/brochures/pamphlets Make prediction during reading e.g. Tom has an accident his vehicle is not insured. What do you think will happen to him? Identify cause and effect Connect words and ideas in text to background knowledge and spoken vocabulary observe the spelling pattern of words	Write the names of documents required by e.g. a bus driver Spell word correctly Record new vocabulary words and their meanings Write sentences using new vocabulary words Write in response to information gathered	<u>Reading and comprehension</u> ➤ Make predictions ➤ Read for specific information ➤ Cause and effect ➤ summarize <u>Language Structure</u> ➤ Punctuation ➤ Suffix and prefix ➤ Synonyms ➤ Quotation marks <u>Vocabulary and Word Study</u> ➤ Using dictionary to find meaning ➤ Rhyming words/ sensory words ➤ High frequency words ➤ Synonyms ➤ Word ending 'tion' ➤ Prefixes / suffixes <u>Writing</u> ➤ Poems (Haiku) ➤ Complete forms ➤ Complete cloze passages ➤ Write dialogues
role play a person travelling overseas and within the country Show the different documents needed to travel and highlight the rules that need to be adhered to Explain and role-play travel procedure at various parts use voice appropriately when dramatizing character	read various forms to fill out information e.g. Passport/visa forms, immigration cards etc. Use dictionary to find meaning of unknown words on the forms. Discuss words ending in 'tion' destination, embarkation, immigration	Pupils fill travel documents use new words to complete cloze sentences/passages use speech bubbles and speech marks to write simple dialogues between a travel officer and a person travelling	<u>Listening and Speaking</u> ➤ Listen to give information ➤ Ask and answer questions ➤ Discuss ➤ Role play ➤ interview
Talk about rules and the purpose of them. Talk about different rules in the lives of pupils re movement; e.g. at home, school, church, community etc. Listen to text and ask questions to clarify understanding.	Read poems and stories of people who failed to adhere to rules Engage in small group oral reading with peers to comprehend text. Observe words used in the poem e.g. rhyming words, Use thesaurus to identify synonyms for given words Summarize main ideas from informative text.	Write rules for particular situation Write a poem (haiku) about rules, travelling etc. Write a speech on importance of obeying rules. Begin to use literacy elements in writing (figurative language)	

Assessment:

- Complete a scrap book
- Make journal entries
- Keep a portfolio
- Make a model of a transport and give explanation
- Interpret information on charts, maps and other visuals
- Participate in class discussion using IAE
- Complete a time line to show transportation in the community (then and now)
- Answer different levels of questions using different comprehension strategies.
- Respond to different text types in various ways.
- Write a poem
- Write paragraph- cause and effect, expository
- Dramatize, role play
- Oral retelling
- Use of appropriate grammar in speaking and writing
- Making meaning by viewing/observing pictures

Resources

- Read and Writing everyday Gr.3pg. 78
- Swing Into English bk 2 pg 9
- Keskidee bk 3 pg 9
- Reading and writing everyday Gr 3
- Caribbean Language Arts Project
- Resource person
- Video, magazine, films, brochures
- Internet
- Travel documents
- KWL chart
- Graphic organizers
- Different genres of text

LANGUAGE ARTS**GRADE THREE****Term 3****Duration: Six Weeks****Unit 1****THEME 5: Occupation**

Sub Topics:

- Work people do to earn a living
- Voluntary service
- Choosing a career

UNIT 2**Duration: Six Weeks****THEME 6: Our Forest**

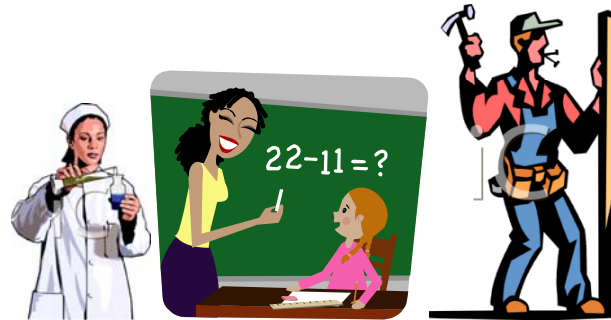
Sub Topics:

- Plants and animals in the forest
- Conservation of our forest
- Tales of the forest

Grade 3 Success Criteria Term 3
By the end of the units pupils will be able to:

Reading	Writing	Vocabulary/Word Recognition	Language Structure
Read aloud with fluency and with natural speech different types of text e.g expository, narrative, poetry	Write for practical purposes e.g. to persuade, inform, invite, instruct, to entertain etc.	Continue using knowledge of prefixes and suffixes (e.g. un, dis suffix - tion, ment, ous, teen etc.) to determine the meaning of unknown words	Use full-stop, question marks, exclamation mark, quotation marks and commas appropriately
Read orally and monitor their own reading by correcting miscues	Write with clear purpose and a particular audience in mind	Identify words with phonetic parts qu	Identify and use preposition appropriately
Distinguish between facts and opinion	Write paragraphs that focus on the central theme/idea	Identify variable consonant in words (gift, gem) (cent, car) (walked, lived) and use them to read words	Use verbs correctly in written composition
Analyze cause and effect relationship in a story	Read, revise and edit and publish writing	Identify words with irregular vowels combination e.g. ea, au, ie	Construct sentences using adverbial phrase
Read instructional text and distinguish the main idea from the supporting details	Compare and contrast different text information using graphic organizer	Identify words with diphthongs e.g. oi, oy, ou, ow	Identify and use correctly <u>there</u> , <u>their</u> , <u>there's</u> and <u>they</u> in writing
Evaluate character in a story and make valued judgment	Spell multi-syllable and compound words correctly in writing	Identify rhythmic patterns and rhyming words in poetry	Use pronouns adjectives and articles correctly in writing
Recognize features of poems that appeal to the senses e.g. alliteration, onomatopoeia, similes	Spell high frequency words encountered in reading	Know and use complex word families	Proof read their writing to identify and correct grammatical errors
Locate specific information from a range of text e.g. class readers, maps, diagrams, charts, dictionary, telephone directory, and encyclopedia. etc.	Choose words effectively(precise words, overused words, clichés)	Arrange words in alphabetical order	Write complete, clear and well formed sentences
Read to convey messages clearly to listener e.g. to predict outcomes, draw conclusion	Use simple and compound and sentences in writing	Identify consonant blends (2&3 letters) in initial and final position in words and blend them to read words.	Vary sentence structures and maintain continuity by using joining words e.g. and, but, because, who, whom, or etc.
Use a variety of comprehension strategies appropriately, before, during and after reading	vary sentence structures and maintain continuity by using joining words (e.g. and, or) to combine sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later)		

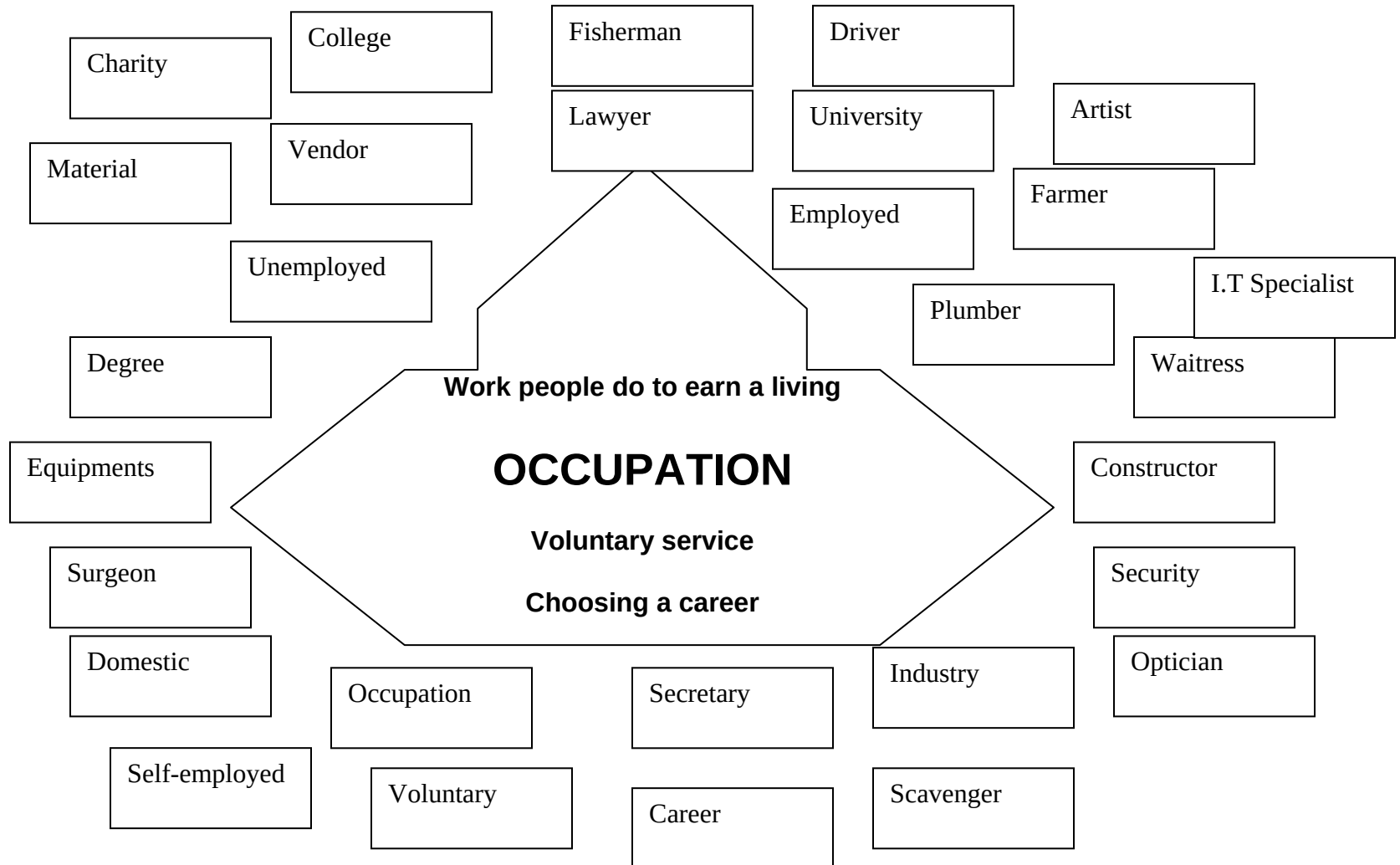
Reading	Writing	Vocabulary/Word Recognition	Language Structure
Demonstrate an understanding of the theme or the author's message in fiction and non-fiction text Read aloud grade level text using correct tone, pitch and pronunciation Identify point of view presented in a text and suggest possible alternatives/perspective e.g retell the story from the point of view of someone other than the author Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, other familiar texts, and to the world around them Express personal opinions about ideas presented in text e.g. traits admired in characters, actions taken by characters etc. Identify voice, word choice, and different types of sentences, and explain how they help readers understand texts (e.g., different sentence types make the text more interesting for the reader and help the author express different kinds of ideas – questions express or stimulate curiosity; exclamations convey emotions such as surprise or excitement)	Use graphic organizers to aid writing establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience (<i>e.g., words used literally or figuratively to communicate intensity of feeling e.g.; hot anger</i>) Use the writing process strategies to revise and edit their writing Respond to stories in various ways Produce clear, well organize responses to stories read or listen to supporting the understanding of characters and events with details from the story Label where appropriate and use visual representation to reinforce message Use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences	Identify and classify words with common roots Apply rules of syllabication to decode unfamiliar words Extend vocabulary by identifying and making use of new words encountered in subject across the curriculum Use words for their literal, figurative and connotative meanings in oral/written presentations Use structural analysis to identify the components of words e.g. syllabication, compound words, inflectional endings contractions	Use the present, past, future and continuous tenses accurately in speaking and writing Use apostrophe in contraction and to show ownership Identify and correctly use possessive forms of singular/plural nouns Use the plural form of nouns by changing y to i f to v before adding es

Term 3**THEME 5: Occupation****Sub Topics:**

- Work people do to earn a living
- Voluntary service
- Choosing a career

The theme should enable students to develop appreciation for work and work ethics. Students will have an insight into different types of work both voluntary and paid and see how each type of work contributes to the building up of a community. Young ones also play a vital role working at home/school and in the community. Students will develop a positive attitude to work which should impact on their choice of career.

KEY CONCEPT AND VOACABULARY



Term 3 Theme 5

Work People do to Earn a Living

Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Dramatize the poem 'Song of the Banana Man' using proper tone body language and local dialect Discuss the central theme and authors purpose	Do choral reading of the poem at appropriate speed, accuracy with expression Evaluate content of text by identifying: The author's purpose, mood and tone Important/unimportant ideas Statement of facts/opinion Identify and give meaning to dialect used in poem(localize dialect) Whether events, actions of characters are realistic Identify rhyming words	Do an illustration of any character in the poem Write 3 or more factual/opinionated sentences about the character Use rhythm and rhyme to create a poem about a farmer or any worker Spell correctly words pertaining to farming	<u>Reading and comprehension</u> ➤ Compare and contrast ➤ Identifying important and unimportant ideas ➤ Facts and opinion ➤ Drawing conclusion ➤ Identifying author's purpose ➤ KWL strategy ➤ QAR <u>Language Structure</u> ➤ Nouns ➤ verbs ➤ Present tense of verbs
Talk about different things that a family and community need to function eg. health, education, food security, shelter, etc. Name the workers under the categories who provide the goods/services Sing songs composed	Read texts about different workers (poems, expository text Use dictionary to find meaning of unfamiliar occupations Draw conclusion from text Use KWL strategy to obtain information from text	Write a song about any worker using tune of familiar song Write a summary of work done by any worker Prepare written information for a debate (importance of any worker	<u>Vocabulary and Word Study</u> ➤ Dictionary skills ➤ Rhyming words ➤ Syllabication ➤ Words associated with farming and other occupations <u>Writing</u> ➤ Poems ➤ Songs summaries ➤ Illustrating ➤ Personal information
Talk about family and what members do to earn al living Ensure the use the present tense in speaking Observe pictures and compare and contrast e.g workers activities	Read text on pg. 18-19 "The Way We Live" (Caribbean Social Studies Dominica 4) Use background knowledge and information in text to make inferences and predictions Compare and contrast different ways of earning a living Use syllabication to identify new words	Write personal informative text to tell how their family earn a living Use pre-writing tools to organize ideas for writing Use the present tense of the verbs in writing Study pictures of workers and write sentences in sequence ideas to tell about the pictures Maintain a portfolio of written work	<u>Listening and Speaking</u> ➤ Debate ➤ Dramatize/ Role-play ➤ Reporting

Term 3 Theme 5

Voluntary Service

Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Invite a voluntary worker to give a talk Listen to ask questions and participate in discussion Talk about persons known in the community who give voluntary service and what they do/who they assist	Read newspaper clippings and information from internet about unsung heroes in Dominica and other countries Focus on format of biography text Use dictionary to identify unknown words	Write simple biography in response to text read Do illustrations of people helping other people Write in different format e.g. print/multimedia Use a writing template to assist in writing tasks	<u>Reading and comprehension</u> ➤ Give opinion ➤ QAR ➤ Researching ➤ Main idea <u>Language Structure</u> ➤ Subject verb ➤ agreement ➤ Pronouns ➤ Proper nouns <u>Vocabulary and Word Study</u> Abbreviations ➤ Dictionary skills ➤ High frequency words <u>Writing</u> ➤ Write Captions ➤ Biography ➤ Summary ➤ Compile scrap book ➤ Jingles, poems, songs <u>Listening and Speaking</u> ➤ Sing songs ➤ Recite poems ➤ Talk freely about a topic
talk about work that can be done in the community, home or school to assist others Talk about experiences in providing voluntary service to their community.	Use author's chair to present text created by pupils Critique and analyze text Identify the main idea Identify high frequency words in selection	Draw pictures and write appropriate captions Write a paragraph (expository) about voluntary service done at school or community stating why one needs to do voluntary work Use spelling rules to spell words Create a poster based on the theme	
Sing songs read poems/stories that indicate helping others in need Watch and discuss a film Offer feedbacks and talk about relevant and irrelevant ideas	Read different text e.g. a newspaper article eg. About Haiti and how various persons went to assist voluntarily Ask lower and higher order questions Identify high frequency words	Write jingles, poems, songs to motivate others to do voluntary service Compile a scrap book Write a response to text/visual	

Term 3 Theme 5 Choosing a Career Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Listen to a resource person: talk about the job they do Question worker about the job Talk about career choices and give reasons for choosing careers	Use the internet and parts of a book e.g. content, titles, glossaries to research information about a specific occupation Read information researched to identify details and make judgments Highlight vocabulary words specific to the worker Use KWL strategy to organize information	Develop a paragraph using information from KWL chart Use new vocabulary words in writing describe a specific worker in the community use literary elements in writing (figurative language e.g. similes, metaphors)	<u>Reading and comprehension</u> ➤ KWL strategy ➤ Locating information ➤ Cause and effect ➤ Identifying author's message ➤ Literary elements ➤ Identify details ➤ Facts and opinions <u>Language Structure</u> ➤ Future tense ➤ Literary elements ➤ Adjectives <u>Vocabulary and Word Study</u> ➤ Words related to the topic ➤ Rhyming words ➤ High frequency words
Dress like the worker they want to be Talk about the worker using future tense	Read text about intended occupation written by other pupils and identify: important and unimportant details cause and effect Use the future tense Facts and opinions Use specific vocabulary words pertaining to topic	Write paragraph – “What I would like to be” use the future tense in writing Draw pictures depicting occupations and write sentences about them Produce well organize texts to demonstrate understanding of topic Make a journal entry stating “what I want to be”	<u>Writing</u> ➤ Write poems ➤ paragraph ➤ do illustration
Listen to a poem and sing songs composed using popular tunes (related to an occupation)	Read a poem about an occupation Identify descriptive and rhyming words Identify and state the author's message Read literary elements e.g. similes, alliterations Reading descriptive and rhyming words Tell the author's meaning Read and understand similes	Write poems using rhyming words Use descriptive in poems Use similes in writing	<u>Listening and Speaking</u> ➤ recite poems ➤ Sings songs ➤ Use IAE in oral speech

Assessment:	Resources
➤ Write descriptive paragraphs about specific occupation ➤ Compose a poem about an occupation/ worker ➤ Write songs about favorite occupations/worker ➤ Do an impromptu speech on e.g. "Why should I do voluntary service" or What I want to be when I grow up" ➤ Participate in a debate e.g. "Is farming more important than teaching?" ➤ Write a summary of a talk given by a resource person ➤ Use different comprehension strategies to answer questions from different text type ➤ Create and participate in a skit about a specific occupation ➤ Research information from print and other media ➤ Compile a booklet on a specific occupation ➤ Write a book report on any genre read ➤ Use parts of a book without assistance to obtain information e.g. content, index ➤ Complete cloze passages using high frequency and concept words ➤ Take notes while listening to a speaker ➤ Identify and use figurative language ➤ Use a dictionary ➤ Form and use new words by using e.g. compound words, suffix, prefix, inflectional endings	➤ Poem, posters, pictures, songs, text books, internet ➤ Poem- Song of the banana man ➤ Caribbean social studies bk 4 pg. 18-19 ➤ Newspaper, internet, ➤ Resource person video ➤ different reading genres

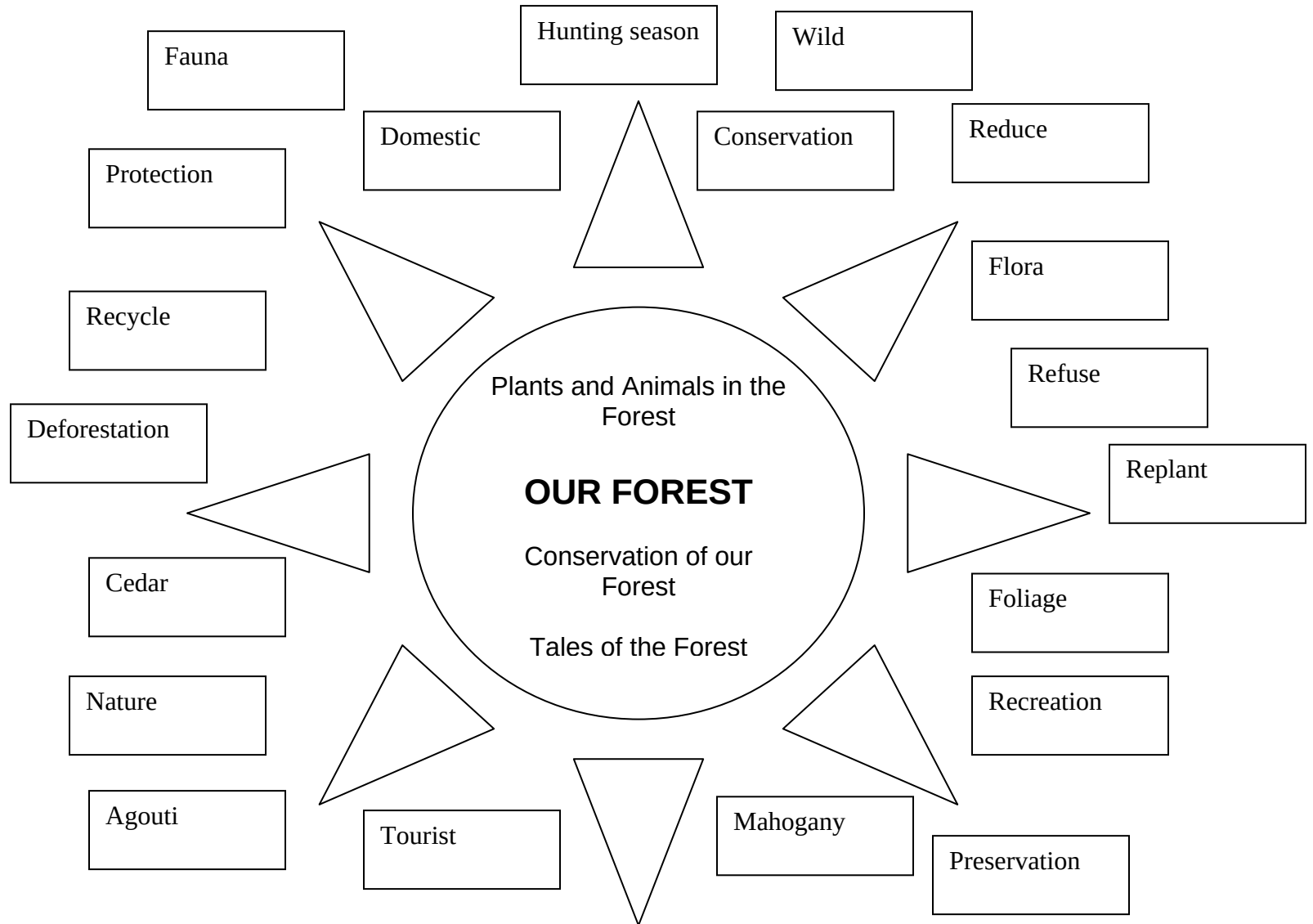
Term 3**Theme 6: Our Forest****Sub Topics:**

- Plants and animals in the forest
- Conservation of our forest
- Tales of the forest

Unit description

Deforestation and its effect on global climate is an issue of great concern to many. Many countries place great value on their forests and forest life. In this Unit, students will learn the vital role forests play as natural habitats for certain kinds of animals and plants. Students will learn about the danger of deforestation and what can be done to prevent it. Stories are used as an incentive to appeal to student's aesthetic values.

KEY CONCEPTS AND VOCABULARY



Term 3 Theme 6 Plants and Animals in the Forest

Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Watch a video about the forest in Dominica Talk about the various plants and animals in the forest Invite a Forestry Officer to talk about animal/ plants in the forest Question resource person about what was viewed Give a vote of thanks	Read electronic media text to extract local and scientific names and other facts about animals use syllabication to identify unknown words use a dictionary to find the meaning of unknown words	Write a summary about what was viewed using vivid language Use new words in writing spell high frequency words associated with the forest Make a picture display and label the names of animals Compile booklets of animals in our forest	<u>Reading and comprehension</u> ➤ Identifying factual details ➤ Sequencing ➤ QAR <u>Language Structure</u> ➤ Present /continuous tense ➤ Adverbs ➤ Adjectives ➤ Subject verb agreement
Collect species of plants from our forest for discussion Discuss local names and local uses of these plants Describe the plants Talk about experiences in the forest	Read story "mama Dot (Keskidee 4 pg. 21) Focus on the: use the present and present continuous tense Use of descriptive words and adverbs Subject verb agreement Read local and scientific names of plants	Write a poem (Diamante) using any plant/fruit Pick any medicinal plant. Describe it and write about the uses Add ing to words to form new words and use in writing Write in the present tense Do a display of local medicinal plants Sequence ideas to tell how to use a local plant to make e.g. tea	<u>Vocabulary and Word Study</u> ➤ Gender ➤ ing words ➤ High frequency words ➤ Syllabication ➤ Dictionary skills ➤ Words associated with plants and animals <u>Writing</u> ➤ Sequencing ➤ Poem ➤ Descriptive writing
Talk about the importance of the forest to people/animals List orally the use of the forest e.g. shelter shade, food, medicine, wood, protection, recreation, information	Read informative text about our forest e.g. Pg. 50 – 51(Caribbean Social Studies- Dominica 4) Identify details about plants and animals from the text Use dictionary to find meaning of unknown words	Write factual details to support main idea Do illustration to show how the forest is being used Spell high frequency words and use in writing	<u>Listening and Speaking</u> ➤ Vote of thanks ➤ Participate in class discussion

Term 3 Theme 6 Conservation of our Forest

Sample Activities

Listening & Speaking	Reading	Writing	Teaching/Learning Skills & Strategies
Talk about different rules the country has re conservation of plants and animals e.g. hunting season, do not cut trees in the forest reserve etc. Take a field trip to the Forestry Division Observe and discuss signs seen in the forest	Compile information received for shared reading Read the story: e.g. "Papa Bois Forest" pg 37 Keskidee 3 Identify words with diphthongs oi, oy, ou, e.g. join, down, bound, voice, Use the appropriate comprehension strategies before, during and after	Join sentences using: and, because, who, whom, etc. Use the correct punctuation marks Identify and use words with diphthongs oi, oy, ou, e.g. join, down, bound, voice, in sentences Make a sign board. Write information that would assist in conservation of plants & animals	<u>Reading and comprehension</u> ➤ Prediction ➤ Cause and effect ➤ Authors purpose, point of view, mood ➤ Facts and opinion ➤ Shared reading <u>Language Structure</u> ➤ Exclamatory sentences ➤ conjunctions
Talk about different garbage thrown away at home/school Talk about where garbage goes and some of the problems that can occur Listen to different opinions about what can be done to lessen problems Take turns to speak	Read the text (e.g. pg. 91 Language Tree bk. 3) Discuss the author's purpose for writing the text Identify cause and effect relationship Use dictionary to find meaning of unknown words Identify words with the prefix re	Write a persuasive paragraph including cause and effect Write in response to text by stating a theme or an opinion and providing supporting details Write some rules e.g. for keeping your school free of litter Use the prefix re to make meaning of words e.g. recycle, re-use and use in sentences	<u>Vocabulary and Word Study</u> ➤ Diphthongs ➤ Prefix ➤ Words that show strong emotions <u>Writing</u>
Talk about facts and opinion using newspaper articles re conservation Create oral sentences that are facts/opinion	Read the expository text e.g. "That's Rubbish" Identify the author's purpose, mood, point of view Identify sentences that are facts/opinion- highlights words e.g. I think, I believe Identify use of exclamation marks Use dictionary to find meaning of unknown words Identify words that show strong emotion	Write an article to a newspaper giving facts an opinion about a littering problem at school/community Use exclamation marks appropriately Use vocabulary words appropriately Use words that show strong emotion	➤ Write rules ➤ Persuasive paragraph ➤ Signs, poster, slogans <u>Listening and Speaking</u> ➤ Listen to and give personal opinion ➤ Ask questions

Term 3 Theme 6 Tales of the For

Sample Activities			
Listening & Speaking	Reading	writing	Teaching/Learning Skills & Strategies
Discuss these elements in the story "Anancy Stories" Characters, setting, problem, solution, relationship between characters, author's message, Participate in Readers Theatre focus on tone, diction and fluency	Read aloud the story "Anancy Stories" (Language Tree bk. 3 pg. 16) Identify elements of the story using a story frame Use specific elements in the story to describe characters and their actions Identify sequence of events in the story Pay attention to dialogue/speech marks Identify the past tense of regular and irregular verbs Identify use of adverbs/adjectives	Use speech bubbles to write dialogue between characters in the story Use quotation marks in writing Write different responses to the story Use the past tense of verbs in writing Expand sentences with the use of adverbs and adjectives Change adjective to adverbs and use in sentences	<u>Reading and comprehension</u> ➤ Sequencing ➤ Context clues ➤ Story grammar ➤ Fiction/nonfiction/realistic fiction ➤ Story frames ➤ Summarize <u>Language Structure</u> ➤ Past tense of regular/irregular verbs ➤ Adjectives, adverbs ➤ Direct speech <u>Vocabulary and Word Study</u> ➤ High frequency words from story ➤ Formation of words ➤ adjectives to adverbs <u>Writing</u> ➤ Imaginary writing ➤ Dialogue ➤ Story ➤ Summary ➤ Sequencing <u>Listening and Speaking</u> ➤ Readers Theatre ➤ Drama ➤ Discussion ➤ Role play
Dramatize the story use appropriate tone Use IAE in oral speech	Read story "How Agouti Lost its Tail" Visualize the events of the story Differentiate between the types of text e.g. fiction, non-fiction, realistic fiction, Use story frame to record significant details about characters and events in text Identify the past tense of verbs	Write a new ending to the story read draw events in the story sequence parts of the story pretend to be a plant or animal in the forest and write about yourself write an imaginative story	
Begin discussion about a walk pupils may have had in the forest. Give views and experiences based on senses	Read the story e.g. "Secret Friends" Use "before", "during" and "after" reading comprehension strategies Identify parts of the text that may be fiction, non-fiction, realistic fiction Use context clues to identify unknown words Summarize the story Identify quotation marks	Write a summary in response to the text read Write a dialogue between 2 objects or persons e.g. a tree and yourself, a dog and yourself Use quotation marks in writing	

Assessment:	Resources
➤ Use different comprehension strategies to answer questions ➤ Use a concept map to how the forest is used ➤ Write poetry/ song about the importance of the forest ➤ Participate in a dance to show the importance of the forest ➤ Write short stories that took place in the forest (beginning, middle and ending) ➤ Write a well organize paragraph e.g. descriptive, explanatory, imaginary ➤ Compile a project depicting plants/animals in the forest ➤ Participate in a debate e.g. “ Should our forest be conserved” ➤ Participate in Readers Theater activity ➤ Speak confidently in IAE in relaying information about the forest ➤ Write fiction/non fiction text ➤ use parts of speech appropriately to communicate their meaning clearly in written paragraph ➤ use punctuation appropriately in written and oral discourse to help communicate their intended meaning ➤ vary sentence structure in writing and in oral discourse ➤ create a sign using various media ➤ identify words with the same sound in the beginning, middle or end	➤ Text on forest ➤ Forestry division ➤ Specimen of plants/animals ➤ Pictures of plants/animals ➤ Forest ➤ Videos, DVDs on forest ➤ Internet, computer, digital cameras ➤ Sample text ➤ Language Tree bk 3 pg 16, 91 ➤ Keskidee bk 3 pg. 37 ➤ Keskidee bk. 4 pg. 21 ➤ Caribbean social studies bk 4 pg 50 - 55 ➤ Making Connections Reading Comprehension Skills and Strategies

GLOSSARY OF TERMS

SOURCE- The National Literacy Strategy(UK) – Framework for teaching

Adjective

An adjective is a word that describes somebody or something. Old, white, busy careful and horrible are all adjective. Adjectives are either before a noun, or other verbs such as be, get, seem, look (linking verbs):

A busy day I'm busy
Nice shoes those shoes are nice

Adjectives (and adverbs) can have comparative and superlative forms. The comparative form is adjective + -er (for one-syllable adjectives and some two-syllable) or more + adjective (for adjectives of two or more syllables): old – older; hot – hotter; easy – easier; dangerous – more dangerous.

The corresponding superlative forms are –est or most ...: small – smallest; big – biggest; funny – funniest; important – most important.

Adverb

Adverb gives extra meaning to a verb, an adjective, another adverb or a whole sentence:

I really enjoyed the party. (adverb + verb)
 She's really nice. (adverb + adjective)
 He works really slowly. (adverb + adverb)
Really, he should do better. (adverb + sentence)

Many adverbs are formed by adding –ly to an adjective, for example quickly, dangerously, nicely, but there are many adverbs which do not end on –ly. Note too that some –ly words are adjective, not adverbs (e.g. Lovely, silly, friendly).

In many cases, adverbs tell us:

How (manner)	<i>slowly, happily, dangerously, carefully</i>
Where (place)	<i>here, there, away, home, outside</i>
When (time)	<i>now, yesterday, later, soon</i>
How often (frequency)	<i>often, never, regularly</i>

Other adverbs:

Show degree of intensity: very slow(ly) fairly dangerous(ly) really good/well; the attitude of the speaker to what he or she is saying: perhaps obviously fortunately; connections in meaning between sentences (see **connective**): however furthermore finally.

The **adverbial phrase** is a group of words that functions in the same way as a single adverb. For example: by the car, to school, last week, three times a day, first of all, of course: They left yesterday. (Adverb); She looked at me strangely. (Adverb); They left a few days ago. (Adverbial phrase); She looked at me in a strange way. (Adverbial phrase)

Similarly, an **adverbial clause** functions in the same way as an adverb. For example: It was raining yesterday. (Adverb); It was raining when we went out. (Adverbial phrase)

Affix	A morpheme which is not in itself a word, but is attached to a word. An affix can be a prefix (<u>int</u> olerant, <u>dis</u> like) or a suffix (kind <u>ness</u> , play <u>ing</u>).
Agreement (or Concord)	In some cases the form of a verb changes according to its subject (so the verb and subject 'agree'). This happens with the verb be: I am –he is-they are; I was/you were and the third person singular (he/she/it) of the present tense: I like/she likes; I don't/he doesn't Note that singular collective nouns (e.g. team, family, government) can take a singular or plural verb form. For example: (= it) <u>is</u> playing well. The team (= they) <u>are</u> playing well. There are a few cases where a determiner must agree with a noun according to whether it is singular or plural. For example: this house <u>these</u> houses; much traffic <u>many</u> cars
Alliteration	A phrase where adjacent or closely connected words begin with the same phoneme: <i>one wet wellington; free phone; several silent, slithering snakes.</i>
Antonym	a word with a meaning opposite to another: hot – cold, light – dark, light – heavy. A word may have more than one word as an antonym: cold – hot/warm; big – small/tiny/little/titchy.
Apostrophe (')	An apostrophe is a punctuation mark used to indicate either omitted letters or possession. Omitted letters We use an apostrophe of the omitted letter(s) when a verb is contracted (= shortened). For example: I'm (I am); who's (who is/has); they've (they have); he'd (he had/would); we're (we are); it's (it is/has); would've (would have) she'll (she will) In contracted negative forms, not is contracted to n't and joined to the verb; isn't, didn't, couldn't etc. In formal written style, it is more usual to use the full form. There are a few other cases where an apostrophe is used to indicate letters that are in some sense 'omitted' in words other than verbs, e.g. Let's (let us), o'clock (= of the clock). Note the difference between its (= 'belonging to it') and it's (= 'it is' or 'it has'): The company is to close one of its factories. (no apostrophe); The factory employs 800 people. It's (= it is) the largest factory in the town. (apostrophe necessary)
Possession	we use an apostrophe + s for the possessive form: My <u>mother's</u> car; Joe and <u>Fiona's</u> house; The <u>cat's</u> tail; James's ambition; A week's holiday. With a plural 'possessor' already ending in s (e.g. parents) and apostrophe is added to the end of the word: My <u>parents'</u> car; The <u>girls'</u> toilets.

But irregular plurals (e.g. men, children) take an apostrophe + s: children's clothes. The regular plural form (-s) is often confused with possessive –'s: I bought some apples. (not apple's)

Audience	The people addressed by a text. The term referred to listeners, readers of books, film/TV audiences and users of information technology.
Biography	A life story of an individual written by another author. Generally written in the third person .
Blend	The process of combining phonemes into larger elements such as clusters, syllables and words. Also refers to a combination of two or more phonemes, particularly at the beginning and end of words, st, str, nt, pl, nd.
Blurb	Information about a book, designed to attract readers, usually printed on the back or inside flap of book jacket. Informs the prospective reader about genre, setting, etc
Chronological	Writing organized in terms if sequences of events.
Clause	A clause is a group of words that expresses an even t (she drank some water) or a situation (she was thirsty/ she wanted a drink). It usually contains s subject (she in the examples) and verb (drank/was/wanted).
Coherence and Cohesion	An effective text needs to be coherent and cohesive. The term coherence refers to the underlying logic and consistency of a text. The ideas expressed should be relevant to one another so that the reader can follow the meaning. The term cohesion refers to the grammatical features in a text which enable the parts to fit together. One way of creating cohesion is the use of connectives: I sat and turned on the television. Just then, I heard a strange noise. The phrase 'just then' relates these events in time.
Colon (:)	A colon us a punctuation mark used to introduce a list of a following examples (as in this glossary). It may also be used before a second clause that expands or illustrates the first: He was very cold: the temperature was below zero.
Comma (,)	A comma is a punctuation mark used to help the by separating parts of a sentence. It sometimes corresponds to a pause in speech. In particular we use commas: • To separate items in a list (but not usually before and): My favorite sports <i>are football, tennis, swimming and gymnastics</i>. I got home, had a bath and went to bed. • To mark of extra information: Jill, <u>my boss</u> is 28 years old. • After a subordinate clause which begins a sentence: <u>Although it is cold</u>, we didn't wear our coats.

- With many connecting **adverbs** (e.g. however, on the other hand, anyway, for example):
Anyway, in the end I decided not to go.

Conjunction

a word used to link clauses within a sentence . For example, in the following sentences, but and if are conjunctions: It was raining but it wasn't cold. We won't go out if the weather's bad.

There are two kinds of conjunction:

- Coordinating conjunction (and, but, or and so). These join (and placed between) two clauses of equal weight. Do you want to go now or shall we wait a bit longer? And, but and or are also used to join words or phrases within a clause.
- Subordinating conjunctions (e.g. when, while, before, since, until, if, because, although, that). These go at the beginning of a subordinate **clause**. We were hungry because we hadn't eaten all day. Although we'd had plenty to eat, we were still hungry. We were hungry when we got home.

Connective

A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (e.g. but, when, because) or connecting adverbs (e.g. however, then, therefore).

Connecting adverbs (and adverbial phrases and clauses) maintain the **cohesion** of text in several basic ways, including:

Addition	also, furthermore, moreover
Opposition	however, nevertheless, on the other hand
Reinforcing	besides, anyway after all
Explaining	for example, in other words, that is to say
Listing	first(ly), first of all, finally
Indicating result	therefore, consequently, as a result
Indicating time	just then, meanwhile, later

Commas are often used to mark off connecting adverbs of adverbial phrases of clauses:

- *First of all, I want to say...*
- *I didn't think much of the film. Helen, on the other hand, enjoyed it.*

Connecting adverbs and conjunctions function differently. Conjunctions (like but and although) join clauses within a sentence. Connecting adverbs (like however) connect ideas but the clauses remain separate sentences:

- I was angry but I didn't say anything. (but is a conjunction- on sentence)
- Although I was angry, I didn't say anything. (Although is a conjunction- on sentence)
- I was angry. However, I didn't say anything. (However is and adverb – two sentences)

Decode literally, this means to convert a message written/spoken in code into language which is easily understood. In reading, this refers to children's ability to read words – to translate the visual code of the letters into a word.

Determiner determiners include many of the most frequent English words, e.g. the, a, my, this. Determiners are used with nouns (this book, my best friend, a new car) and they limit (i.e. determine) the reference of the noun in some way.

Determiners include:

Articles	a/an, the
Demonstratives	this/that, these/those
Possessives	my/your/his/her/its/our/their
Quantifiers	some, any, no, many, much, few, little, both, all, either, neither, each every, enough
Numbers	three, fifty, three thousand etc
Some question words	which (which car?), what (what size?) whose (whose coat?)

When these words are used as determiners, they are followed by a noun (although not necessarily immediately):

This book is yours
Some new houses
Which color do you prefer?

Many determiners can also be used as pronouns. These include the demonstratives, question words number and most of the quantifiers.

When used as pronouns, these words are not followed by a noun- their reference includes the noun:

This is yours (= this book, this money, etc)
 I've got some.
Which do you prefer?

Dialect a dialect is a variety of a language used in a particular area and which is distinguished by certain features of grammar or vocabulary. Examples of such features in some English dialects are:
 Non-standard subject + verb patterns, e.g. I knows, you was, he like past tense form, e.g. I done, I seen various individual words and expression, e.g. owt/nowt for anything/nothing
 See also **double negative, Standard English**.

Dialouge is a conversation between two parties. May be spoken or written.

Diagraph	two letters representing on phoneme: bath <u>th</u> , train, ch/ur/ch Consonant diagraph- sh as in sheep; vowel diagraph ea as in beach
Diminutive	is a term which implies smallness. This may reflect actual physical lack of stature; alternatively, it may be used as a term of endearment. The word may be a recognized word, e.g. Ting Tim, little Dorrit, or may be created by the addition of a suffix to a name or noun: <i>lamb<u>kin</u></i> , <i>star<u>let</u></i> , and <i>kitchen<u>ette</u></i> .
Direct speech and Indirect speech	there are two ways of reporting what somebody says, direct speech and indirect speech. In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('...' or "...") – also called inverted commas or quotes) mark the beginning and end of direct speech: Helen said, 'I'm going home'. 'What do you want?' I asked. In indirect speech (or reported) speech, we report what was said but do not use the exact words of the original speaker. Typically we change pronouns and verb tenses, and speech marks are not used: Helen said <u>(that) she was going home</u>. I asked them <u>what they wanted</u>.
Discussion text	a text (written or spoken) which presents all sides of an issue. A discussion text typically begins by outlining the issues before making points for and against. These points are backed up with evidence. It often concludes by stating an opinion in favor of one Particular side, or by asking the reader/listener to decide,. An example of a discussion text would be presenting arguments for and against school uniform, or for and against a new runway at Manchester Airport.
Double negative	in non-standard English, a double negative may be used. For example: we <u>didn't</u> see <u>nobody</u>. I <u>never</u> took <u>nothing</u>. Such double negatives are not acceptable in Standard English. The equivalent standard forms would be: we didn't see <u>anybody</u>. I didn't take <u>anything</u>.
Edit	to modify written work, either own or another's, in preparation for publication. The process takes place after drafting (composition) revising (major restructuring) and before proof-reading (a final check for typographical, spelling errors, etc). it involves checking of facts, minor improvements to style at sentence level, and checking for accuracy and agreement .
Empathy	identifying with another: a character in a story, or an historical figure; the ability to see situations from the other's point of view. Literally 'feeling with' or 'feeling in'.
Exclamation Mark (!)	an exclamation mark is a utterance expressing emotion (joy, wonder, anger, surprise, etc) and is usually followed in writing by exclamation mark (!). Exclamations can be interjections: <i>Oh dear! Good grief! Ow!</i> Some exclamations begin with <i>what</i> or <i>how</i>: <i>What a beautiful day! How stupid (he is)! What a quiet little girl!</i>
Explanation text	explanation text is written to explain how or why something happens, e.g. how river valleys are formed or why the Romans built roads. Typically such text consists of a description of the phenomenon effect and an explanatory sequence. The writer will normally need to use connectives expressing cause and effect (e.g. <i>so, therefore, as a result</i>) and time (e.g. <i>later, meanwhile</i>).

The passive often occurs in writing of this kind. For example: *Roman roads are considered to be a miracle of engineering.*

Fable	a short story which is devised and written to convey a useful moral lesson. Animals are often used as characters, as in Aesop's Fables.
Fact	accepted observable or demonstrable truth. What is accepted as truth may change over time, in the light of new evidence. Facts must be supported by evidence; if evidence is not available, they can only be given the status of opinion.
Fairy tale	is a story written for, or told to, children which includes elements of magic and magical folk, such as fairies, elves, goblins.
Fiction	text which is invented by a writer or speaker. Characters, settings and events are created by the originator. In some cases, one of these elements may be factual: for example, the setting may be name city or area; the text may be based on an historical event.
Figurative language	is the use of metaphor or simile to create a particular impression or mood. A writer may develop an idea of a character's military approach to life by using phrases and words which are linked with the army, such as he was something of a loose cannon (metaphor); he rifled through the papers; his arm shot out; he flew down the stairs; they twittered to each other; he perched on his chair; his feathers were definitely ruffled.
Format	the way in which a text is arranged or presented, for example as a book, leaflet, essay, video, audio tape. May also relate to the structure of the text, for examples, the use of headings and sub headings, diagrams/ photographs with captions
Generic structure	the way in which elements of text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. See discussion text, explanation text, instruction text, narrative text, recount text, report text.
Genre	this term refers to different types of writing, each with its own specific characteristics which relate to origin (legend/folk tale) or reader interest area- the types of books individuals particularly choose to read: <i>adventure, romance, and science fiction</i> . Texts with these specific features – often related to story elements, patterns of language, structure, vocabulary – may be described as belonging to a particular genre. These attributes are useful in discussing text and in supporting development of writing fiction. Texts may operate at different levels, and so represent more than one genre; some will combinations, for example historical romance.
Guided Reading	a classroom activity in which pupils are taught in groups according to reading ability. The teacher works with each group on text carefully selected to offer an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in terms of reading cues and strategies, language and vocabulary, or sophisticated aspects of grammar, inference, skimming and scanning.
Guided writing	a classroom activity in which pupils are grouped by writing ability. The teacher works with each group on a task carefully selected to for an appropriate level of challenge to the group. Usefully thought of as a 'mini lesson'. Challenge may be in

terms of spelling, letter formation, simple punctuation, language and vocabulary, or sophisticated aspects of generic structure, planning and editing, use of imagery and so on.

Homograph

words which have the same spelling as another, but different meaning:

- The calf was eating/ my calf was aching
- The North Pole / totem pole/ he is a pole.

Homonym

words which have the same spelling or pronunciation as another, but different meaning or origin. May be a **homograph** or **homophone**.

Homophone

words which have the same spelling as another but different meaning or different spelling: read/reed; pair/pear; right/write/rite. A **homonym**.

Hyphen (-)

a hyphen is sometimes used to join the two parts of a compound noun, as in golf-ball and proof-read. But it is much more usual for such compounds to be written as single words (e.g. football, headache, bedroom) or as separate words without a hyphen (golf ball, stomach ache, dining room, city centre).

However, hyphens are used in the following cases:

- in compound adjectives and longer phrases used as modifiers before nouns:

A foul-smelling substance

A well-known painter

A German-English dictionary

A one-in-a-million chance

A state -of-the-art computer

A ten-year-old girl

- in many compound nouns where the second part is a short word like in, off, up or by:

A break-in

A write-off

A mix-up

A passer-by

- in many words beginning with the prefixes co-, non- and ex-:

Co-operate

Non- existent

Ex- husband

Hyphens are also used to divide words at the end of a line of print.

High-Frequency Words

These are words that occur very frequently in English, e.g. "the", "of", "and", "a", "to", "in", "is", "you", "it". Because they are so commonly used. These are words that learners need early on in their learning.

Idiom

an idiom is an expression which is not meant literally and whose meaning cannot be deduced from knowledge of the individual words. For example:

You look a bit under the weather this morning. Are you all right?

Try and keep to the point of the discussion. You're always introducing red herrings.

You and I have the same problems- we're in the same boat.
That name rings a bell. I've heard it before somewhere.

Imagery	use of language to create a vivid sensory image- often visual. May include: Vocabulary choice of synonym, for example <i>sprinted/ran/raced</i>, selection of adjectives and adverbs Simile <i>he ran like the wind</i> Metaphor <i>his feet had wings</i> See figurative language
Inflection	inflection is a change to the ending of a word to indicate tense, number or other grammatical features. For example: walk – walks/<u>walked</u>/<u>walking</u> shoe – shoes old – <u>older</u>/ <u>oldest</u>
Interjection text	An interjection is a word like Ouch! Oh! Or Damn! Expressing an emotion such as pain, surprise, anger, etc. an interjection is followed by an exclamation mark (!)
Jingle	a short verse or line used to attract attention and be memorable. It may be based on alliteration or rhyme.
Legend	is a traditional story about heroic characters such as King Arthur, which may be based on truth, but which has been embellished over the years. Also refers to the wording on maps and charts which explains the symbols used.
Metaphor	where the writer writes about something as if it were really something else. Fowler describes it as an 'imaginative substitution'. For example: he is an ass; love's meteor. A poisoned apple passed along from generation to generation (McGough).
Modal verb	the modal verbs are: <i>Can/could</i> <i>Will/would</i> <i>May/might</i> <i>Must/ought</i> These auxiliary verbs are used to express such ideas as possibility, willingness, prediction, speculation, deduction and necessity. They are all followed by the infinitive, and ought is followed by to + infinitive: <i>I <u>can</u> help you</i> <i>We <u>might go</u> out tonight</i> <i>You <u>ought to eat</u> something</i> <i>Stephanie <u>will be</u> here soon</i> <i>I <u>wouldn't do</u> that if I were you</i> <i>I <u>must go</u> now.</i> These verbs can occur with other auxiliary verbs (be and have): <i>I'll <u>be</u> leaving at 11:30.</i> <i>You <u>should have</u> asked me.</i>

They must have been working.

In this context have is unstressed and therefore identical in speech to unstressed of; this is why the misspelling of for standard have or 've is not common.

Myth	is an ancient traditional story of gods or heroes which addresses problem or concern of human existence. May include an explanation of some fact or phenomenon.
Narrative text	text which re-tells events, often in chronological sequence. May be purely fictional, or include some information. May be in prose or poetic form.
Noun	a noun is a word that denotes somebody or something. In the sentence 'My younger sister won some money is a competition' are nouns. Many nouns (countable nouns) can be singular (only one) or plural (more than one). For example sister/sisters, problem/problems, party/parties. Other nouns (mass nouns) do not normally occur in the plural. For example: butter, cotton, electricity, money, happiness. A collective noun is a word that refers to a group. For example, crowd, flock, team. Although these are singular in form, we often think of them as plural in meaning and use them with a plural verb. For example, if we say 'The team <u>have</u> all won all <u>their</u> games so far', we think of 'the team' as 'they' (rather than 'it'). Proper nouns are the names of people, places, organizations, etc. these normally begin with a capital letter: Amanda, Birmingham, Microsoft, Islam, November. Noun phrase is a wider term than 'noun'. It can refer to a dingle noun (money), a pronoun (it) or group of words that functions in the way as a noun in a sentence, for example: <i>A lot of money</i> <i>My younger sister</i> <i>A new car</i> <i>The best team in the world</i> Similarly, a noun clause functions in the same way as a noun. For example: <i>The story was not true.</i> (Noun) <i>What you said was not true.</i> (Noun clause)
Onomatopoeia	words which echo sounds associated with their meaning: clang, hiss, crash, cuckoo.
Participle	verbs have a present participle and past participle. Present participle – the present particle ends in –ing (working, reading, going, etc.). Although it is called 'present', it is used in all continuous forms: she is going, she was going, she will be going, she would have been going, etc. Past participle- the past participle often ends in –ed (worked, played) but many common verbs are irregular and have other endings, e.g. –t (kept), -n (flown), and –en (stolen). Past participles are used:

After have to make perfect forms: I've worked, he has fallen, we should have gone

After be (is/was etc.) to make passive forms: *I was asked, they are kept, it has been stolen*

Here too, the name is misleading,, because passive forms need not refer to the past:
A toast will be drunk.

Participles (present and past) are sometimes used as adjectives: the falling leaves, stolen goods. They can also be used to introduce subordinate clauses, for e.g.:

Being a student, Tom doesn't have much money.

Written in 1923, the book has been translated into
Twenty-five languages.

Person

in grammar, a distinction is made first, second and third person.

One uses the first person when referring to oneself (I/we); the second person when referring to one's listener or reader (you); and the third person when referring to somebody or something else (he/she/it/they/my/friend/the books, etc.)

Personification

a form of metaphor in which language relating to human action, motivation and emotion is used to refer to non-human agents or objects or abstract concepts: *the weather is smiling on us today; Love is blind.*

Persuasive text

Text which aims to persuade the reader. A persuasive text typically consists of statement of the viewpoint, arguments and evidences for this thesis, possible some arguments and evidence supporting a different view, and a final summary or recommendation.

Connectives will be related to reasoning (*therefore, however*).

An example of such a text would be an essay on banning fox-hunting or recycling, or whether Roald Dahl was the greatest writer in English. Advertisements are forms of persuasive text.

Phrase

a phrase is a group of words that act as one unit. So dog is a word, but the dog, a big dog or that dog over there are all phrases. Strictly speaking, a phrase can also consist of just one word. For example, in the sentence Dogs are nice, 'dogs' and 'nice' are both one-word phrases.

A phrase can function as a noun, an adjective or an adverb:

- A noun phrase - a big dog, my last holiday
- A adjectival phrase - (she's not) as old as you, (I'm) really hungry
- An adverbial phrase - (they left) five minutes ago, (she walks) very slowly

If a phrase begins with a preposition (like in a hurry, along the lane), it can be called a prepositional phrase. A prepositional phrase can be adjectival or adverbial in meaning:

Adjectival - (I'm) in a hurry, (the man) with long hair

Adverbial – (they left) on Tuesday, (she lives) along the lane

Poem

A text which uses features such as **rhythm**, **rhyme** or **syntax** and **vocabulary** to convey ideas in an intense way. Poets may also use **alliteration**, **figurative language** and other techniques. Prose may sometimes be poetic in effect.

Prefix

the prefix is a morpheme which can be added to the beginning of a word to change its meaning. For example:

Inedible
Disappear
Supermarket
Unintentional

Preposition

a preposition is a word like *at*, *over*, *by* and *with*. It is usually followed by a noun phrase. In the examples, the preposition and the following noun phrase are underlined:

We got home at midnight.
 Did you come here by car?
 Are you coming with me?
 They jumped over a fence.
 What's the name of this street?
 I feel asleep during the film.

Prepositions often indicate time (at midnight/during the film/on Friday), position (at the station/in a field) or direction (to the station/over a fence). There are many other meanings, including possession (of this street), means (by car) and accompaniment (with me).

In questions and a few other structures, prepositions often occur at the end of the clause:

Who did you go out with?
 We haven't got enough to live on.
 I found the book I was looking for.

In formal style, the preposition can go before whom or which (with whom, about which etc):

With whom do you wish to speak?

Many prepositions (e.g. on, over, up) can also be used as adverbs (without a following noun or pronoun):

We got on the bus. (Preposition- followed by a noun phrase)
 The bus stopped and we got on. (Adverb – on following noun or pronoun).

Pronoun

There are several type of pronoun, including:

Personal pronouns I/me, you, he/him, she/her, we/us, they/them, it
 I like him. They don't want it.

Possessive pronouns mine, yours, his, hers, ours, theirs, its
 Is this book yours or mine?

Reflexive pronouns myself, herself, themselves etc
 I hurt myself. Enjoy yourselves!

Indefinite pronouns	someone, anything, nobody, everything etc Someone wants to see you about <u>something</u> .
Interrogative pronouns	who/whom, whose, which, what <u>Who</u> did that? <u>What</u> happened?
Relative pronouns	who/whom, whose, which, what <u>Who</u> did that? <u>What</u> happen?

Many determiners can also be used as pronouns, including this/that/these/those and the quantifiers (some, much etc). For example:

These are mine.

Would you like some?

Pronouns often 'replace' a noun or phrase and enable us to avoid repetition:

I saw your father but I didn't speak to him. (= the father)

'We're going away for the weekend.' 'Oh, are you? That's nice.' (= the fact you're going away)

Punctuation	punctuation is a way of marking text to help readers' understanding. The most commonly used marks in English are: apostrophe, colon, comma, dash, ellipsis, exclamation mark, full stop, hyphen, semi-colon and speech marks (inverted commas).
Question marks (?)	a question mark is used at the end of an interrogative sentence (e.g. Who was that?) or one whose function is a question (e.g. You're leaving already?)
Recount text	a text written to retell for information or entertainment. A fictional narrative recount may consist of scene-setting, a starting point, a problem, account and a conclusion. The language is descriptive, and there may be dialogue. Characters are defined and often named. A non-fiction recount may begin with a scene-setting introduction, and then retell events in chronological order. An example of this type of text would include writing about visits, newspaper accounts of an event or a biography.
Relative clause	a relative clause is one that defines or gives information about somebody or something. Relative clauses typically begin with relative pronouns (who/whom/whose/which/that): Do you know the people <u>who live in the house on the corner</u> ? The biscuits <u>(that) Tom brought this morning</u> have all gone. (Defines 'the biscuits') Our hotel, <u>which was only two minutes from the beach</u> , was very nice. (Gives more information about the hotel)
Report text	a non-chronological text written to describe or classify. The text begins with a general classification, moving to a description of particular characteristics with a final summary. It is often written in the continuous present tense with generalized participants (people, cats, building). An e.g. of this sort of text would include a report on dinosaurs or Roman housing in a guide-book or a description of a scene.

Rhetorical	an utterance in which the meaning intended by the speaker/writer is an expression different from that which might be inferred by a questioner who is unaware of the conventions of the language; for e.g. <i>Do you know his name?</i> is a question which seems to require a yes/no response; in fact, the speaker is asking <i>What is his name?</i> Rhetorical expressions are often questions disguising imperatives: <i>Would you like to get out your English books?</i> Usually means <i>Get out your English books.</i>
Rhythm	rhythm is the more or less regular alternation of light beats and heavy beats (stresses) in speech or music. Some poetry used very regular rhythm patterns.
Rime	that part of a syllable which contains the vowel and final consonant or consonant cluster if there is one: at in <u>cat</u> ; orn in <u>horn</u> , ow in <u>cow</u> . Some words consist of rime only: or, ate, eel.
Root word	a word to which prefixes and suffixes may be added to make other words; for example in unclear, clearly, cleared, the root word is <i>clear</i> .
Semi-colon	a semi-colon can be used to separate two main clauses in a sentence: I liked the book; it was a pleasure to read. This could also be written as two separate sentences: I liked the book. It was a pleasure to read. However, where the two clauses are closely related in meaning (as in the above e.g.), a writer may prefer to use a semi-colon rather than two separate sentences. Semi-colons can also be used to separate items in a list if items consist of longer phrases. For example: I need large, juicy tomatoes; half pound of unsalted butter; a kilo of fresh pasta, preferable tagliatelle; and a jar of black olives. In a simple list, commas are used.
Sentence	a sentence can be simple, compound or complex. A simple sentence consists of one clause: <i>It was late.</i> A compound sentence has two or more clauses joined by and, or, but or so. The clauses are equal weight (they are both main clauses): <i>It was late but I wasn't tired.</i> A complex sentence consists of a main clause which itself includes one or more subordinate clauses: <i>Although it was late, I wasn't tired. (Subordinate clause beginning with although underlined)</i> Simple sentences can also be grouped as follows according to their structure: Declarative (for statements, suggestions, etc): <i>The class yelled in triumph. Maybe we could eat afterwards.</i> Interrogative (for questions, requests, etc): Is your sister here? Could you show me how?

Imperative (for commands, instructions, etc)

Hold this! Take the second left.

Exclamative (for exclamations):

How peaceful she looks. What a pity!

In writing, we mark sentences by using a capital letter at the beginning, and a full stop (or question mark or exclamation mark) at the end.

Shared reading	in shared reading the teacher, as an expert reader, models the reading process by reading the text to the learners. The text chosen may be at a level which would be too difficult for the readers to read independently. The teacher demonstrates use of cues and strategies such as syntax, initial letter, re-reading. Learners have opportunities to join in with the reading, singly or chorally, and are later encouraged to re read part or all of the text.
Shared writing	a classroom process where the teacher models the writing process for children: free from the physical difficulties of writing, children can observe, and subsequently be involved in. planning, composition, redrafting, editing and publishing through the medium of the teacher. Shared writing is interactive in nature and is appropriate for teaching all forms and genres.
Simile	the writer creates an image in readers' minds by comparing a subject to something else: s happy as a lark; as strong as an ox. Many similes are idiomatic: he smokes like a chimney.
Singular and Plural	Singular forms are used to refer to one thing, person etc. for example: tree, student, party. Many nouns (countable nouns) can be singular (only one) or plural(more than one). The plural is usually marked by the ending –s: trees, students, parties. Some plural forms are irregular. For example: children, teeth, mice. Other nouns (mass nouns) do not normally occur in the plural. For example: butter, cotton, electricity, money, happiness.

Verbs, pronouns, and determiners sometimes have different singular and plural forms:

<u>He was</u> late.	<u>They were</u> late.
Where <u>is</u> the key?	Have you seen <u>it</u> ?
Do you like this hat?	Have you seen them?
Do you like <u>this</u> hat?	Do you like <u>these</u> shoes?

Note that they/them/their (plural words) are sometimes used to refer back to singular words that don't designate a specific person such as anyone or somebody. In such cases they usually mean 'he' or 'she'.

If anyone wants to ask a question, they can ask me later.
 (=he or she can ask me)
 Did everybody do their homework?
 Work with a partner, ask them their name.

Standard English	Standard English is the variety of English used in public communication, particularly in writing. It is the form taught in schools and used by educators and speakers. It is not limited to a particular region and can be spoken with any accent. There are differences in vocabulary and grammar between Standard English and other varieties. For example, we were Robbed and look at those trees are standard English; we was Robbed and look at them trees are non-standard.
Story Board	a plan for a visual text (video, film, etc.) which demonstrates the plot and critical events through a sequence of pictures. Children may do a story board after reading to demonstrate comprehension; Story-boarding may also be used to plan a piece of writing.
Subject and Object	In the sentence <i>John kicked the ball</i> the subject is 'John', and the Object is 'the ball'. The subject is the person or thing about which something is said. In sentences with a subject and an object, the subject typically carries out the action, while the object is the person or thing affected by the action. In declarative sentences (statements), the Subject normally goes before the verb; the object goes after the verb. Some verbs (eg. Give, show, buy) can have two objects, indirect and direct eg. She gave the man some money Here, 'some money' is a direct object (= what she gave). 'The man' is the indirect object (= the person who receives the direct object). When a verb has an object, it is transitive, eg. Find a job, like chocolate, lay the table. If it has no object it is intransitive (eg. Go, talk, lie).
Suffix	A suffix is a morpheme which is added to the end of a word. There are 2 main categories: - An inflectional suffix changes the tense or grammatical status of a word, eg. From present to past (<u>work<u>ed</u></u>) or from singular to plural (<u>accident<u>s</u></u>). - A derivational suffix changes the word class eg. From verb to noun (<u>work<u>er</u></u>) or from noun to adjective (<u>accident<u>al</u></u>).
Syllable	Each beat in a word is a syllable. Words with only (1) beat (cat, fright, jail) are called monosyllabic; words with more than one beat (super, coward, superficiality) are polysyllabic
Synonym	Words which have the same meaning as another word or very similar; wet/dam. Avoids overuse of any word; adds variety.
Tense	A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past, and each of these can be simple or continuous. Eg.

Present	Past
I play (simple)	I played (simple)
I am playing (continuous)	I was playing (continuous)

Additionally, all these forms can be perfect (with have):

Present perfect	Past perfect
I have played (perfect)	I had played (perfect)
I have been playing (perfect continuous)	I had been playing (perfect continuous)

English has no specific future tense. Future time can be expressed in a number of ways using *will* or present tense. For example:

John will arrive tomorrow.

John will be arriving tomorrow.

John is arriving tomorrow.

John arrives tomorrow.

Text type

This term describes text which share a purpose: to inform/persuade/describe. Whole texts or parts of texts with specific features – patterns of language, structure, vocabulary – which help the, achieve this purpose maybe described as belonging to a particular text type. These attributes are not obligatory, but are useful in discussing text and in supporting development of a range of writing skills.

Theme

The subject of writing. This may not be explicitly stated, but can be deduced by the reader. For example, many traditional stories have similar themes: the triumph of good over evil, cunning over strength, kindness over beauty.

Verb

A verb is a word that expresses an action, a happening a process or a state. It can be thought of as a 'doing' or 'being' word. In the sentence Mark is tired and wants to go to bed, 'is', 'want' and 'go' are verbs. Sometimes two or more words can make up a verb phrase, such as are going, didn't want, has been waiting

Most verbs (except modal verbs, such as can or will) have four or five different forms. For example:

A verb can be present or pas:

I wait/she waits (present)

I waited/she waited (past)

Most verbs can occur in simple or continuous forms (be + -ing)

I make (simple present)/I'm making (present continuous)

She drove (simple past)/she was driving (past continuous)

A verb can also be perfect (with have):

I have made/I have been making (present perfect)

He had driven/he had been driving (past continuous)

If a verb is regular, the simple past and the past participle are the same, and end in –ed. For example:

wanted

played

answered

Verbs that do not follow this pattern are irregular. For example:

made/made

catch/caught

see/saw/seen

come/came/come

Word class

the main word classes are **verb, noun, adjective, adverb, pronoun, determiner, preposition** and **conjunction**.

These are all dealt with separately in this glossary.

Note that a word can belong to more than one class. For example

play verb (I play) or noun (a play)

fit noun (a fit), verb (they fit) or adjective (I'm fit)

until preposition (until Monday) or conjunction (until I come back)

like verb (I like) or preposition (do it like this)

hard adjective (its hard work) or adverb (I work hard)

that determiner (that book) or pronoun (who did that) or conjunction (he said that he..)

Writing frame

a structured prompt to supporting writing. A writing frame often takes the form of opening phrases of paragraphs, and may include suggested vocabulary. It often provides a template for a particular text type.

APPENDICES

THE LITERACY HOUR

The Literacy Hour is an instructional programme initiative which focuses on the teaching of literacy using an approach that integrates all the aspects of language arts.

The lesson should begin with clear objectives.

The teacher-led part of the hour should be interactive with the teacher modeling what the pupils have to do.

The pupils increasingly join in the activity so that they have the confidence to work on their own in the second half of the lesson.

SHARED READING or WRITING - WHOLE CLASS approx. 15min

- Teachers reads with the class focusing on comprehension and on specific features eg word-building and spelling patterns, punctuation, the layout and purpose, the structure and organization of sentences.
- Shared reading provides a context for applying and teaching word level skills and for teaching how to use other reading cues to check for meaning, and identify and self-correct errors.
- Shared reading/ writing, also provide the context for developing pupils' grammatical awareness, and their understanding of sentence construction and punctuation.
- Shared reading is used to extend reading skills in line with the objectives. Teachers should also use this work as a context for teaching and reinforcing grammar, punctuation and vocabulary work.

Shared writing is also used to teach grammar and spelling skills, to demonstrate features of layout and presentation and to focus on editing and refining work. It should also be used as a starting point for subsequent independent writing.

- Wherever possible, shared reading and writing should be interlinked.

SENTENCE OR WORD LEVEL WORK - WHOLE WORK approx.15 min.

There must be a systematic, regular and frequent teaching of phonological awareness, phonics and spelling throughout.

Word recognition, graphic knowledge, and vocabulary work should

also have a teaching focus during this period of 15 minutes. At Grade 2-4, this time should be used to cover spelling and vocabulary work and the teaching of grammar and punctuation from the sentence level objectives. Teachers will need to plan a balance of word and sentence level work for this second part of the Hour, across each half-term, to ensure that all these objectives are covered.

GUIDED GROUP AND INDEPENDENT WORK approx. 20min

This section of the Literacy Hour has two complementary purposes:

- to enable the teacher to teach at least one group per day, differentiated by ability, for a sustained period through 'guided' reading or writing;
- to enable other pupils to work independently - individually, in pairs or in groups - without recourse to the teacher.

Independent work - this happens at the same time as the guided group work. Pupils apply their literacy skills in meaningful tasks individually, in pairs or in groups. The teacher works with small groups to improve specific skills through guided reading or writing.

FINAL 10 MINUTES - PLENARY SESSION - WHOLE CLASS

- enable the teacher to spread ideas, re-emphasize teaching points, clarify misconceptions and develop new teaching points;
- enable pupils to reflect upon and explain what they have learned and to clarify their thinking;
- enable pupils to revise and practice new skills acquired in an earlier part of the lesson;
- develop an atmosphere of constructive criticism and provide feedback and encouragement to pupils;
- provide opportunities for the teacher to monitor and assess the work of some of the pupils;
- provide opportunities for pupils to present and discuss key issues in their work.

The Literacy Hour

INTRODUCTORY ACTIVITIES

(Activating Background Knowledge)

- | | | |
|---------------------------------|-------------------------|---------------------------|
| 1. K-W-L-S | 5. ABC Brainstorm | 9. Discussion |
| 2. DRTA | 6. Literacy Mystery Box | 10. Free talk-experiences |
| 3. Text /picture Walk | 7. Picture/Video Clips | 11. Story Impressions |
| 4. Making predictions/Inference | 8. Audio- Poetry/Song | |

LESSON IDEAS AND REMINDERS

Guided Activities	REMINDERS	Independent Activities
1. Text Walk 2. Lessons in Vocabulary/Word Study Phonemic Awareness, Phonics Comprehension, Fluency Grammar Writing etc.	➤ Differentiate Instruction ➤ use different types of groups (paired, skill, interest, research, cooperative) ➤ Focus on comprehension, writing, language structure, phonics, vocabulary & word study, fluency, listening and speaking each week but make connections. <u>Do not leave pupils hanging.</u> ➤ Provide opportunities for the Reading & Writing Connection. Plan ahead ➤ Make careful selection of materials and use a variety of text . eg fiction, nonfiction, poetry ➤ Consider Gender-sensitive teaching	➤ Completing KWL charts, character maps, graphic organizers ➤ Re-reading text for Readers' Theatre- ➤ Completing sentences; using words in sentences ➤ Conducting research ➤ Creating songs, poem, stories ➤ Drawing/Illustrations ➤ Creating posters ➤ Making postcards ➤ Answer comprehension questions

SAMPLE WEEKLY LANGUAGE ARTS UNIT PLAN 1- LITERACY HOUR

Grade 3 Theme : The Food We Eat Topic: Where do foods come from Key Text: The Food We Eat

Success Criteria		Pupils will:	Vocabulary	Resources
- Use the reading strategy of connecting to prior knowledge to understand text - Do research and answer questions about information gathered. - Use the QAR comprehension strategy - Write a summary in response to text read - Identify the main idea and details in a text - Write sentences that compare and contrast information - Identify long /e/ digraph - Identify, spell and use high frequency words related to foods - Write a paragraph by adding details to the main idea. - Use punctuation marks appropriately in writing - Use the correct tense of verbs - Read aloud text related to the theme to build fluency and accuracy			food, plants, animals, orange, bagels omelets, hamburger, cattle, pepperoni, sauce, plants, animals, orange, potatoes, chicken, popcorn, hamburger, pizza, wheat, seed, meat, beef, eat, cheese Content Strategy: connecting to prior knowledge- Pupils use background information and information in the text to make connections to: Graphic organizers - representing something in the form of pictures or images Diagraphs- two vowels combine to make one sound e.g. beef, meat	Copies of the book – The food we eat, worksheets flash cards magnetic letters pictures of foods literacy box with item related to foods word games food samples Introductory Activity Pupils display a variety of foods, labels of foods, cooked and raw foods and have a mini exhibition.
Day	Text Level Shared Reading/Writing	Word /Sentence Level (mini lesson)	Guided/Independent Activity	Plenary
Mon	- Talk about foods pupils ate for the morning and make a list Observe pictures of food in text and add to the list - have them tell where they think the foods came from - Read text with pupils Use pupils background knowledge to make connections to the text Pupils share how they are connected with what they already know as they read. Question pupils on details in text e.g. where, how, when, why	- Have students look at the list of foods on the board to see if any of the foods they listed were in the book. - Make a food web showing food from plants/animals -Identify words with long e diagraphs from the list Highlight new words and observe spelling Highlight subject/verb agreement in sentences from text and teach mini lesson Use punctuation (comma) to write list of foods Write sentences about foods using new words and words with long e	Below average group Teacher re reads the text with this group for fluency and further understanding Make a list of foods, circle words with e diagraphs Use graphic organizer to categorize food from plants and animals Answer simple questions (3) about text Above average group Pupils read the story with partner/independently for fluency Summarize information from the web in about 4-5 sentences Answer questions (5)based on the text	Pupils share summary written Pupils talk about what they have learnt

Tues	Re read the text Check for fluency as pupils read View pictures of foods Have pupils focus on 2 foods to compare and contrast Pupils work in mix ability groups using a graphic organizer Teacher summarizes selections of the text and have pupils identify the main idea and supporting details	-do further categorization of foods e.g. perishable and non-perishable, sea/land - Review long e diagram and other vocabulary words Using chart complete sentences that compare and contrast foods	Below average group Use magnetic letters to spell new words Write sentences about foods using information from graphic organizer Identify main idea from pictures Above average group identify main idea and supporting details for paragraphs Write sentences that compare and contrast any 2 foods List vocabulary words and find meaning of unknown words using a dictionary	Share sentences written
Wed	Pupils share research information on any food of choice and will share information in author's chair Other pupils will question the pupil about the food Prepare pupils for writing an expository paragraph Read samples of expository paragraph	Highlight vocabulary words from pupils' research Gather information for writing Focus on main idea, topic sentence and how to write details to support main idea Teach pupils how to organize their writing Focus on correct usage of verbs in sentences	Below average group Teacher assist pupils in gathering information for writing in small groups and individually Give assistance in choosing a topic Above average group This group works on piece of writing Pupils choose a food of their choice to write about. They use a picture to assist them	Talk about experience in writing e.g. what is easy or difficult

Thurs	Read poem about foods individually/chorally Observe rhythm and rhyme in poem Question pupils about details in poem using higher and lower order questions	Highlight food related words in poem Teach high frequency words from poem Use words in sentences Continue working on second draft of paragraph	Below average group Continue work on writing task Above average group continue work on writing task teacher give assistance to this group to ensure they are on the right task Pupils research information from other text to gather information for writing	Do oral reading of any text related to food
Fri	Have oral reading of key text and other text relating to foods Focus on fluency, accuracy, use of punctuation Read individually	Play word games using vocabulary words of the week Make orally sentences with words	Below average group Teacher assist in editing work Above average group Edit their work with a partner /small groups using a checklist	Share by choice paragraph written

SAMPLE WEEKLY LANGUAGE ARTS UNIT PLAN 2-

LITERACY HOUR

Theme: Emotions**Topic:** Dealing With Problems**Key text:** San Francisco Earthquake

Successes Criteria	Content	Resources
Pupils will be able to: Reading/Comprehension/fluency • Use background knowledge to help make meaning of text/ • Making inferences • Connect ideas in the text to their own knowledge and experiences, to other familiar text and to the world around them • Read text to predict outcomes • Use QAR and Question strategy to make meaning of text • Read fluently using correct tone and punctuation • Dramatize activities in the story Writing • Write personal narrative • Write sentences in sequence • Use the past tense of irregular verbs in writing • Use the present and past continuous tense in written text Vocabulary/Word Recognition • Identify and use: compound words, synonyms, • Find the meaning of unfamiliar target words (feeling words) using context and a dictionary Language Structure • Use the past tense of regular and irregular verbs in speaking and writing • Use the present and past continuous tense • Use punctuation appropriately in writing Listening and Speaking ➤ Use the present and past continuous tense in oral text ➤ Interpret information by drawing upon prior knowledge and experiences ➤ Recognize the perspective of others ➤ Distinguish between facts and opinions exaggeration	Text to self, text to text, and text to world are ways for students to activate background knowledge to connect with the text. Texts to Self-Students connect with the text via their own personal experiences or life. Text to Text-Students connect to the text in relation to another text e.g. from a previous book they have read. Texts to World-Students connect to the text in relation to the world. e.g from what is viewed on television, internet, or movie inference - finding clues and putting them together to make meaning synonyms- words with similar meaning compound word - is made when two words are joined to form a new word Personal narrative- writing from your own experience. It is important to tell what happen first, next, after that lastly. The writer's job is to put the reader in the midst of the action letting him or her live through an experience. We use the Present Continuous Tense to talk about activities happening now. We use the Past Continuous to talk about past actions.	Reading text- San Francisco Earthquake Flash cards, games, dictionary , role play, sentence strips, newspaper, Vocabulary downstairs, furniture, smashed, outside, pavement, nightclothes, yelling, earthquake, tremors, everywhere, howling, spooky, volunteers rebuild, worried, soldiers, scared, nervous, frightened, Comprehension Skills & Strategies: sequencing, making connections, predicting, questioning, using background knowledge, identifying details, QAR, facts & opinion, read aloud, shared reading

Success Criteria	Whole class 15 min Shared reading/writing Listening& Speaking	Whole class 15min Word/sentence level (minilesson)	Assessment Guided/Independent Activities 25 min	Plenary 5min.
Monday ➤ Connect ideas in the text to their own knowledge and experiences ➤ Use background knowledge to help make meaning of text ➤ Make predictions using information from text ➤ Find the meaning of unknown (feeling) words and use them in sentences ➤ Use the present continuous tense in oral and written work ➤ Read orally parts of the story	Before reading pupils tell what they think the text is going to be about by discussing the title Have pupils talk about their personal experiences of tremors Pupils make personal connections by discussing with teacher and peers. Give each student a copy of the text "San Francisco Earthquake" Discuss the format of text e.g. diary or journal Talk about the use of a diary and journal Teacher reads and questions pupils to monitor their comprehension and to make predictions. Pupils give reasons for answers Highlight '-ing' words and teach the use of the present continuous tense	Have pupils underline unknown words/phrase Generate sensory words by asking questions and using clues from text e.g. Everyone was yelling tell feelings of e.g. (fear, horror) If your house was shaking how would you feel? (nervous, scared) Find meaning of words in context Highlight vocabulary words and phrases to help bring out meaning e.g. Everyone is "<u>shaken up.</u>" Add ing to root words Use words orally in sentences	Above average 1. Reread text on their own 2. Write a journal entry of about 5 sentences Use new words to talk about feelings Write in the present continuous tense 3. Answer these questions in complete sentences average 1. reread text in small groups 2. Write a journal entry of about 3 sentences using these words in the present tense 3. Answer these questions Below average Re read parts of text with assistance of the teacher Draw 2 pictures of any activity in the text and write a sentence about it complete the sentences using the best words	

Success Criteria	Whole class 15 min Shared reading/writing Listening & Speaking	Whole class 15min Word/sentence level (target)	Assessment Guided/Independent Activities 25 min	Plenary
Tuesday ➤ Connect ideas in the text to other familiar text and to the world around them ➤ Use the question strategy to answer and write questions ➤ Write sentences in sequence using connecting words ➤ Review vocabulary words and generate feeling words ➤ Identify and use compound words ➤ Use the past continuous tense in oral and written work ➤ Read orally parts of the story	Pupils talk about earthquake they have read about or seen on tv Reread the text in groups and question pupils e.g. what do you notice about the author? What do you think was important? What were you able to picture in your mind? etc. Have pupils formulate their own questions Listen to varied responses to questions Focus on teaching sequencing by observing activities during each entry in the text Discuss the past continuous tense of the verbs	Have pupils identify compound words Use words in sentences orally and in writing Play word games to reinforce meaning Use verbs in the past continuous tense in sentences	<u>Above average</u> Read text silently and complete graphic organizer by extracting information from text Put the sentences in sequence to tell how the events took place. Answer questions about the text e.g. What can you say about the author? Complete cloze passage using the past continuous tense <u>Average</u> Read text in group and complete simple graphic organizer by extracting information from text Put the sentences in order to tell the story Complete sentences on worksheet using the past continuous tense <u>Below average</u> Work with the teacher to reread text and complete graphic organizer Put the pictures in order to tell the story Complete sentences using the past continuous tense	

Success Criteria	Whole class 15 min Shared reading/writing Listening & Speaking	Whole class 15min Word/sentence level (target)	Assessment Guided/Independent Activities 25 min	Plenary
Wednesday ➤ Use verbs in the correct tense in speaking and writing ➤ Begin to do personal narrative ➤ Use and spell high frequency sight words and vocabulary words in writing ➤ Will organize ideas for writing in logical sequence	Shared writing activity: Read similar text with features of personal narrative silently and in small groups Prepare pupils for writing personal narrative Give assistance in generating ideas, organization, etc. Focus on the past and past continuous tense in Writing.	Review sequencing focusing on activities in text Review words from previous lessons Use appropriate feeling words to tell story	Above average/ Average Begin pre-writing activities for writing paragraph i.e. choosing topics, organizing ideas, Begin first draft Mix ability group Begin pre-writing activities for writing paragraph i.e. choosing topics, organizing ideas etc. with the assistance of the teacher Begin first draft	
Thursday ➤ Dramatize ideas to bring out emotions/feelings ➤ Identify and use synonyms in writing ➤ Read aloud the story using correct tone and fluency ➤ Continue to do personal narrative ➤ Use punctuation appropriately in writing	Have pupils dramatize ideas from the text or any crisis situation they have experienced Focus on tone, fluency and use of feeling words Continue writing personal narrative Pupils write in pairs and small groups	Identify words similar in meaning to vocabulary words used in previous lesson Identify and use synonyms for over used words Focus on use of words in sentences	Mix ability group Read aloud for fluency and accuracy Continue writing task with the help of the teacher. Have individual conference with the teacher Above average Continue writing task with guidance from teacher Complete first draft of paragraph Use checklist to guide discussion and review of writing	

Success Criteria	Whole class 15 min Shared reading/writing Listening & Speaking	Whole class 15min Word/sentence level (target)	Assessment Guided/Independent Activities 25 min	Plenary
Friday ➤ Talk freely about their feelings experienced during any crisis situation directly or indirectly. ➤ Edit writing task. ➤ Use author's chair to present writing ➤ Read orally with accuracy and fluency	Have pupils listen to each other talk about feelings experienced Edit writing in small groups Share writing with the class by participating in read aloud/ author's chair	Play word games to reinforce vocabulary used throughout the week Discuss choice of words and sentence structure in pupils writing Discuss other words that could be used to give a more vivid picture of events in story	<u>Above average gr. 1</u> Edit paragraph individually using a checklist <u>Below average gr. 2</u> Edit paragraph in pairs using a checklist <u>Mix ability group</u> Edit paragraph using a checklist with the help of the teacher	Have volunteer share their work

Grade 3 Language Arts Sample Lesson Plan – Literacy Block**Theme: Emotions Key text: San Francisco Earthquake****Duration: 60min.****Success Criteria****Pupils will:**

- Connect ideas in the text to their own knowledge and experiences
- Use background knowledge to help make meaning of text
- Make inferences using information from text
- Find the meaning of unknown (feeling) words and use them in sentences
- Use the present continuous tense in oral and written work
- Read orally parts of the story

Strategies: using background knowledge, inferring, visual imagery, read aloud,**Material:** text, flash cards, sentence strips, sample diary/journal**Introduction:** let pupils talk about any experience they have had where they felt afraid. Let them talk about the feelings experienced

Whole class 15 min Shared reading/writing Listening & Speaking	Whole class 15min Word/sentence level	Assessment Guided/Independent Activities 25 min	Plenary 5min
Before reading pupils tell what they think the text is going to be about by discussing book cover and title. By the look of the text let pupils tell what kind of text e.g diary or journal) and give reason for choice Discuss why people keep a diary or journal (e.g. to write about memories of things that happen in their lives Present sample diary/journal for viewing Give each student a copy of the text “San Francisco Earthquake” Teacher reads and stop at specific areas to ask inferential questions	Pupils re-read text in small groups and circle words or phrases they do not understand Have pupils picture in their mind a house shaking during an earthquake or people yelling. Generate words that brings out emotions as a result of the action e.g. scared, nervous, frightened, etc list words on the board. Discuss words pupils circled and get meaning from context. Let pupils read sentences with the words Use flash cards and sentence strips to reinforce meaning of some words from the text	<u>Above average group</u> 1. Pupils re-read the text in pairs for fluency 2. Write a journal entry (5 or more sentences in your own words based on the text read) in the present continuous tense 3. <u>Answer the questions</u> a. Write 2 activities that took place inside and outside the house that demonstrate the house was shaking b. Why do you think people were yelling and crying? c. What does the phrase “everyone was shaken up” means? d. Another word for tremor is _____. e. What time do you think the earthquake took place? How do you know	Pupils tell what they have learnt. Volunteers share their journal entry

Pupils verify their answers using text and background knowledge After reading have pupils tell how activities in the text remind them of anything they have experienced personally. Let pupils answer questions e.g. What does this remind me of in my life? Has something like this ever happened to me? How does this relate to my life? What were my feelings when I read this? Ask other questions about the text.	Discuss the meaning of other words generated Focus on words ending in ing, Let pupils observe the root word and when ing is added to some of the words Focus on the tense of the words ending in ing and when it is used Let pupils make sentences using the present continuous tense	<u>Average group</u> 1. re-read text in small groups for further understanding and fluency 2. Write a journal entry (in your own words based on the text read) in the present continuous tense use these verbs to assist: come, shake, howl, wake (add ing to verbs) 3. Answer these questions a) Write 2 activities that took place inside and outside the house that demonstrate the house was shaking b) How did the author know what was happening outside? c) What is another word that can be used for nightclothes? <u>Below Average Group</u> 1.Re read parts of text with assistance from the teacher for fluency and further understanding 2.Draw 2 pictures of any activity in the text and write a sentence about it Add ing to these words to make new words. Come, cry, yell, wake, Use any 2 words in a sentence using the present continuous tense.	
--	--	---	--

Mini lesson Gr 3-4 Subject: Language Arts**Duration: 25 min- Whole class****Success Criteria:****Pupils will:**

Write interesting beginnings (leads) for personal and imaginative narrative paragraphs

Materials: stories with good introductions, samples of student writing, worksheets

Previous Knowledge: Pupils are aware that a paragraph has a beginning, middle and end.

Content: The first few lines of any piece of writing are essential because they set the tone and make the reader want to read on. _A good opening line should grab the reader's attention leaving the reader asking questions. This question should invite the reader to keep reading. The more students become aware of effective beginning (hooks) in stories, the more they are able to see the importance of good introductions in their own writing. E.g. of leads:

- Have you ever had a day when you wished you had stayed in bed? As I rushed out of the house to catch the bus I had no idea what was ahead of me.
- As I walked joyfully into the woods, I heard a loud bang. I looked around and realized I was on my way to one of the worst days in my life.
- "Hurry or you'll be late!" called my mother from the bottom of the stairs. If I had only known what that day would bring, I would have stayed at home.

Introduction: Teacher reviews with the pupils the parts of a paragraph e.g. beginning, middle and ending

Teacher reads two beginning stories to the pupils, (one with an interesting beginning and one with a boring beginning) then ask pupils which of the stories they would like to listen to? What about this story makes you want to continue to read? Pupils give reasons for their answers

Transitional Statement: teacher tells pupils that in the lesson they are going to learn to write good beginnings to stories. Pupils are also told that if they want someone to read their writing the beginning must be interesting.

Development

- Have pupils read their own writing and discuss whether the beginning was interesting or not. Let pupils give reasons for choices.
- Read an exciting opening paragraph from a short story. Discuss the opening with pupils.
- Introduce the term "hook" and its purpose of hooking the reader's interest so that they want to read more.
- Explain the importance of having an interesting hook or lead in the beginning of a paragraph
- Ask questions e.g. Are you able to create a picture in your mind? Do you wish to hear the rest of the story? Are you left with questions after listening to the opening sentence/sentences?
- The teacher works together with pupils to write an interesting opening sentences on the chalkboard
- Put pupils into groups and 1. Pupils find interesting leads in specific stories from text and share with class. 2. Allow pupils to create their own interesting leads with given topics. (Ensure pupils write different types of opening sentences.)
- Have pupils read their sentences to the class whilst others respond to the effectiveness in hooking the reader.

Conclusion: Write opening sentences on a board and have students evaluate them. (Leads must be appropriate to grade)

Assessment: Write 3 opening sentences to any topic on the board. (Pupils may work on)

Follow up lessons: Pupils practice in short mini lessons till they are able to write good opening sentences. Similar mini lessons can be used for organizing and writing details, writing conclusions and editing paragraphs.

Evaluation: Teacher observes pupils work to see how well they have done and to decide whether more practice is needed before moving on.

Mini lesson Gr 3 Duration: 20 min- Small group/whole class

Subject: Language Arts

Success Criteria:

Pupils will:

Develop oral expression and fluency through recognition of punctuation in reading selection.

PK: Most pupils are able to identify sight words at their grade level and above.

Material: Any grade level reading text or other book, where each child has access to a copy, a story with lots of dialogue and a variety of sentence and different punctuation marks, tape recorder, list of grade level sight words, fluency rubric

Content: Fluency is the ability to read, speak, or write easily, smoothly, and expressively.

Introduction: The teacher lets 2 pupils read text. One reads slow the other reads faster. Let pupils tell which reader they understood best and why.

T.S: Tell pupils what the lesson is going to be about and the purpose for it.

Development:

Explain that fluency is not the same as speed. Even though somebody may read very quickly, that does not necessarily mean that he or she understands what the text says. Tell students that somebody who reads with expression, or feeling, and with an understanding of the text, is a fluent reader.

- Teacher models and read aloud a passage with proper expression, rate and intonation.
- Let pupils use a rubric to evaluate the teacher.
- Discuss the purpose of the different punctuation marks in the passage during reading.
- Discuss proper expression for each mark and have students model together. Focus on quotation marks, the purpose of it and the tone of voice that needs to be used.
- Pupils practice reading list of words and phrases then passages at their reading level in pairs and assess their peers using a rubric.
- Teacher monitor above average pupils do repeated reading with higher level passages
- Allow volunteers to demonstrate reading fluently in front of the class.
- Record pupils reading and playback to the class.

Conclusion: Tell students that the best way to become a more fluent reader is to practice.
Let pupils talk about their experience when they listen to themselves.

Assessment: 1. Pupils read in pairs using a rubric (one reads the other listens)

2. Pupils read in front of the class and other pupils assess using a rubric

3. Record pupils' voices and play for the class to assess.

Evaluation: Teacher evaluates pupils' progress. In follow up lessons teacher can question pupils to assess comprehension of passages read.

Texts Used in the Guide

<u>San Francisco Earthquake</u> (MAKING CONNECTIONS READING COMPREHENSION SKILLS & STRATEGIES- TEACHER'S EDITION BK. 3) San Francisco Earthquake April 18, 1906 When I woke up my bed was moving! Books were falling off the shelves. I pulled the covers over my head. Then I heard my Mom and Dad calling me. I jumped up and we raced downstairs. Some of the furniture had fallen over. Mom's favorite plates were all smashed on the floor. I could hear dogs howling outside so I ran to the window. The sun was just coming up, I could see big cracks and holes in the pavement. Some houses had fallen down! Dad went outside. People in their night clothes were out in the street. Everyone was yelling and crying. When Dad came back he told us there was an earthquake, maybe the biggest earthquake ever! April 19, 1906 Everyone is shaken up. This earthquake was really, really bad. We still feel little tremors every now and again.	Huge fires are burning everywhere. Houses on the street have burned down. There's no electricity or gas. I heard Dad talking to the mayor. He told Dad that there is more damage from the fires than from the earthquake itself. I miss my friends and I'm worried about them. There is no school so I don't know how everyone is doing. Most of the stores aren't open. Mom has to wait in line to get food. Then she has to cook on a little fire out in the streets. It's hard living like this. April 20, 1906 There's still no electricity so there are no lights. The mayor said everyone should stay indoors at night. The fires look spooky in the dark. Soldiers and police are helping to fight the fires. Lots of people are hurt, and the hospitals are full. April 22, 1906 Lots of people don't have homes or belongings anymore. They are living in tents. Soldiers are giving them food and blankets. Thousands of volunteers are helping to get things back to normal. We are starting to rebuild our city. However it will take a lot of time
---	--

That's Rubbish! (MAKING CONNECTIONS READING COMPREHENSION SKILLS & STRATEGIES- TEACHER'S EDITION BK.2)

Piney Acres Campground
Anywhere, USA

To Whom It May Concern:

I have just returned from a camping vacation at Piney Acres. I will never go back there again! People were throwing their litter onto the ground. I was shocked that campground was so dirty. I think your campers must be the most careless people in the world!

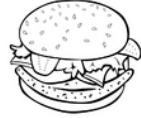
I believe people who drop litter onto the ground and into lakes and rivers don't care about nature. Litter can harm fish, birds, and small animals. Broken glass that is left on the ground can even cause forest fires!

I think people who litter should be banned from Piney Acres and all other campgrounds. You must tell your campers to think about litter. It is pollution, and pollution is bad for our planet! It is one of the biggest problems in the world today. What are you going to do about it?

Thank you for your time.

Woody B. Klee

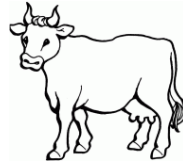
The Food We Eat – Kira Freed (www.readinga-z.com)



There are many kinds of food. Where does food come from? It all comes from plants and animals.



Where does juice come from? Orange juice comes from oranges. Oranges grow on orange trees.



Where does milk come from? Milk comes from cows. Cows are animals.



Where do bagels come from? Bagels come from wheat. Wheat grows from the seeds of a plant.

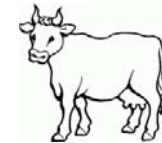
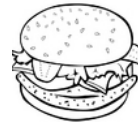


Where do omelets come from? Omelets are made from eggs. Eggs come from chickens.



Where do French fries come from? (French fries are called “chips” in Great Britain and in some other countries around the world.)

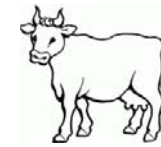
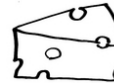
French fries are made from potatoes. Most people think potatoes are part of the potato plant’s root. They are really part of the stem that grows below the ground.



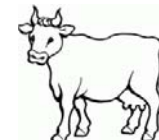
Where does hamburger meat come from? Hamburger meat is made from beef. Beef comes from cattle.



Where does popcorn come from? Popcorn comes from corn. Corn is a seed from a corn plant.



Where does cheese come from? Cheese is made from milk. Milk comes from cows.



Where does pizza come from? The crust is made from wheat. The sauce is made from tomatoes. The cheese is made from milk. The pepperoni comes from a pig. Pizza comes from plants and animals.

Sample Language Arts Test (The purpose of this test is to give teachers ideas of items that could make up an end of unit/term test.

Secret Friends By Nanette McLane

Drina stood quietly beside her father. She sighed. "I love it here," she said about the family's farm in Veracruz, Mexico. Then she frowned as she heard the buzzing of chainsaws in the distance. She looked up at her father. "What are they doing?" asked Drina. "They are destroying our forest," answered Father sadly. "Hundreds of trees will soon be gone." "Then we must stop them," said Drina. "You and me? What can we do, eh? We don't own the forest." Father sounded tired. "Besides, I have to get to work, and you need to get to school."

Drina knows her father was probably right, but she felt strongly that someone had to do something to preserve the trees. As she headed off to school, she decided to take the shortcut through the woods so she would not be late. She was thinking hard as she hurried along. "Drina," said a voice. Drina stopped suddenly and looked around. She saw no one "Up here," said the voice. When Drina looked up, the tree she saw seemed to have a face. "Yes, Drina, you did hear me talking. We trees know that you care about us. You have to help us!" it took a minute for Drina to recover from the shock of a tree talking to her.

Finally she said, "What can I do?" "Talk to all the children at school, and have them talk to their parents. Persuade everyone to walk together in the forest and stay there until the tree-cutting stops." Drina thought about that a minute. Then she looked up at the tree again. But there was no one there. Just the trees. "I must have imagined it," she thought. "Trees can't talk.....or can they?" As she hurried on down the path, she smiled to herself. "Now I know what I can do," she thought. "I'll get started as soon as I get to school."

Read the story and circle the letter close to the correct answer

1. What is happening to the forest?
 - A. The trees are getting too tall.
 - B. Someone is cutting down the trees.
 - C. The trees are changing into people.
 - D. All the birds and animals are leaving.

2. Father does not think he can do anything to stop what is happening because

- A. he is too old.
 - B. he and Drina are poor.
 - C. Drina will be late for school.
 - D. he does not own the forest.
3. What time did the story take place?
 - A. In the morning
 - B. At midnight
 - C. In the evening
 - D. Late afternoon
 4. Which sentence best describes Drina?
 - A. She is always late for school.
 - B. She does not like living on a farm.
 - C. She cares about the world around her.
 - D. She likes to play make-believe.
 5. Which of these things could happen in real life?
 - A. A girl walks through the woods.
 - B. A tree talks to a girl.
 - C. A chainsaw yells at a tree.
 - D. A tree smiles at another tree.

6. The story says, "Someone had to do something to preserve the trees." Preserve means

- A escape B save C love D feed

7. The story says "It took a minute." Which word has the same **vowel sound** as took?

- A know B work C down D stood

8. The story says, "She saw no one." Which word has the same consonant sound as the underlined letter in saw?

- A was B buzzing C voice D path

9. Which word from the story is a compound word?

- A finally B shortcut C destroying D recover

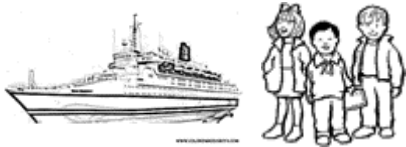
10. which part of the story could **not** really happen?

11. What will Drina most likely do when she gets to school?

Responding to Text . (advance pupils)

1. Think about the story you have just read. Write a paragraph telling how you can help to save the trees in the forest. State a main idea and write sentences to support it. Write the paragraph for your teacher to read.

2. Think of the story read to you. Draw pictures to show how you can help save the trees in the forest. Write sentences to tell about your pictures. (slower pupils)

Use the poster/advertisement to answer the questions

For limited time only a huge LOGOS SHIP will visit Dominica selling great books and having fun shows for kids. The ship will be available from May 22 to 30, 2010. The first fifty people to get on board will get free books and other great prizes. Don't miss a chance to buy great books of all subjects and to have fun, fun, fun! Hurry! Visit the LOGOS SHIP. You won't regret it!

1. What does this poster/advertisement wants readers to do?
2. What would be the benefit of going early on the boat on May 22?
3. What does the word limited means?
4. What words or phrases are used to persuade readers?
5. How many days will the ship be in Dominica?
6. Where do you think you would find such advertisement?

Read the poem and answer the questions**Daddy Fell into the Pond**
by Alfred Noyes

Everyone grumbled. The sky was grey.
We had nothing to do and nothing to say.
We were nearing the end of a dismal day,
And then there seemed to be nothing beyond,
Then, Daddy fell into the pond!

And everyone's face grew merry and bright,
And Timothy danced for sheer delight.
"Give me the camera, quick, oh quick!
He's crawling out of the duckweed!" Click!

Then the gardener suddenly slapped his knee,
And doubled up, shaking silently,
And the ducks all quacked as if they were daft,
And it sounded as if the old drake laughed.
Oh, there wasn't a thing that didn't respond
When, Daddy fell into the pond!

1. Who was the speaker in the poem?
2. What was the author's mood at the beginning of the poem?
3. What do you think was the author's purpose for writing the poem?
4. Identify 2 pairs of rhyming words from the poem.
5. Identify a figurative speech in the last stanza of the poem.

1. Read the passage. Choose the word or words that best fit in each numbered blank.

My grandfather and I went to the circus. We saw three clowns dressed up as _____. They _____ around in circles and playing tricks on each other. All of a sudden, one clown _____ into a big balloon. Then the balloon went off. The clown flew through the air and landed _____ in a net. It was a great stunt!

- | | | | |
|--------------|-------------|--------------|-----------|
| 1. child | childs | children | childrens |
| 2. running | was running | were running | runned |
| 3. jumping | jumped | jump | will jump |
| 4. most safe | safer | safest | safely |

2. Find the word that has the same sound as the underlined letter/letters.

- b. hand
 need done wind pants
- c. cry
 stay lie you crib

3. Read the underlined word. Choose the word that can be added to it to form a compound word.

- a. cup
 milk day cake spill
- b. play
 pen boat baby one

4. Find the root word of each underlined word.

- a. replace
 re rep place lace
- b. disappear
 pear appear dis ear

5. Choose the correct form of the word that best fits in the sentence.

- a. I _____ to call you last night.
 tried tryed try trying
- b. The bus will be _____ at the bus-stop.
 stopped stoping stop stopping
- stone's stonees stones
- c. The _____ stole our money.
 thieves thief's thieves thiefes
- d. The cat caught two _____.
 mices mice mouse mousse

6. Choose a pronoun to complete the sentence

Mr. John called sally. He wanted to speak with _____.
 she her him them

7. Choose the correct order for the following sentences.

- Then pull any weeds.
- Next, water the seeds each day.
- First, plant the seeds in the shade.
- The seeds will grow into pretty flowers

- 4 - 1 - 3 - 2
- 2 - 3 - 1 - 4
- 3 - 2 - 1 - 4
- 1 - 3 - 2 - 4

8. Choose the word or phrase that best completes the sentence.

The movie _____ already.

- a. has begun
- b. have begun
- c. were beginning
- d. is begun

9. A picture tells many different stories to many different people. People can look at a picture and write their own words.

Circle the main idea

- a. Pictures are made from film.
- b. You need a camera to take pictures.
- c. Photographers are able to create a story without words.
- d. Photography is a difficult hobby.

10. Choose the sentence that is written correctly.

- a. She gone to the post office.
- b. She going to the post office.
- c. She went to the post office.
- d. She go to the post office

11. Which part of the sentence has a capitalization error?

We drove mrs. [Wilkins to the] school picnic [last weekend

A B C D

12. We _____ packed our bags yet.

havenot havent' have'nt haven't

13. Which of these is not a sentence?

- a. Camping is fun.
- b. The trees are tall.
- c. We hike through the woods.
- d. Camping in the pine forest.

11. Which part of the sentence has a capitalization error?

We drove mrs. [Wilkins to the] school picnic [last weekend

A B C D

12. We _____ packed our bags yet.

havenot havent' have'nt haven't

13. Which of these is not a sentence?

- e. Camping is fun.
- f. The trees are tall.
- g. We hike through the woods.
- h. Camping in the pine forest.

14. My friend moved from Antigua.

In the sentence Antigua is

an adverb pronoun adjective proper noun

15. Which sentence has the correct punctuation?

- a. Bob, asked Did you see my new bike?
- b. Bob asked, "Did you see my new bike?"
- c. Bob asked, "Did you see my new bike?"
- d. Bob, asked "Did you see my new bike?"

16. Looking for information about insects in a science book, where would one most likely find a page number about insects?

Glossary index title page front cover

17. The man said, "where are you going?"

Which word in this sentence should be capitalized?

Man said where you

18. Which word is spelt correctly?

- a. batterys batteris batteries batteryes

19. If your mother says to you, "Your room is a "junk pile!" what does she mean?

- a. She thinks your room is arranged neatly.
- b. She thinks you have a beautiful room.
- c. She thinks your room is messy.
- d. She thinks your room is small.

20. Yesterday the sun went away, the sky grew dark, big black clouds puffed up in the sky, and the wind began to blow. What do you predict happened next?

- a. It became a sunny day.
- b. It was about to be day time.
- c. A thunderstorm came and it began to rain.
- d. It was nighttime.

21. Which statement is a fact?

- a. Ladybugs are cute insects.
- b. A rock is hard.
- c. We live in a lovely neighbourhood.
- d. Mr. Joe is a mean old man.

22. A person on TV says you should shop at Astaphans because they have the cheapest prices on shoes. The person's purpose for making this statement is to:

entertain persuade inform confuse

23. A story that is funny or silly is trying to ____ you.
entertain persuade inform scare

24. It was strange to see an open door in the uninhabited house. Uninhabited means:

- a. a helpless or difficult position
- b. having no people living there
- c. belonging to someone

25. Since no one signed up for the school talent show, the teachers decided to cancel it and try again next year. What is the cause?

- a. they canceled the show
- b. no one signed up for the school talent show
- c. they will try again next year
- d. many kids signed up for the talent show

Look at these signs and choose the best answer.



26. This sign says

- a. children must smoke
- b. no smoking
- c. smoking is fun
- d. I don't like to smoke



27. Where would you most likely see this sign?
- on the door of a classroom
 - on the beach
 - in a shop
 - on the door of a toilet used by males



28. This sign is most likely saying
- do not litter
 - boys must not litter
 - put only paper in the bin
 - do not put paper in the bin



29. Where would you most likely see this sign?
- on a skating board
 - on the side of the road
 - where there is a wet floor in a hotel
 - inside your house



30. The best activity that can take place using items from this picture is:

cooking driving recycling replaying

Edit the paragraph.

Look for errors in spelling, capital letter, possessive nouns, verb tense, homophone, contraction, and quotation marks

Hannah wanted to scare her liddle brother. First she put on a green dragon mask. The she hided behind the couch and waits for her brother too come home. when he waked in the door, hannah jumpd out from behind the couch and yelled, Boo! Hannahs brother didnt jump. He didn't even look scared at all. he just smiled and said, "Oh hello Hannah."

Writing

Choose one topic to write about.

- Think about something that happened to you during the school year. It might have been something you enjoyed, learned, or made you feel embarrassed. Write a personal narrative telling what happened. Tell what you did and how you felt.
- Think about a place in your community or country where you like to go. It might be a beach, play ground, shopping centre or any kind of place. Write a description of the place. Tell what it looks like and what you can see there. Use your senses to describe.

Think of the person you want to read your writing

Listening & Speaking

Teacher dictates a story whilst the pupils record.

Reading Comprehension Reading comprehension is the process of constructing meaning from text. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message. Comprehension entails three elements: • The reader (capacities, abilities, knowledge, and experiences that a person brings to the act of reading) • The text (any printed text or electronic text) • The activity (purposes, processes, and consequences associated with the act of Reading) <u>Different levels of comprehension</u> (a) Literal comprehension skills (e.g., identifying explicitly stated main ideas, details, sequence, cause-effect relationships, and patterns) (b) inferential comprehension skills (e.g., inferring main ideas, details, comparisons, cause-effect relationships not explicitly stated; drawing conclusions or generalizations from a text; predicting outcomes); and (c) evaluative comprehension skills (e.g., recognizing instances of bias and unsupported inferences in texts; detecting faulty reasoning; distinguishing between facts and opinions; reacting to a text's content, characters, and use of language).	Reading Comprehension Skills ➤ Finding the main idea ➤ Recognizing supporting details ➤ Distinguishing between fact and opinion ➤ Identifying an author's purpose and/or viewpoint ➤ Compare and contrasting ➤ Putting events in sequential and/or chronological order ➤ Identifying causes and their effects ➤ Using context clues ➤ Word deconstruction using prefixes, root words, and suffixes ➤ Meaning through connotation or denotation of words ➤ Drawing logical conclusions ➤ Making inferences ➤ Meaning through figurative language ➤ Analyzing viewpoint through word choice ➤ Making predictions ➤ Summarizing ➤ Identifying a theme ➤ Interpreting a literary symbol ➤ Identifying tone and mood ➤ Interpreting data in a graph or chart Strategies to Teach Text Comprehension Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. ➤ Activating Prior Knowledge ➤ Monitoring Comprehension ➤ Using Graphic organizers ➤ Asking and Answering Questions ➤ Visualizing ➤ Summarizing
---	--

- Predicting
- Inferring
- Recognizing story structure/Structure of informational text

1. Activating Background Knowledge

Relevant background knowledge, prior knowledge, or just plain experience, help students make connections to self, text and to the wider world, which increase their comprehension. Good readers constantly try to make sense out of what they read by seeing how it fits with what they already know. When we help students make those connections before, during, and after they read, we are teaching them a critical comprehension strategy that the best readers use almost unconsciously.

Making Connections

Children make personal connections (something that reminds him/her of something from personal experience or memory e.g character, problem etc) with the text by using their schema (background knowledge). There are three main types of connections we make while reading text.

- **Text-to-Self (T-S)** refers to connections made between the text and the reader's personal experience.
- **Text-to-Text (T-T)** refers to connections made between a text being read to a text that was previously read.
- **Text-to-World (T-W)** refers to connections made between a text being read and something that occurs in the world.

K-W-L Strategy

K-W-L is an introductory strategy that provides a structure for recalling what students **know** about a topic, noting what students **want to know**, and finally listing what has been **learned** and is yet to be learned.

What is its purpose? The K-W-L strategy allows students to take inventory of what they already know and what they want to know.

2. Monitoring comprehension

Monitoring comprehension is the ability of a reader to be aware, while reading, whether a text is making sense or not. Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies

- Identify where the difficulty occurs
- Identify what the difficulty is
- Restate the difficult sentence or passage in their own words
- Look back through the text
- Look forward in the text for information that might help them to resolve the difficulty

Self-monitoring prompts

- Does this make sense?
- Do I know what all the words mean?
- Was my prediction correct? Why or why not?
- Can I picture in my mind what is happening?

Students can categorize information about the topic that they expect to use.	- What do I think will happen next?
--	-------------------------------------

Fix Up Strategies – - Re-read the sentence or paragraph - Read a sentence or two ahead - Re-tell in my own words what I just read. 3 Graphic and semantic organizers Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books. Graphic organizers can: ➤ Help students focus on text structure "differences between fiction and nonfiction" as they read ➤ Provide students with tools they can use to examine and show relationships in a text ➤ Help students write well-organized summaries of a text ➤ support other text comprehension strategies Examples <u>Venn-Diagrams</u> Used to compare or contrast information from two sources. E.g.	<u>Story Map</u> Used to chart the story structure. These can be organized into fiction and nonfiction text structures. For example, defining characters, setting, events, problem, and resolution in a fiction story; however in a nonfiction story, main idea and details would be identified. <u>Storyboard/Chain of Events</u> Used to order or sequence events within a text. For example, listing the steps for brushing your teeth. <u>Cause/Effect</u> Used to illustrate the cause and effects told within a text. For example, staying in the sun too long may lead to painful sunburn. 4. Asking and Answering questions Questions can be effective because they: ➤ Give students a purpose for reading ➤ Focus students' attention on what they are to learn ➤ Help students to think actively as they read ➤ Encourage students to monitor their comprehension ➤ Help students to review content and relate what they have learned to what they already know The primary focus of effective questioning is to develop students' text comprehension skills and not a means of assessing comprehension. Questions that can be asked: ➤ What do you noticed about the author? ➤ When did you make a connection? ➤ What do you think was important? ➤ What was this mostly about?
---	---

comparing two Dr. Seuss books.	➤ What were you able to picture in your mind? ➤ What did you wonder about?
--------------------------------	---

Generating questions By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text. QAR Strategy The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. e.g. There are four different types of questions: "Right There" Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage. "Think and Search" Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer. "Author and You" Questions require students to use what they already know, with what they have learned from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question. "On Your Own" Questions are answered based on a student's prior knowledge and	Examples of questions "Kathlyn burst her head on a stone when she fell at the playground. She also bruised her knee. Her mother nursed her at home." "Right There" On what did Kathlyn hit her head? "Think and Search" How was Kathlyn hurt? "Author and You" Was Kathlyn badly hurt? Give reason. "On Your Own" What do you think caused Kathlyn to fall? 5. Visualizing- mental Imagery (think aloud) ➤ More than just visualizing, imaging helps readers to create and organized sensory and conceptual images to process and understands text. ➤ Visualization helps readers engage with text in ways that make it personal and memorable. ➤ Readers adapt their images as they continue to read. 6. Summarizing Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students: ➤ Identify or generate main ideas ➤ Connect the main or central ideas ➤ Eliminate unnecessary information ➤ Look for information that are repeated ➤ Focus on key details
--	--

experiences. Reading the text may not be helpful to them when answering this type of question.

- Break down larger ideas

7. Inferring & Predicting

Inferring - Forming a conclusion about the author's meaning using background knowledge and clues from text. Usually referred to as "reading between the lines".

Predicting - Using information from graphics, text, and experiences to anticipate what will be read and to actively enhance and adjust comprehension while reading.

- Predictions give students motivation and purpose for reading
- Using information from graphics, text, and experiences to anticipate what will be read and to actively enhance and adjust comprehension while reading.

8. Recognizing story structure/structure of informational text

Narrative Text

- Character
- Setting
- Problem
- Event
- Resolution

Informational Text

- Important points
- Logical order
- Conclusion

Three Stages of Reading

Before reading ask

- What can you predict about the story from the front and back cover of the book?
- What does the title tell you about the story?
- Who or What do you predict the story will be about and why?
- Where and when do you think the story will take place?
- What other stories have you read that are like this one?

During reading ask

- How is the setting important to the story?
- What can we learn about the characters from what they say and do?
- What problems does the character have to solve?
- What is the most important event?
- Did you make a picture in your mind while reading?
- Describe the picture and tell the words that helped to give you this picture
- Can you relate any part of this story to an event in your life?
- What do you think is going to happen next in the story?, why?

After reading ask

- How is the setting important to the story?
- What can we learn about the characters from what they say and do?
- What problems does the character have to solve?
- What is the most important event?
- Did you make a picture in your mind while reading?
- Describe the picture and tell the words that helped to give you this picture
- Can you relate any part of this story to an event in your life?
- What do you think is going to happen next in the story?, why?

➤ What questions do you have about this story?

A PARAGRAPH

A paragraph is a group of related sentences, which develop one main idea or topic. It contains the topic sentence, supporting details and concluding.

HOW IS A PARAGRAPH STRUCTURED?

TOPIC SENTENCE

This is usually it is the first sentence in the paragraph, but not necessarily. It may come after a transition sentence; it may even come at the end of a paragraph. The topic sentence expresses the main idea. The **main idea** of the topic sentence controls the rest of the paragraph.

A good topic sentence must do the following:

- Provide one relevant idea about the topic of the paper
- State something specific about the topic of the paper.
- Introduce the main idea of the paragraph.
- Give the reader an idea of what the rest of the paragraph will cover.

Topic sentences are not the only way to organize a paragraph, and not all paragraphs need a topic sentence. For example, paragraphs that describe, narrate, or detail the steps in an experiment do not usually need topic sentences. They are useful, however, in paragraphs that analyze and argue. They are particularly useful for writers who have difficulty developing focused, unified paragraphs (i.e. writers who tend to waffle). Topic sentences help these writers develop a main idea for their paragraphs and most importantly stay focused. Topic sentences also help guide the reader through

SUPPORTING DETAILS

The supporting details in a paragraph must do the following:

- Give specific details, facts, or examples to support, prove, or explain the main idea of the paragraph.
- Be as descriptive and interesting as possible.
- Explain or define any terms the reader may not know.
- Be relevant to the main idea of the paragraph.
-

CLOSING SENTENCE

A good closing sentence must do the following:

- Restate the main idea of the paragraph using different words.
- Remind the reader of the writer's feeling about the topic.
- Appear at the end of the paragraph.

Genres of Writing

NARRATIVE a genre of writing that entertains or tells a story or relay a sequence of events. Generally, these events are told in chronological order that is the order in which they happened. However a narrative paragraph most often tells a story in order to illustrate or demonstrate a point. Some of the text types include: adventure, fairy tale, fantasy, mystery, personal narrative, realistic fiction, and science fiction.

Poetry- Poetic writing is a written art form that helps the writer express an imaginative awareness and arranged to create a specific emotional response sometimes employing the use of repetition, meter, and rhyme.

complex arguments.	
--------------------	--

EXPOSITORY a genre of writing that informs, describes, or explains with text types that include: autobiography, biography, descriptive, essay, informational report, and media article.

Types of Expository Writing

Recount—a recount may be personal or factual but is generally a story or report that is known to be true. Examples may include newspaper reports and stories about people or events that have happened to them.

Persuasive a genre of writing that attempts to convince readers to embrace a particular point of view with text types that include: advertisement, editorial, persuasive essay, political cartoon, pro/con, and review

Procedural a genre of writing that explains the instructions or directions for completing a task with text types that include: experiment, how to, and recipe.

Explanation—An explanation text is used to explain a process such as how something works. It may involve explaining a series of steps involved in why something happens and what happens. This is sometimes called 'cause' and 'effect'. An example may also include using a picture or a flow chart.

Transactional a genre of writing that serves as a communication of ideas and information between individuals with text types that include: business letter, friendly email, friendly letter, interview, invitation, postcard, speeches

Descriptive: Provide specific details about what something looks, smells, tastes, sounds, or feels like. Organize spatially, in order of appearance, or by topic.

Traits of writing

<http://writing.pppst.com/6traits.html>

The Six Traits of writing **ideas, organization, voice sentence fluency, word choice, and conventions** are the qualities that teachers, writers, and readers think are important in good writing. The purpose of using Six Traits is to give teachers and students the same language and expectations of writing. We want students to transfer the writing skills they have developed in their language arts classes to writing whenever it's used, not just within their language arts experience.

Ideas

A paper with good ideas is clear, focused and holds the reader's attention. Ideas are the heart of the message. They are the reason we are writing

- Ideas are the heart of any piece of writing
- It's all about the information
- Ideas paint pictures in a reader's mind
- Informational text becomes reader-friendly
- Ideas demonstrate clarity, focus, sense of purpose

Checklist for encouraging **good ideas**:

- Is my message clear?
- Do I know enough about my topic?
- Is it interesting?
- Is my topic "small" and focused?
- Did I show what was happening?

--	--

Organization

Organization is the internal structure of the piece of writing. It gives direction to all writing by drawing the reader in. It enhances and showcases the central theme or storyline. Everything fits together like a puzzle, leaving the reader with something to think about.

Checklist for encouraging **good organization**

- Does my paper have a good opening that captures the reader's attention?
- Are my ideas in the best order?
- Does my paper have a strong ending?
- Is the writing easy to follow? A well-laid-out road map?

Voice

The voice is the heart and soul, the magic, the wit, along with the feeling and conviction of the individual writer coming out through the words. Voice gives writing personality, flavor and style. In a paper with strong voice, the writer speaks directly to the reader and is sensitive to the reader's needs.

Checklist for encouraging good **voice** in writing

- Does this writing sound like me?
- Did I say what I think and feel?
- Does my writing have energy and passion?
- Is it appropriate for my audience and purpose?

Word choice

Word choice is the use of rich, colorful, precise language that moves and enlightens the reader. It makes the writing come alive.

Word choice is clear, precise and colorful

- Find the word that is 'just right'

Checklist for encouraging proper use of **words**

- Will my reader understand my words?
- Were my words accurate, original, and just right?
- Did I use energetic verbs?
- Did I use language that painted a picture?

Sentence fluency

Sentence Fluency gives our writing rhythm with an easy flow when reading aloud. Sentences are well built with strong and varied structures. Sentences are clear and powerful. As our writing skills grow, we learn new ways to "sculpt" our writing.

Punctuate. Periods are a good thing!

Checklist for encouraging good **sentence** structure.

- How does my writing sound when read aloud?
- Do my sentences begin in different ways?
- Are some sentences long and some short?

Conventions

Once our writing is revised, we are ready to edit and proofread. It's like wrapping a package - we want to prepare our writing so others can read and enjoy it.

Conventions deal with fixing our work (e.g. grammar, capitalization, punctuation, usage, spelling, paragraphing) so that our work is as error-free as possible

Editing & revising for **conventions**

- Use of proper format (indentation, margins, spacing, etc.)
- Correct use of capitalization, punctuation and spelling
- Maintain verb tense and subject verb agreement throughout composition
- Use homophones and other vocabulary correctly

- Stretch to use new, interesting words
- Think verbs, verbs, verbs (use high energy words)
- Eliminate tired words

Checklist for encouraging good writing convention • Did I paragraph correctly? • Is my spelling correct? • Did I correctly use periods, question marks, commas, quotation marks, and other punctuation marks? • Did I use capital letters correctly? • Did I use correct grammar? Organizing a Paragraph Source - Writing Skills by <i>(Diana Hanbury)</i> There are several ways to organize your writing. Not every pattern will work for every writer or for every piece of writing. It is important to organize the writing in an order that is interesting, but more importantly it must be logical. In other words, it has to make sense to the reader. Everything must fit together, much like the pieces of a puzzle. Examples Process In this type of order, a sequence of actions is described. It instructs the reader on how to do something. It is basically a set of directions. Owner's manuals and cookbooks are organized in this pattern From caterpillar to butterfly The life cycle of the butterfly has four stages. Butterflies begin life as an egg. Then, the egg hatches into a tiny larva. Larva is another word for caterpillar. The larva eats and grows. Next, the larva attaches itself to a branch or a twig and forms a hard outer shell called a	Reason Used if you want to make someone believe something or do something. Have students write about something they feel strongly about. The best book The best book I have read in class this year was Beowulf. I like this book because it took place in the Middle Ages. I like books in those times because of the dragons, monsters, and a hero. In Beowulf the monsters were mean, but also had feelings. Beowulf is a fantasy novel and I like fantasy stories. It has a good story and a surprise ending. I didn't expect the ending would be different than what I had guessed, but it was. These are the reasons why I like this book and why I am glad we read it in class. Example Writing One of the most important types of writing for students to learn. Specific, concrete, carefully selected examples are important to all good writing. We help our family My brother and I help around the house. First, we take care of our pets. We have a bunny named Lucky. I am usually the one who feeds him. I let him exercise out of his cage. Matt has a bird named Ike. He cleans out his cage and cleans his water. Next, we help at mealtimes. We set the table. We clear the plates and put them in the sink for Mom and Dad to wash them. Finally we keep the house spotless. If we take our shoes off, we put them in the shoe basket. If we play with one of our toys, we put it back where it belongs. At the end of the day we put our dirty clothes in the dirty clothes basket.
--	---

chrysalis. This is also called a pupa, or cocoon. Finally, the butterfly matures and breaks out of its cocoon. Butterflies are just one of the many living things that change as they grow.

Matt and I have a busy life, but our family needs our help.

Persuasion

Persuasion – a special kind of reason paragraph. The task is to persuade someone to think in a certain way, to feel strongly about something or to take a certain course of action. The arguments need to be convincing and powerful. Audience is particularly important in persuasive writing because the writer must choose arguments that are most likely to influence the reader.

A kitten

I know we can't have a dog because no one is at home during the day to take care of it. But y couldn't I have a kitten? Kittens can be alone all day. I would feet it and empty its litter box every day. It could sleep in my room and keep me company at night. It wouldn't even cost us anything if we adopted a kitten form animal shelter. We could give a kitten a good home.

Descriptive

Descriptive – descriptive through sensory details. Put yourself in the picture.

My pet turtle.

A turtle can be lots of fun. My turtle is green and scaly. He has a fummy mouth. It always looks like he is smiling. He sleeps on a rock and when he wakes up he dives into the water. It makes a loud splash. I like to watch him through the clear glass of his tank

Cause and effect order

In this type of order, the cause (or reason) is usually discussed first. This then leads to a discussion of the effect (or result.)

Because toys have become electronic devices, some children today are unable to entertain themselves. Gone are the days when children invented their own adventures and used sticks as swords. cookie sheets as armor, and refrigerator box as a fortress to defend. The electronic age has delivered children all sorts of gadgets and gizmos

Comparison and contrast

- Write about one thing and then about another
- List similarities and then list differences
- Compare things by point.

Although they are sisters, Jennifer and Jessica are complete opposites. Jennifer enjoys playing sports, while Jessica would rather watch. Jennifer has no interest in playing a musical instrument, while Jessica is the first chair violinist. Jennifer listens to new age music, while Jessica prefers country. Jennifer's favorite subject is English, and Jessica's favorite is math. Jennifer likes to curl up in a chair on a rainy day and read a good book , but Jessica would rather sleep all day. No one would ever guess that they are actually twins.

Narrative

When beginning narrative with young students ask them to first write down the main points or the 5 Ws e.g. who was involved. What happened? Where did it happen? When did it happen? Why was it important?

The Robber

Ann suddenly woke up from a deep sleep. She couldn't figure out what time it was. She slowly got out of be and went to the window. She heard a loud pounding noise coming from under it. She looked outside and saw a man jumping from the window. He was carrying a bag under his arm. Ann shouted "thief, thief." The man started to run. Ann quickly ran downstairs and was about to leave the house when she saw a policeman holding a man at the back of his pants. They were walking towards the house. The man had Ann's lunch bag in his hand. As they came closer Ann could not believe who the man was. She opened her eyes and mouth wide in disbelief.

Writing – Mini lesson

The mini-lesson is an essential component of the writing model. It is

that are supposed to be realistic. Some toys even have buttons to push so prerecorded messages can be played to begin scripted adventures that require no imagination. No imagination? No wonder some children today have short attention spans

an opportunity for the teacher to introduce or revisit a writing practice. Mini-lessons can provide instruction or strategies for following procedures, brainstorming ideas, choosing the elements of craft, creating interesting beginnings and conclusions, creating titles, revising, editing or publishing work.

Dolch Sight Word List

Preprimer	Primer	First	Second	Third
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
hers	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	has	him	gave	hot
it	he	how	goes	hurt
jump	into	just	green	if
little	like	know	its	keep
look	must	let	made	kind
make	new	live	many	laugh
me	no	may	off	light
my	now	of	or	long
not	on	old	pull	much
one	our	once	read	myself

play	out	open	right	never
red	please	over	sing	only
run	pretty	put	sit	own
said	ran	round	sleep	pick
see	ride	some	tell	seven
the	saw	stop	their	shall
three	say	take	these	show
to	she	thank	those	six
two	so	them	upon	small
up	soon	then	us	start
we	that	think	use	ten
yellow	there	walk	very	today
you	they	where	wash	together
	this	when	which	try
	too		why	warm
	under		wish	
	want		work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			