



GUYANA

CURRICULUM GUIDE

LITERACY

GRADE 1

LITERACY - CURRICULUM GUIDE - GRADE 1

STANDARD 2: Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION								
Phonemic Awareness (cont'd)	2:17 - practise discriminating speech sounds in words – specifically rhyming elements. - listen and follow directions.	2:17 A. Rhyming Words This is a dog. This is a log. - <u>dog</u> and <u>log</u> rhyme Picture chart with rhyming words. <table><tr><td>Picture of a dog</td><td>Picture of a fan</td></tr><tr><td>Picture of a can</td><td>Picture of a hat</td></tr><tr><td>Picture of a cat</td><td>Picture of a log</td></tr><tr><td>Picture of a box</td><td>Picture of a fox</td></tr></table> Circle the word that rhymes with head. 1. Wear a hat on your <u>head</u> . (bed, bad)	Picture of a dog	Picture of a fan	Picture of a can	Picture of a hat	Picture of a cat	Picture of a log	Picture of a box	Picture of a fox	2:17 - Observing picture chart after listening to the instructions. - Volunteering to identify pictures that rhyme - Naming the rhyming pictures. - Reading sentences to children. - Listening carefully and supplying words that rhyme. - Explaining what are rhyming words in their own words. - Completing a given exercise.	2:17 Picture Chart. Sentences by teacher. 1. John, has a pet <u>cat</u> . (rat) 2.Go to the <u>lake</u> . (cake, make) Number Rhymes - Blue rhymes with <u>two</u> - Gate rhymes with <u>eight</u> - Fix rhymes with <u>six</u> - Drive rhymes with <u>five</u> - Run rhymes with <u>one</u> - Pine rhymes with <u>nine</u> - Door rhymes with <u>four</u> - Heaven rhymes with <u>seven</u>	2:17 Complete these sentences with a rhyming word (oral work) 1. The children will <u>play</u> all ____ All the ____.. 2. My little <u>cat</u> sat on a ____. 3. A frog sat on a ____ The king wears a ____. 4. <u>Kate</u> is by the ____. 5. Moni will <u>bake</u> a ____.
Picture of a dog	Picture of a fan												
Picture of a can	Picture of a hat												
Picture of a cat	Picture of a log												
Picture of a box	Picture of a fox												

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STANDARD 2: Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness (cont'd)	2:16 - identify phonemes in the initial medial and final positions in simple words	2:16 Look at the terms: - first - beginning sound - middle sound - final - last sound Exercise Identify the 'a' vowel sounds in these words. Say whether the sound occurs at the beginning, middle or ending of the word. 1. apple man pizza 2. egg beg 3. ox, box 4. in, pin 5. up, cup N.B Use consonants in the same way – tap, Pat, baton.	2:16 Listening to and discussing the terms beginning, middle, end in relation to letters, letter sounds. - Practising using the vowels in the various positions in given words. - Identifying the position of specific vowels, in given words by listening to the words - Making simple words with specific letter sounds in the various positions.	2:16 Phoneme Cards Tape/ Cassette recorder Teacher's material from various sources. Word cards	2:16 A. Listen to this word. Produce the phoneme n the following positions: (i) initial 1. desk, dig (ii) final 2. had, lid (iii) medial position 3. ten bed hen

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness (cont'd)	2:14 - recognise syllables in words according to the number of vowels. - identify and segment two – syllable words orally.	2:14 Practise with two – syllable words. For example, monkey money cactus lady April July grocer tulip. David Peter bucket silent hungry infant dentist tennis button Muslim Hindu pillow	2:14 Listening to words pronounced by teacher. Clapping out the syllables. Saying words orally. Segmenting two syllable words independently.	2:14 Word cards Teacher's resource materials.	2:14 Repeat only the two – syllable word as teacher says a word. limit select over twenty one four August September Monday Friday Saturday May June

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness (cont'd)	2:15 - independently blend individual phonemes to create two and three letter words.	2:15 Use of high frequency words for this practice exercise. /b/ /t/ /m/ /s/ /a/ /o/ /m/ /p/ /r/ /f/ Two-letter words in it is an am as no to me Three-letter words cat fit bat mat fat fan Sam Can sit bit was	2:15 Identifying and producing given phonemes. - Blending phonemes to make two letter; three letter words. - Playing a word game where one pupil produces a phoneme, another gives the next phoneme to make a word, class gives the word and says how many phonemes are in the word. - Practising making two-letter and three-letter words orally.	2:15 Phoneme cards Word cards Teacher's resource materials.	2:15 Listen to these phonemes make a new word: 1. /a/ /n/ /d/ 2. /h/ /e/ 3. /t/ /o/ /m/ 4. /i/ /f/ 5. /f/ /o/ /g/ 6. /b/ /u/ /t/

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION												
Phonemic Awareness (cont'd)	2:13 segment spoken words into syllables.	2:13 A. Review syllables - A syllable is a beat in a word. It contains a vowel. - What is a syllable? B. Exercises Segment these words into syllables: visit habit body lily travel cabin shadow level seven pupil open lazy hero	2:13 - Listening to and segmenting words into syllables. - Reviewing what is a syllable; a phoneme. - Giving the beginning and final sounds of the words under study.	2:13 Tape/ Cassette recorder Teacher's materials from workbooks and others. Word cards Word Cards with word parts	2:13 Find each word part to make a word <table><tr><td>ba</td><td>py</td></tr><tr><td>pen</td><td>ly</td></tr><tr><td>pup</td><td>cil</td></tr><tr><td>ru</td><td>by</td></tr><tr><td>ta</td><td>ler</td></tr><tr><td>ug</td><td>ble</td></tr></table> Say the word aloud. Listen to each word and segment each sound you hear. Candy hum bug sap him let lad	ba	py	pen	ly	pup	cil	ru	by	ta	ler	ug	ble
ba	py																
pen	ly																
pup	cil																
ru	by																
ta	ler																
ug	ble																

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STANDARD 2: Demonstrates Concepts of Print and Emergent Reading Skills in Phonemic Awareness.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness (cont'd)	2:11 - recognise that words have one or more parts. - tap out parts or syllables in words.	2:11 A syllable is a group of letters that contain a vowel sound which together form a pronounceable unit e.g. cat man are one – syllable words. - Names of people may have more than one syllable e.g. Bri - an Ra - vi Si - ta Sha - re - na - Syllables can be clapped or tapped out. NB. Teachers find words so that pupils listen and clap out the syllables.	2:11 Listening to words and identifying word parts or syllables by saying one, two, three parts. - Discussing what is a word part - Tapping out syllables in words. - Repeating words and tapping out the syllables. - Tapping out the syllables of the names of class mates.	2:11 Teacher's resource materials. Name cards (classmates) Other words found in texts, magazines, storybooks etc.	2:11 Divide these words into syllables. Listen carefully under happen begin letter cheese skip marble ankle tiger cement garden water

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness (cont'd)	2:12 recognise that a phoneme is the smallest unit of sound they can hear in a word. - orally segment words into phonemes or sounds. - identify individual phonemes in simple spoken words.	2:12 A Phoneme is the smallest unit of sound heard in words: /c/ /a/ /t/ /p/ /e/ /n/ /c/ /u/ /p/ /b/ /a/ /g/ Exercise Common words that can be divided into phonemes: rat am can kid bib not A. Give the beginning and final sounds in each word. B. Say the phonemes in these words bib kid car not C. Blend sounds to make words heard.	2:12 Listening carefully to each word pronounced. - Saying each word slowly. - Isolating each word into phonemes; stretching sounds where necessary. - Listening to and identifying the phonemes in these words: rat - car - can Sis - Mit - Identifying phonemes in simple spoken words.	2:12 Word cards with words from work books, text etc. Teacher's resource materials.	2:12 A. Blend and Say Each word has a space. Think of the sound of the vowel and say each word: bat bed hit hop fun a e i o u c_n l_t p_g f_g u b_t

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness (cont'd)	2:10 group pairs of pictures by initial sounds. - listen to and discriminate short sounds through (a) isolating each vowel sound. (b) telling the sound for specific vowels in words like – bēd, bīt, bōttle, bānd (c) telling the difference of each vowel sound in each word.	2:10 A. Pairs of pictures by initial sounds. e.g. ball boat pig pumpkin fence feather log ladder B. Vowels bēd, bīt, bōttle, bānd būn bāg bīg būg C. Practice - Find the word with similar sound. - Give the odd sound in each row of words In it in in	2:10 Listening to the initial sounds of given words. - Pairing pictures with initial sounds heard in given words. - Repeating each pair of pictures with the same initial sounds. - Listening to and isolating each vowel sound heard in given words. (Context B) - Giving the specific vowel sound heard in each word. - Discussing the difference in vowel sounds orally.	2:10 Pictures of words from w/books, magazines Word Cards Picture Strips Teacher's Resource Materials Example of Picture strip ball bat Picture of Fan Picture of a dog Picture of a cake Picture of a fence	1:10 A. Look at each picture strip. - Say what picture is about. - Name the picture if its name begins with the first letter on the left. B. Circle the vowel sound in each word. 1. bet/ bit / pen 2. Ben/ ban / bid 3. then / than/

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness	2:9 recognise that: - alphabet letter sounds help us to speak. - everything we say is made up of sounds.	2:9 A. Each letter of the alphabet has a sound. Example <i>The consonants</i> b c d f g h j k s t v w x y z. B. Song "Old Mac Donald had a Farm". Use Song to stretch the sound of each consonant. C. Vowels a e i o u - have two basic sounds. Short sounds as in ănt, ěgg, ĭnk, dŏg, ŭp Long sound as in ape, me, ice, old, use	2:9 Listening while teacher pronounces the consonant sounds of each letter. - Echoing the sounds. - Singing the sound to model the sound of each consonant; vowel. - Listening to the sounds in these words: bat, bed, back bit, but - Repeating each sound in each word separately. - Giving the sound of each initial; final sound heard in the words. - Working together with teacher to give other sounds, heard in given words.	2:9 Tape/ Cassette recorder song Letter cards Word cards RALP Readers.	2:9 A. Oral Exercise 1. Produce the sounds of the following letters: /b/ /d/ /m/ /p/ /j/ /y/ 2. Give the sound heard in the middle of each word. căt, măt sĭt, Mĭt rěd, bĕg hŏt, rŏt cŭp, bŭn B. Written Practice Write the letter for these sounds: /g/ /c/ /f/ /n/ /r/

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Concepts of Print (cont'd)	2:8 recognise that his or her own name is made up of both upper and lower case letters; sometimes upper case letters alone. - identify his or her own name from a stack of names.	2:8 A name is made up of both upper and lower case letters. Ann Roy - Sometimes his or her name can be written in upper case letters only. ANN ROY - His or her name begins with a capital or upper case letter	2:8 Selecting his or her name card from among others - Observing the print used. - Discussing same as stated in "Content". - Selecting and making his or her own name with alphabet letters. - Matching his or her efforts with the name card.	2:8 Name cards. Ann ANN Roy ROY Alphabet letters - upper case - lower case	2:8 Select the letters that can make up your: - brother's name - friend's name

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Concepts of Print (cont'd)	2:7 match CAPITAL and lower case letters correctly. - identify both upper and lower case letters.	2:7 Matching Activity Draw a line from the CAPITAL LETTER at the left to the lower case letter at the right <table border="1"><tr><td>H</td><td>p</td></tr><tr><td>M</td><td>m</td></tr><tr><td>P</td><td>h</td></tr></table> Game: Tic - Tac - Toe <table border="1"><tr><td>a</td><td>o</td><td>a</td><td></td><td>q</td><td>e</td><td>o</td></tr><tr><td>a</td><td>A</td><td>c</td><td></td><td>e</td><td>E</td><td>a</td></tr><tr><td>e</td><td></td><td>a</td><td></td><td>o</td><td>e</td><td>e</td></tr></table>	H	p	M	m	P	h	a	o	a		q	e	o	a	A	c		e	E	a	e		a		o	e	e	2:7 Matching upper case and lower case letters. - Separating alphabet cards into sets of upper case and lower case letters. - Playing Tic – Tac – Toe game by identifying both upper and lower case letters.	2:7 Sets of alphabet letters both upper case and lower case ones - Game - Sheets - Cut outs - Work sheets Teacher's resource materials. Jigsaw Matching cards Aa Rr Gg	2:7 Fix up the jigsaw puzzle by matching correctly the upper and lower cases letters.
H	p																															
M	m																															
P	h																															
a	o	a		q	e	o																										
a	A	c		e	E	a																										
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Concepts of Print (cont'd)	2:6 recognise and identify letters of the alphabet as print.	2:6 The letters of the alphabet make up all the print or writing that we use. - Print may look different sometimes - Upper and lower case - Cursive and print	2:6 Identifying print as twenty-six different symbols. - Using alphabet cards to show the different symbols. - Sorting print by similarities e.g. S s is	2:6 Magazine cut outs The alphabet in cards form or strips (A Z) Sample of print in different forms.	2:6 Make a book with different print samples

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Concepts of Print (cont'd)	2:5 name the title of the book on the cover and title page. - identify the author of the book.	2:5 Sometimes the title is found on the title page as well. - The author writes the book - The illustrator draws the pictures in the book.	2:5 Identifying the title of a book on the title page. - Talking about the author of a book; the illustrator. - Seeking out books in a series by the same author. - Discussing the pictures - Creating a book cover.	2:5 A variety of story books, levelled texts' etc. Teacher's resource materials.	2:5 Find two books by the same author.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Concepts of Print (cont'd)	2:4 select a book or two from the class library. -name two of his or her favourite book titles.	2:4 Review - The title is the name of the book. - The Title is found on the front cover. Favourite books are the ones the child likes reading or being read to.	2:4 Reviewing what is the title of the book and where it is found. - Selecting a book or two from the class library. - Examining the book; identifying the title or titles. - Discussing what he or she thinks about the title. - Naming two books he or she likes'.	2:4 Books in the Class Library. Favourite Story Books. Teacher's resource materials.	2:4 Talk about a favourite book to the class. Name the title.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Concepts of Print (cont'd)	2:3 name the parts of a book he or she already knows. - Manipulate a book correctly.	2:3 (a) name parts of a book by showing the cover, back, spine, pages. - the title or name - the author - the illustrator Handle a book correctly (b) Parts of the book continued - Table of Contents - Number of pages - Pictures	2:3 Naming the parts of a book by explaining the title, cover, book, spine, pages. - Discussing who is an author; illustrator. - Handling a story book to find the Content, - Allowing the child to manipulate a book to identify content, number of pages and pictures. -Number of pages - Pictures, Print	2:3 Story books in class library. Teacher's resource materials.	2:3 Demonstrate how to: (a) handle a book correctly. 2. Show to the class these parts: - title of the book - spine - back of the book - a page - content page - pictures in the book. You may tell briefly any thing about the book.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION										
Concepts of Print (cont'd)	2:2 differentiate between the left and right side of the page. develop the ability to scan from left to right of a page.	2:2 left to right activities a) Song: Put your left hand up; your right hand, then turn all around. Turn to the left Turn to the right b) Exercise – Colour the objects from left to right. <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> Draw a line from the cat to the door ..... Scan is to use eye movement; finger movement from left to the right side of the page.											2:2 Singing song with actions. - Identifying the left of a page, the right side. - Following a line of pictures from left to right E x B Content. - Using a mirror to track eye movement. - Tracking the position of the cat to the door with finger movement. - Tracing lines of print from left to right.	2:2 Song Exercises in left to right orientation Story books Crayons Work sheets Teacher's resource materials	2:2 Complete this activity 1. Draw a line from the a) bird a  b) butterfly a  c) fish Pond (N.B) Pictures are needed for this work sheet. 2. Use a story book and show: a) the left side of the first page b) the right side of the page c) how to read a line on the page from left to right
															
															

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Concepts of Print	2:1 The child will: identify likenesses in forms and symbols. identify differences in forms and symbols.	2:1 Visual Discrimination activities a) Matching and naming letter forms. b) Isolating items c) Comparing and contrasting letter forms. d) Game – Build a Pile Example <table><tr><td>C</td><td>C</td><td>O</td><td>Q</td></tr><tr><td>g</td><td>d</td><td>h</td><td>b</td></tr></table> B. Flash Card Drill a) M b b) b b	C	C	O	Q	g	d	h	b	2:1 Distributing exercises as illustrated in Content A. - Circling or tracing each letter that is exactly like the letter on the left. - Holding up a card d selecting a volunteer to name the letter quickly. Distributing smaller letter cards. Identifying similar letter forms, comparing and contrasting same by discussing each letter form. Playing game for reinforcement. - Drawing a letter from a pile and naming same aloud.	2:1 Flash Card Drill Large flash card Smaller letter cards Name cards Word cards Picture cards Picture Teacher's resource materials from Workbooks etc.	2:1 Complete the following. 1. Draw a line from the upper case letter to the smaller one. <table><tr><td>b</td><td>b</td><td>d</td></tr><tr><td>A g</td><td>B c</td><td>E m</td></tr><tr><td>e</td><td>p</td><td>e</td></tr></table> <table><tr><td>g</td><td>d</td><td>d</td></tr><tr><td>G n</td><td>H g</td><td>R r</td></tr><tr><td>r</td><td>h</td><td>f</td></tr></table> 2. Put an X or colour the one that is different <table><tr><td>△</td><td>□</td><td>△</td></tr></table>	b	b	d	A g	B c	E m	e	p	e	g	d	d	G n	H g	R r	r	h	f	△	□	△
C	C	O	Q																															
g	d	h	b																															
b	b	d																																
A g	B c	E m																																
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STANDARD 1: Demonstrates Grade or Age Appropriate Receptive and Expressive Language Skills

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Speaking (cont'd)	1:4 express opinions and respond to what others say.	1:4 Special events at home, school, community, family matters -Reports on activities and experiences e.g. school, concert, field trips, nature walk, birthday party	1:4 Participating in polite conversations. -Discussing topics in small and large groups -Reporting two things about a partner after a conversation -Practising simple courtesy rules -Greeting someone -Expressing 'thanks' -Offering an excuse or apology -Praising others	1:4 Pictures	1:4 The child will participate in speaking sessions.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Speaking (cont'd)	1:3 pay attention to speech sounds and pronunciation	1:3 Speech sounds and pronunciation -Words beginning with h – <u>h</u>ow, <u>h</u>urt, <u>h</u>ungry th – <u>th</u>ose, <u>th</u>at, <u>th</u>ere final 'd' sound -Difference between <u>hour</u> and <u>our</u> <u>am</u> and <u>ham</u> -Special attention to <u>car</u> girl; boy <u>a</u> in <u>war</u>, <u>war</u>m -Words endings st, t, ing in <u>trust</u>, <u>strict</u>, <u>walking</u>	1:3 Playing speech games (Tongue twisters) -Pronouncing words accurately -Listening to and repeating given words -saying words of prayers, songs, school rules, National Pledge correctly.	1:3 Tape / cassette recorder	1:3 Repeat given sentences accurately e.g. <u>H</u>e <u>h</u>ad an <u>h</u>our to <u>h</u>elp around the <u>h</u>ouse. Read/repeat given sentences, rhymes, jingles tongue twisters correctly.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Speaking (cont'd)	1:2 develop new vocabulary and sentence construction	1:2 New Vocabulary and Standard English sentences from varied classroom and home experiences. Mother is shopping. Here is my doll. I like to play. Descriptive words related to description, shape, size, colour, texture, smell, taste, round, large, yellow, rough, sweet, sour	1:2 Using Standard English Structures in puppetry, dialogue -Dramatizing emotions, describing them -Making sentences based on themes.	1:2 Puppets of paper bags, socks, paper plate  -Toys available -Telephones made from cardboard and string	1:2 Make sentences from given vocabulary and Standard English structures. am going is walking are running I like We have

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Speaking	<i>The child will:</i> 1:1 communicate ideas freely in the first Language and later in Standard English -participate in meaningful activities which promote language learning	1:1 Discussion Myself, My Family Shopping at the Market -Topics from other subject areas. -Current Events / News -Feelings about characters from stories. -Rhymes -Description of Objects (colour, shape, size) -Telephone Chats -Messages from teacher to child.	1:1 Talking in pairs or in groups -Taking turns -Reporting information -Responding to questions -Summarizing class activities -Telling how I/we did or made something, why we did it.	1.1 Readers / storybooks Pictures Word cards in wall pockets Word wall/bank Word tree	1:1 Talk about a given topic

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Listening (cont'd)	1:3 respond to questions about listening activities.	1:3 Questions from listening activities e.g. who, what, where, when, how also questions arising from content in (Readers) -RALP -Rainbow Readers Questions from listening activities such as 1. News 2. Talks by Resource Persons 3. Rules 4. Incidents 5. Stories 6. Poems 7. Songs	1:3 Asking, answering questions after listening who?, what?, Why?, How? -Recalling information -Summarizing -Drawing	1:3 RALP Readers Rainbow Readers Fun With Language-Book 1 Library Books Cassette/Tape with stories, News etc.	1:3 Report what is heard accurately Details of a Newscast. Details of News during News period. The President visited Region 9 on Friday. -Who visited Region 9? -When did the President visit Region 9? -Where did the President visit?

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STANDARD 1: Demonstrates Grade or Age Appropriate Receptive and Expressive Language Skills

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Listening (cont'd)	1:2 demonstrate willingness to listen to teacher and others attentively.	1:2 Standard English pronunciation of words and sentences. -Model reading by teacher -Talks by Resource Persons e.g. A Nurse – "How to keep healthy." -Let's pretend Radio Programmes, current events and news items, messages told, retold and recorded e.g. Teacher: I would like to see you at noon. Please come to my desk.	1.2 Repeating words, sentences, specific information given by friend, tape/cassette -Miming while listening to story -Manipulating pictures to match sequences in the story (individual and group participation) Setting up situation with 'Let's pretend' station and a class-made microphone. Identifying objects, persons, places from descriptions given. Drawing pictures of objects/characters after listening to descriptions.	1.2 Tape / cassette with words, sentences/ information to be repeated. Pictures Class made microphone	1.2 Repeat and pronounce these words/sentences accurately. cat boy garden There are three books on the desk. Retelling news, poems, stories, songs heard from teacher or fellow pupils.

LITERACY - CURRICULUM GUIDE - GRADE 1

STANDARD 1: Demonstrates Grade or Age Appropriate Receptive and Expressive Language Skills

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Listening	<i>The child will</i> 1:1 listen in order to follow oral directions/instructions.	1:1 Instructions to do or make things e.g. <u>First</u> put the parts of the picture puzzle on the desk. <u>Next</u> fix the dog's face <u>then</u> fix his body, <u>finally</u> , fix his teeth. -Repetitive rhymes -Class announcements e.g. We will listen to the songs at break.	1:1 Listening attentively to teacher's instructions for performing. -Retelling messages accurately. Game: 'Whispers' Choose five pupils. Whisper a secret to the first, who whispers it to the second, and so on. Compare secret/message given to Number 5 with Number 1. -Role playing Traffic Officer giving instructions. -Listening to and following recipes -Listening to and following instructions to play a game.	1:1 - Games with Instruments -Simple pictures; puzzles; teachers' resources booklet with materials for listening.	1:1 -Listen and follow three-step instructions. -Listen to instructions to do this task and perform e.g. Draw a straight line across the page. Put an X in the middle. Draw a circle around the X .

Sight Word a word that is recognised by the whole word method. It does not require decoding skills. It is learnt by seeing it frequently.

mother mango donkey parent

Silent letter is a letter used in the spelling of a word but which does not have a corresponding sound in the word.

lamb sign knife dine light

Vowel is a voiced speech sound made without friction or stoppage of the airflow through the vocal tract. It is contained in a syllable.

duck - one syllable **man / go** - two syllables

Vowel Diagraph is a spelling pattern in which two or more consecutive letters correspond with a single vowel sound.

Bean neigh

Word Families groups of words with the same ending sound (rimes)

wet met net set
band hand land sand

The **rime** includes the initial vowel and the consonants that follow:

et – bet
ack – black

Phoneme the smallest meaningful unit of sound in a word.
/h/, /t/, /ea/, /th/, /m/

Phonemic Awareness is the understanding that spoken words and syllables are made up of sequences of elementary speech sounds or phonemes.

Phonics is a method of teaching reading and spelling that involves symbol-sound relationships, used especially in beginning instruction.

Phonological Awareness is used to refer to word parts/syllables, rhyme, phonemes, onset and rime.

Phrase Reading is the use of meaningful units or chunks that comprise more than one word but smaller than a sentence.

The fat cat / sat on / the wet mat.

Two tiny chicks / pecked their food / slowly.

Print Awareness is the recognition by the **emergent reader** that written language has text features and conventions.

Print Rich Environment an environment filled with print for students to interact with. Here, both reading and writing are modelled.

Segmenting means to break words into their individual phonemes or to break words into syllables or onsets and rimes.

Diphthong is a vowel sound that is produced by two consecutive vowels. The tongue glides from the first to the second sound.

oi boil ai aisle

Emergent Reader is a child who experiences his/her early unconventional attempts at reading writing and listening.

Environmental Print print and other graphic symbols, in addition to books, that are found in the classroom/school/community. These include street signs, labels, bill boards, names on buildings.

KFC TEXACO Weetabix Topco

Fluency is the ability to enunciate accurately and quickly, the words in printed material while observing appropriate punctuation marks. There is absence of word identification problems.

Fluent Reader an independent reader whose performance exceeds normal expectation with respect to age and ability.

Genre means the kind, sort or style in literature. In fact books might be grouped into subgroups such as nursery rhymes, folk tales, animal stories or adventure stories. The expository genre provides information such as from non-fiction books. The procedural genre refers to notices or lists of instruction or recipes. The reference genre refers to dictionaries, encyclopaedias etc.

High Frequency Words are words which occur frequently in children's spoken language, reading and writing. Some of these words are: **a /am/at on one me we no said /you the/ they**

Onset and Rime the **onset** precedes the vowel and is usually a single consonant, a blend or a diagraph.
p b, cr bl, th ch

ink – think

GLOSSARY OF TERMS

This glossary lists and explains terms in this Grade 1 Literacy Curriculum Guide. Definitions were adapted from The Teachers' Handbook by Ms. Claudith Thompson.

Consonant is a speech sound made by partial or complete closure of part of the vocal tract, which obstructs the flow of air. Friction occurs to varying degrees. It is also a letter of the alphabet that is used to represent the sound heard.

Consonant Blend/Cluster is a combination of two or three distinct consonant sounds in a word, occurring before or after a vowel sound. There are initial as well as final consonants, for example, **cr** as in **crow** and **nd** as in **band**.

Consonant Digraph is a combination of two consonant letters representing a single speech sound. For example, **t** and **h** in **thin** become /th/.

Decode be able to translate a word from print to speech using sound-symbol correspondence. The reader is able to sound out the word.

bag /b/ /a/ /g/ **light** /l/ /i/ /t/

Note that **gh** is silent

Decodable Text is a text that uses words with the sound-spelling correspondence skills students have already learned, along with a small number of sight words. This is done through systematic instruction. Decodable text provides children with an opportunity to practise their knowledge of sound-letter relationship in the context of connected reading. It allows children to develop a strong understanding of written language.

Pat, the **rat**, **ran** from **Nan**. The **bug** had **fun** with the **cub**.

Differentiated Reading Instruction refers to the provision of varied learning situations, such as whole class, small group, or individual instruction to meet the needs of students at different levels of reading competence.

LITERACY – CURRICULUM GUIDE GRADE 1

INTRODUCTION

This Grade 1 Literacy Curriculum Guide provides a general plan or programme of what should be taught at this level. This Guide is based on Curriculum Standards which indicate what a child should know and be able to do at this specific level. The Standards and Benchmarks were interpreted and expanded to form the Scope and Sequence Chart as the initial document. This was then structured in a detailed fashion to form the Curriculum Guide.

This Guide aims to build on the foundation provided at the Nursery level to meet the specific needs of pupils at Grade 1. It is also designed to provide a balance with regard to listening, speaking, reading and writing. It is therefore expected that pupils will listen, understand and respond to others, speak clearly and fluently, read and write confidently and independently. Each lesson should cater for listening, speaking, reading and writing. These skills are interrelated.

The Guide comprises the **Topic, Objectives, Content, Learning Experiences, Resources and Evaluation**. These provide the necessary guidance that teachers need for planning their General Schemes, Annual Schemes, Termly Schemes and daily notes to ensure that teaching is done in an organised fashion.

It is important for teachers to take into consideration the ability of their pupils and the communities in which they live.

Ingrid Barker
Head (a.g) Curriculum Development and Implementation Unit
National Centre for Educational Resource Development

FOREWORD

The importance of language in education cannot be exaggerated. In fact, it is the bedrock of which all formal learning is based.

This **LITERACY CURRICULUM GUIDE – GRADE 1** specifically caters for the needs, abilities, interests and developmental stages of children who are in Grade One.

The activities are stimulating, child-centred, and culture-specific.

With the introduction of the **LITERACY HOUR** and the Interactive Radio Instruction (IRI), it will be observed that some learners will be demonstrating a higher level of literacy reading skills based on varying factors.

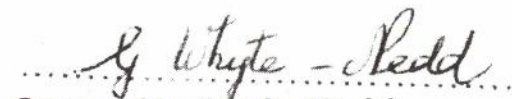
Of equal importance too, is the fact that other pupils will not possess those basic skills upon entry of Grade One.

This Literacy Curriculum Guide – Grade 1 is founded on the principles of repetition, recency, frequency, accuracy and the multiple intelligences.

It is considered as an essential tool which will cause the school to compensate the child for any language delay. The idea is to prevent early failure.

I commend the efforts of the entire team who has made this class record a possibility.

Classroom practitioners, I implore you to make maximum use of this guide for lesson preparation, presentation and assessment.



Geneveive Whyte-Nedd
Chief Education Officer (ag)

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GUYANA

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STANDARD 2: Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION				
Phonemic Awareness (cont'd)	2:18 - identify and produce the vowel sound in given positions. - use specific vowel sounds in specific contexts correctly.	2:18 Generalization One vowel in the middle of a word usually has a short sound: măn hăd băck răn căp tăg Identification of sounds <table><tr><td>(e) rěd jět līt pět sěnd měn</td><td>(i) bīg hīt ťin bīt hīll pīt</td></tr><tr><td>(a) lög jöb böx stöp göt löt</td><td>(u) hüg müg jüg cūt tüg müst</td></tr></table> Context clues to identify sounds spider - w_b angry - m_d write - p_n on a mat - s_t	(e) rěd jět līt pět sěnd měn	(i) bīg hīt ťin bīt hīll pīt	(a) lög jöb böx stöp göt löt	(u) hüg müg jüg cūt tüg müst	2:18 Explaining to pupils that they will hear one of the sounds represented by the vowels Aa Ee Ii Oo Uu. - Listening to hear the vowel sounds in given positions. - Discussing that the vowel sounds heard are the short sounds in the words. - Pronouncing and identifying the sounds of the vowels in words. - Saying the words aloud.	2:18 Teacher's resource materials.	2:18 Producing middle sounds n _ t n _ st b _ g j _ t b _ g
(e) rěd jět līt pět sěnd měn	(i) bīg hīt ťin bīt hīll pīt								
(a) lög jöb böx stöp göt löt	(u) hüg müg jüg cūt tüg müst								

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STANDARD 2: Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness (cont'd)	2:19 - recognise several patterns and associate these with the sound they represent.	2:19 Patterns as cues to sounding Rule: The long sound of the vowels say their letter names. Pattern 1 me be so go by my cry Pattern 2 see, sea mēēt, mēat Pattern 3 Long sound with the final e silent cāpe, rōpe cūte	2:19 - Pronouncing each word in the specific pattern for pupils to hear. - Noting the pattern of the vowels. - Saying the words aloud stressing the long sound of the vowels in each word. - Identifying the sound of the long vowel in each word and echoing it aloud.	2:19 Teacher's resource materials.	2:19 Listen to these words. Echo the long vowel sound. Repeat the word by yourself Exercise note nine lake pane smoke

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STANDARD 2: Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION																																				
Phonemic Awareness (cont'd)	2:20 pupils will make words using word families.	2:20 Using Word Families correctly. Phonogram chart with: <table><tr><td>Onset</td><td>Rimes</td></tr><tr><td>c</td><td>at</td></tr><tr><td>m</td><td>at</td></tr><tr><td>f</td><td>at</td></tr><tr><td>—</td><td>am</td></tr><tr><td>—</td><td>am</td></tr><tr><td>—</td><td>and</td></tr><tr><td>—</td><td>and</td></tr></table> An onset may be a single phoneme that starts a word sometimes e.g. b, d A rime contains the ending sounds in given words.	Onset	Rimes	c	at	m	at	f	at	—	am	—	am	—	and	—	and	2:20 Listening to explanation of another way to use Word Families correctly – Onset, Rimes. - Observing the chart with Rimes - Supplying Onset to the rimes to form spoken words. - Practicing same orally. - Explaining in their own words what is Onset / Rime. - Completing exercise as dictated by teacher.	2:20 Chart with endings. Chart with beginning sounds. "Let's have Fun with rhymes". Teacher's resource materials.	2:20 Make and read these Word Families with the given parts of words <table><tr><td>Onset</td><td>Rimes</td></tr><tr><td></td><td>ed</td></tr><tr><td></td><td>et</td></tr><tr><td></td><td>ad</td></tr><tr><td></td><td>all</td></tr><tr><td></td><td>at</td></tr><tr><td></td><td>ar</td></tr><tr><td></td><td>arm</td></tr><tr><td></td><td>ay</td></tr><tr><td></td><td>ay</td></tr></table>	Onset	Rimes		ed		et		ad		all		at		ar		arm		ay		ay
Onset	Rimes																																								
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STANDARD 3: Demonstrate Proficiency in Applying Relevant Decoding and Word Recognition Strategies to the Reading Process, and Uses this Knowledge to Become a Fluent Reader.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Environmental Print	<i>The child will</i> 3:1 recognise specific signs, graphics and symbols in relation to his/her experiences.	3:1 Recognizing:- 1. Warning signs Poison ☠ 2. Symbols  - girl's  - boy's Charts – days of the week, months of the year. -other signs in and out of school. (chart's posters etc.) e.g. Airstrip, water 1. Graphics/symbols warning signs -Names of streets -Names on shops -Names on buses -Titles on books -Individual names -Numbers on doors 1 – 10	3:1 Recognizing: - labels in the classroom. -Labelling objects in the classroom -Walking around the school compound to find labels / and other symbols/signs and name them. e.g. Headteacher's office, school library, kitchen, toilets/washrooms -Creating signs as given task e.g. arrow directing pupils to place refuse in garbage bins; 'stop' and 'go' signs; environmental signs: traffic - road/; water ways	3:1 Cardboard Paper Scissors Brushes Crayons Paint String Stencils Number symbols 0 – 9 Alphabet chart	3:1 Identify given graphics, symbols and signs in his/her environment-street road, house, park. Tell the importance of graphics, symbols and signs-help you to find places. warn/protect you Find any place in the school by identifying a label, sign, name or number e.g. a particular room. Find or identify given objects in the classroom/community with the aid of a sign or table -a house by number -a building by name

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION										
Reading Phonics	3:2 identify readily, all alphabet letters in and out of sequence - recognize that the letters of the alphabet have special forms or shapes -develop the awareness that every letter has a sound	3: 2 There are 26 letters of the alphabet. - These letters have different shapes and names <u>Song – The Letter 'a'</u> The letter 'a' says /ā/ The letter 'a' says /ă/ Every letter has a sound The letter a says /ă/ (Sing Song to the tune of "The Farmer in the Dell") -Letters have sounds. - jumbled letters (sorting) - Games: Bingo (letter)	3: 2 Identifying letters in names and on alphabet charts. Naming letters as they appear in words. Letter Memory Game - Matching letter to name -Saying the name of a given letter -Matching letter to sound - Cutting out letters from newspapers, magazines etc. - Finding letters in five other places. - Circling, colouring letters - Tracing letters - Sing songs	3: 2 Letters of the Alphabet (Upper and lower case) Crayons Paint Scissors, paper Alphabet – Upper/lower case letters Cut out in letter books Name tags Word on flash cards	3: 2 Recognize letters randomly and name them on sight. Put letters in sequence by groups or the entire alphabet. e.g. <table><tr><td>c</td><td>e</td><td>b</td><td>d</td><td>a</td></tr></table> e.g. <table><tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr></table>	c	e	b	d	a	a	b	c	d	e
c	e	b	d	a											
a	b	c	d	e											

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STANDARD 3: Demonstrate Proficiency in Applying Relevant Decoding and Word Recognition Strategies to the Reading Process, and Uses this Knowledge to Become a Fluent Reader.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading			- Matching letters of the same case, lower or upper case <u>Sequenced alphabet</u> If a letter cannot be readily identified, the child will look for it in the sequenced alphabet, then proceed with given task - Creating alphabet books - Teaching heavy duty letters (letters used frequently... s t p c b) - Writing letters in different forms and styles		Find given letters on alphabet chart, in words, in books.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Phonics			- Playing games - Isolating letters in words in initial, medial and/or final positions - Using letters to make words.		

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
-Reading Letter/Sound Relationship	3:3 produce specific sounds of the letters of the alphabet recognise that every letter has a sound and that some letters have more than one sound.	3:3 Each letter of the alphabet has a specific sound <u>Word</u> apple ant hen bag bed go big Sound for every letter of the alphabet Each vowel has two sounds Sounds in other contexts -stories -rhymes -books -pictures	3.3 Teaching letter sounds individually, (use sound in context of a word, preferably in the initial position (no blend, digraph) -Repeating sounds and singing songs regularly -Consonants, short vowels, long vowels, blends and digraphs -Identifying sounds in other contexts - Listening to sounds on recorder or tape - Repeating riddles and rhymes	3:3 Alphabet Chart Alphabet cards Single letters Tape recorder -Rhymes on posters/ -in books	3:3 The child will distinguish between two sounds eg: /b/ as in bat /a/ as in ant After hearing a sound the child will reproduce it eg: /b/ /d/ /a/ Substitute letter sounds and say what sound was substituted eg: b in bat or c in cat Isolate sounds in words – (beginning and ending) e.g. girl fan

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Letter/Sound Relationship (cont'd)					Write a letter for a given sound = /d/ - d /c/ - c (one child shows a letter the other produces the sound) - Listen for words beginning/ending with a given sound - Write/say the letter for the sound - Write words beginning with given sounds - Supply words beginning with given sounds eg. b, c

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STANDARD 3: Demonstrate Proficiency in Applying Relevant Decoding and Word Recognition Strategies to the Reading Process, and Uses this Knowledge to Become a Fluent Reader.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading -Letter/Sound Knowledge	3:4 demonstrate knowledge of letter sounds identify letters that represent specific sounds.	3:4 Each letter has a unique sound Vowels have a long sound and a short sound The long vowel says its name.	3:4 Matching letters to sounds -Identifying long sounds and short sounds in every vowel Producing the sound of letters on a one on one basis Working with a partner to do reciprocal sounding out of words. Listening to his/her recordings.	3:4 Plastic letters, letter cards, Alphabet motifs, Cassettes, CD's Recorder, CD/ Cassette player Books Word lists Alphabet song	3.4 Supply corresponding sounds for letters on request - Differentiate between long and short sounds by producing sounds or identifying sounds on request Recognize and produce letter sounds in given words (in pairs or teams). -Record sounds on tape and listen to them

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION								
Reading Sight Words	3:5 use his/her knowledge of letter sounds in all oral and written activities - read both regular and nonsense words fluently	3:5 A word is made up of different letter sounds (phonemes) Letter recognition Letter sound Comprehension Word lists - Sight Words - High Frequency Words	3:5 Using letters in the child's name to make words - Practicing onset/ rimes (onset-letter or letter cluster that precedes the vowel and subsequent consonant(s)) eg. <table><tr><td>Onset</td><td>Rime</td></tr><tr><td>c</td><td>at</td></tr><tr><td>sh</td><td>eep</td></tr><tr><td>d</td><td>og</td></tr></table> - Letter substitution for (word building) - Onset/rime (phonograms)	Onset	Rime	c	at	sh	eep	d	og	3:5 Words lists Text Book Words Word Lists - First words - High frequency words - High interest words - Dolch List	3:5 Apply word recognition skills to identify words e.g. - shape - number of letters - resemblance to other words. - parts of known words.
Onset	Rime												
c	at												
sh	eep												
d	og												

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Decoding (cont'd)	3:6 use his/her knowledge of letter sounds and phonograms to decode regular words and build word families.	3:6 ake, ike, ill, ank, ap, am ay, ail, ame, ell, it <u>Nonsense words</u> kab, med, git, mot, inf <u>Games</u> Bingo, Fishing, Stepping stones Words ending with familiar phonograms at bat, cat fat ar car bar far in bin din fin	3:6 - Adding letters to create new words (inflection, plurals) - Removing letters to create new words - Reading word lists - Creating individual word books - Creating concept map for words <pre> graph TD A((at)) --- B((bat)) A --- C((cat)) A --- D((hat)) A --- E((fat)) A --- F((mat)) </pre>	3:6 Word lists of - Word families e.g. <u>at</u> bat cat fat rat <u>all</u> ball call fall hall wall <u>am</u> dam jam ham ram	3:6 Read any given set of families independently and rapidly. Make sentences with words from sets. Use a family of words to write a nonsense sentence, story etc. e.g. Ball has a fall in the hall. - Cat sat on mat with a rat.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION																						
Reading Decoding	3:7 blend two or more letter sounds in order to make words	3:7 A blend is created when two or more letter sounds are put together /m/+/ă/t/ = mat Words from textbooks Phonograms/Word Family Lists Word Parts/Syllables ba + by = baby bas + ket = basket <table><tr><th>Onset</th><th>Rime</th></tr><tr><td>s</td><td>at</td></tr><tr><td>f</td><td>at</td></tr><tr><td>r</td><td>at</td></tr><tr><td>tr</td><td>ip</td></tr><tr><td>sl</td><td>ap</td></tr><tr><td>pr</td><td>ay</td></tr></table>	Onset	Rime	s	at	f	at	r	at	tr	ip	sl	ap	pr	ay	3:7 Blending individual letters to produce one word <u>c-a-t</u> Blending word parts/syllables to produce words ba + by = baby bas + ket = basket Selecting and blending word parts to form words. <table><tr><td>pen</td><td>cil</td><td>fl</td><td>ag</td></tr><tr><td>bas</td><td>ket</td><td>sh</td><td>op</td></tr></table>	pen	cil	fl	ag	bas	ket	sh	op	3:7 RALP Readers Rainbow Readers Word Lists	3:7 Blend two word parts to make a word eg. pen + cil Do the reverse process to decode a word eg pen-cil= pencil
Onset	Rime																										
s	at																										
f	at																										
r	at																										
tr	ip																										
sl	ap																										
pr	ay																										
pen	cil	fl	ag																								
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STANDARD 3: Demonstrate Proficiency in Applying Relevant Decoding and Word Recognition Strategies to the Reading Process, and Uses this Knowledge to Become a Fluent Reader.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading -Segmenting	3:8 segment printed words according to phonemes and syllables	3:8 Segmentation of words. -Words with <u>blends</u> tree class play -Words with <u>digraph</u> <u>chicken</u> , <u>when</u> , <u>shell</u> <u>chop</u> <u>ship</u> <u>what</u> -Compound words <u>after noon</u> , to-day One syllable words b-e-d, d-o-g, c-u-p	3:8 (Working with children in groups, teams, pairs) -Putting letters together and producing the sounds - Segmenting words according to sounds. (see Content) -Repeating sounds as needed -Segmenting two, three, four, five letter words for individual sounds e.g. bed, band, crash Writing letters/words for corresponding sounds	3:8 Word Lists Text Book Other Books Flash cards Letter cards Word cards	3:8 Segment four or five letter words in order to decode word e.g. ch-o-p tr-ee sh-ell

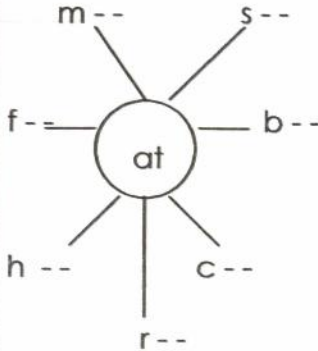
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STANDARD 2: Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading	3:9 - listen to the sound of the syllable that contains 'le'. - blend segments into spoken words.	3:9 The syllabic "L" Family 1. The syllable 'le' is sounded a /l/ as in ta ble ca ble mar ble sta ble The vowel sound is a long one. 2. In words like äpple sĭmple exāmple hūmble the /le/ gives /l/ sound but the vowel gives a short sound. 3. 'ble' 'ple' are also syllables Exercises Listen to blend each spoken syllable together to form a word.	3:9 - Discussing "le" as part of a syllable. Highlighting that le is sounded a 'l' and is part of a syllable as in ta ble ca ble sta ble - Observing the pattern on chart - Blending the syllables into spoken words. - Observing the pattern in Content (2); blending the syllables into spoken words. - Looking at other patterns such as angle uncle puzzle circle candle middle - Blending each segment into spoken words.	3:9 Teacher's resource material chart with 'le' words might contain ble, ple dle, tle cle, gle zle word part or syllables.	3:9 Listen to each sentence carefully. Identify the words that have 'le' as part of a syllable. Blend each syllable to make a spoken word. 1. Lay the table for me. 2. I will eat apple pie. 3. Purple plums are the sweetest. 4. Spelling is a simple task. 5. I have a handle.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Sound/symbol relationship	3:10 sound out regular one syllable words and nonsense words fluently	3:10 Letters in words can be sounded out <u>One syllable words</u> eg. man, cat, boy, ram, pin, pit, pan, run etc. Picture/Word cards Word examples man bit can fit ban hit fan sit ran wit Letter cards-Letters are blended together to form words [b] [a] [t] = bat <u>Nonsense Words</u> fev kin mod	3:10 Reviewing letter sounds, vowels and consonants Putting letters together to make 3-letter words Compiling lists of regular three-letter words with the aid of letter cards, word cards, class reader and any other available books/ materials 	3:10 Letter cards Word Cards Picture cards Cards – Picture - word Consonant Digraphs [sh] [th] Vowel Digraphs Double vowels – Vowel [ea] Digraphs [ee] Sound boxes (to separate sounds)  Word lists with regular 3 letter words	3:10 Produce the correct sound for individual letters as in man, bag Produce the sound for digraphs eg: as in <u>sh</u> e, <u>th</u> e

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION																											
Phonograms	3:11 create word families.	3:11 Word families have the same ending Appropriate onsets added to rimes are used to build word families. Phonograms <table><tr><td>-am</td><td>-it</td><td>-eg</td></tr><tr><td></td><td>-and</td><td></td></tr><tr><td>-at</td><td>-in</td><td>-ag</td></tr><tr><td></td><td>-ear</td><td></td></tr><tr><td>-ad</td><td>-or</td><td>-ill</td></tr><tr><td></td><td>-ail</td><td></td></tr><tr><td>-an</td><td>-en</td><td>-ake</td></tr><tr><td></td><td>-ale</td><td></td></tr><tr><td>-eed</td><td>-ook</td><td>-ay</td></tr></table> <u>Single consonants</u> <u>Digraphs</u> ch, th <u>Blends</u> tr, pr, st	-am	-it	-eg		-and		-at	-in	-ag		-ear		-ad	-or	-ill		-ail		-an	-en	-ake		-ale		-eed	-ook	-ay	3:11 Using individual consonants and phonogram/endings to build word families Using pictures to generate ideas Using rhymes to identify rhyming words which can build families Substituting and interchanging initial consonants such as in <u>ban</u>, <u>nan</u>, <u>ban</u>, nab Substituting and interchanging medial vowels eg. bin, din, fin, kin ben bun ban bon	3:11 Lists of word families The alphabet List of blends Lists of consonants, vowels	3:11 Recognize and read the words he/she has created Create word families from given onset and rimes e.g. c at = b - at = h - at = s - at =
-am	-it	-eg																														
	-and																															
-at	-in	-ag																														
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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION									
Fluency	3:12 read decodable texts accurately and fluently	3:12 Read decodable texts accurately and fluently eg. Mish is a fish. Mish has a wish. Decodable words from appropriate Grade Level Texts - Class Readers - Other Story books - Other Levelled Texts Sample Sentences Look at the dog□ Can the dog run□? Come here □!	3:12 Identifying and recalling of sight words and known words by - underlining - circling - matching - highlighting Observing punctuation marks in text <table border="1"><tr><td>?</td><td>.</td><td>!</td></tr></table> and use the end marks appropriately - Phrasing and chunking where necessary - Reading aloud in groups, in pairs, individually for teacher, for peers - Listening to recorded decodable stories	?	.	!	3:12 Appropriate Grade Level Decodable Texts - Class Readers - Word Lists - Letter cards - Games - Bingo <table border="1"><tr><td>cat</td><td>man</td><td>bag</td></tr><tr><td>run</td><td>boy</td><td>Sam</td></tr></table> - Smallest Ladders - Word Cards (playing cards)	cat	man	bag	run	boy	Sam	3:12 As the child reads he will -identify words rapidly on sight -observe punctuation marks and apply them appropriately - read appropriately with expression - retell what he reads - share the story with others
?	.	!												
cat	man	bag												
run	boy	Sam												

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION																																	
Fluency (cont'd)			- Reading along with recorded text-talking books Silly questions (activity) Answering <table border="1"><tr><td>Yes</td><td>No</td></tr></table> to questions after reading them eg. <table border="1"><tr><td>Can a fish swim?</td><td>Yes</td><td>No</td></tr></table> <table border="1"><tr><td>Can a cat sing?</td><td>Yes</td><td>No</td></tr></table> Completing teacher made or other crossword puzzles. <table border="1"><tr><td>c</td><td>a</td><td>t</td><td></td><td></td></tr><tr><td></td><td>r</td><td></td><td></td><td></td></tr><tr><td></td><td>t</td><td>r</td><td>e</td><td>e</td></tr><tr><td></td><td></td><td>a</td><td></td><td></td></tr><tr><td>n</td><td>e</td><td>t</td><td></td><td></td></tr></table> Completing word-search.	Yes	No	Can a fish swim?	Yes	No	Can a cat sing?	Yes	No	c	a	t				r					t	r	e	e			a			n	e	t				Read on a tape and listen to self (playback) Read assigned materials for teacher, parent, older sibling, mentor (feed back must be given)
Yes	No																																					
Can a fish swim?	Yes	No																																				
Can a cat sing?	Yes	No																																				
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STANDARD 2: Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Fluency	3:13 decode and read simple text easily.	3:13 Reading sheet activity. Read each sentence silently then aloud. 1. The măn sĕlls the bĭke. 2. The căt săt on the măt. 3. The gŭn is ǒn the tăble. 4. The dǒg bĭt the măn. 5. This căke ĭs wĕt.	3:13 - Discussing the activity to follow. - Listening and following instructions. - Reading to decode any unfamiliar word. - Rereading silently. - Reading sentences aloud.	3:13 RALP book sets. Teacher's resource materials Reading Sheets. Decodable Texts	3:13 Read sentences to your friend quietly.

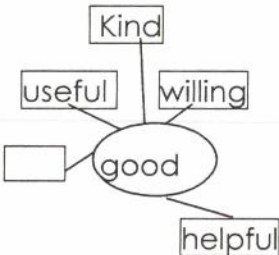
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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading -Vocabulary Development	3:14 demonstrate that vocabulary can be extended in appropriate contexts through listening, speaking, reading then writing.	3:14 Words in context Vocabulary taken from ▪ Stories ▪ Themes ▪ Text Books - <u>Social Studies</u> The Home, The Family, Community Workers - <u>Mathematics</u> Money - Shopping - Class readers Changing synonyms, verbs, nouns, adjectives.	3:14 Identify new words after listening to a story Relating words to stories read or heard for reinforcement Listenin for specific words as he/she is being read to Using words in different contexts in oral settings and in written settings Keep a word book Refer to word book when necessary Share new words with teacher, class, parents.	3:14 Books Stories Word Lists Picture Word cards cassette recorder Cassette	3:14 The child will link old words to new words in a particular context Relate words to stories he/she has heard Use words he/she has learnt in other contexts appropriately Keep a word book Add new words on a regular basis

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Vocabulary Development (cont'd)			Replacing specific words in a story with other words without changing the context, meaning etc. Using synonyms without changing the context. Creating concept maps for synonyms  Writing new words in personal picture dictionary or word dictionary Contributing to a class Word Wall.		The children went to the <u>shop</u>. store The <u>good</u> <u>lady</u> Kind woman gave them sweets.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Vocabulary Development	3:15 demonstrate the use of newly taught/acquired vocabulary appropriately	3:15 New words in texts New words you heard New words you encountered in stories Words based on field trips eg. The Zoo, The Farm Materials in class room e.g. Word Wall Personal Word Book or Dictionary or Word Lists.	3:15 Finding new words in class texts, story books Listing new words encountered from experiences -field trips -outings/visits -concerts -church Using new words in speaking, writing Sharing new words with peers Relating new words to stories previously read Using words in sentences Using words in riddles Using word in rhymes	3:15 Word lists Appropriate texts for Grade level, above and below Word book Word/picture dictionaries	3:15 The child will identify newly taught words The child will use words correctly in a sentence The child will identify the word among other words market We buy fruits at the market market money market basket.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Vocabulary Development (cont'd)			Sharing new words with class Telling about the letter patterns, word shape, ending etc. Creating a picture for the word Playing games giving every child a turn Supplying missing letters eg. mother (m _the_)		

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READING	3:16 demonstrate ability to read basic level sight words in context	3:16 Sight words must be recognized on sight Sight words are very important in any kind of text (75%) of all text is made up of sight words) Sight words from the following contexts -Class readers -Other readers -Dolch word list	3:16 Reading a given number of words from a list or word cards routinely Reading words from word wall Displaying words selected by learner Selecting words at teacher's request Sorting words in pre-arranged order independently, or in groups Writing dictated words in sentences. Writing sentences using selected sight words.	3:16 Word lists -Dolch word list - Dale's word list - First words - High frequency -High interest words -Word families - Word lists on tape - Cassette recorder	3:16 The child will identify and read sight words -from a list - from his own writing - from the writing of others including class texts and other books at his level - from environmental print

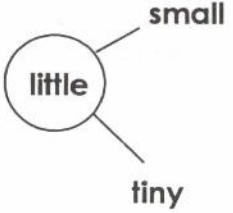
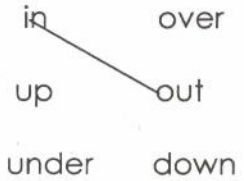
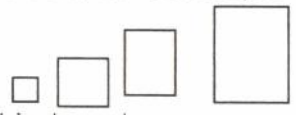
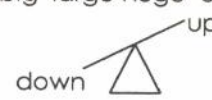
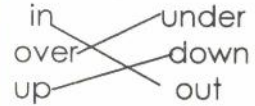
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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
READING (cont'd)		-Dale's word list (teacher can use words common to both word lists) (combine the two lists) - First words - High frequency words - High interest words -Recorded lists - Newspapers			

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
READING Vocabulary Development	3:17 master and demonstrate the use of words similar in meaning and opposites on a daily basis - recognize that same or similar things can be expressed with the same word - use more descriptive and vivid language	3:17 Words which may be used to describe the same things <u>Concept map</u>  Matching items e.g. 	3:17 Creating concept maps Finding words which are similar in meanings Finding words which show opposite meanings Creating picture books for concepts   Collecting and listing words which are similar in meanings or opposites. Write sentences with these words to describe pictures, objects...	3:17 Pictures - Word lists - Sentence strips - Word cards - Picture cards - Posters	3:17 The child will identify pictures, which show opposites/synonyms? Supply words, which are opposites and those which are similar in meaning. Use opposites and words which are similar in meaning correctly in sentences/stories Put an x below the picture that shows the opposite of the first picture. Match words and opposites correctly. 

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TOPIC	OBJECTIVES	CONTENT		LEARNING EXPERIENCES	RESOURCES	EVALUATION
READING Vocabulary Development (cont'd)		Word	Opposite	Oral work to reinforce meaning		
		big old wet In up	small new dry out down	Comparing/contrasting meanings/objects Supplying words similar in meaning and opposites for sentences, stories Picture it Circling words in context Compiling lists of words which are similar in meaning and opposites Dramatizing situations, role playing Matching opposites Drawing to illustrate words similar in meaning.		

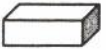
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READING Vocabulary Development (cont'd)	3:18 demonstrate appropriate use of vocabulary in context and word meaning.	3:18 Word meaning Words have different meanings and must be used differently Words in context e.g. We <u>buy</u> sweets at the shop Word selection e.g. My mother is at home My <u>sister</u> is at home Word substitution Word definitions Word illustration	3:18 Highlighting new words Highlighting difficult words Substituting pictures for difficult words Substituting words for pictures Substituting opposites Substituting other function words Exploring words through discussion, sharing (teacher guided) Retelling/using given words	3:18 Word lists Sentence maker Word wall Word pockets Pocket chart eg. All words will be taken from (a) word lists (b) class texts (c) word wall (d) supplementary readers (e) appropriate levelled story books (f) children's choices	3:18 Use the following words in sentences of your own e.g. boy box cake Use these words to tell a story. (Teacher will read) Select the most appropriate word to complete a sentence e.g. The man (saw, see) the monkey

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
READING Vocabulary Development (cont'd)			Retelling/using other function words Choosing appropriate words from lists Discussing and sharing Playing word games Matching words to meaning using sentence and picture clues.		Explain his choice of words. The (dog, dogs) bark. (subject verb agreement) The (boy, man) is in the car (anyone can be in a car) Underline the correct word for the picture  car box bed  fruit leaf tree

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION												
READING Vocabulary Development (cont'd)			Completing simple crossword puzzles Across 1. A cat _____. Down Water can make us _____. <table><tr><td>m</td><td>e</td><td>w</td><td>s</td></tr><tr><td></td><td></td><td>e</td><td></td></tr><tr><td></td><td></td><td>t</td><td></td></tr></table>	m	e	w	s			e				t			
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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
READING Word Function	3:19 demonstrate appropriate use of vocabulary.	3:19 A sentence is made up of words It has meaning and tells a story -Word choice - Word order/sentence structure The dog runs.	3:19 Looking at words in sentences Looking at word order in sentences Creating sentences by choosing appropriate words (under teacher's supervision) Questioning sentences to see which word comes next Using appropriate words to complete sentences Sentence making game Which word	3:19 Word lists Word cards Sentence cards Sentence maker Word boxes	3:19 The child will select given/appropriate words to complete sentences on in "The boy is __ the bed. Select words according to function to complete a sentence. eg. Which word names a thing Select words to answer who, what, why, when and where questions.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
READING Independent Reading	3:20 use materials in his environment to read independently. read from a variety of genres.	3:20 - Days of the week -Months of the year -Weather words -Children's names -Number names -Labels on objects in class room etc. -Rhymes -Poems	3:20 Reading independently using word cards to make sentences The old man walks slowly Finding words that answer ' who ', ' what ', ' when ', ' where ' Sorting words according to their function Keeping a word book Learning a new word daily/independently Using fix up strategies (a) rereading (b) reading on (c) stop, question the text	3:20 A print rich environment including a variety of genres – stories poems/rhymes riddles. Books Posters Newspapers	3:20 NB. All words will be taken from (a) class lists of sight words (b) Readers (c) Other genres e.g. letters

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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension	<i>The child will:</i> 4:1 read and follow simple written instructions.	4:1 School/Class Rules -Do not run on the corridor -Chewing of gum in the classroom is not allowed. -No jewellery should be worn in school. -All litter must be put in the garbage bins provided. -Pupils must be quiet. Instructions given by members of the Student Government.	4:1 Participating in shared/guided/ independent reading of the school/class rules. -Answering questions about the rules-what does it mean? How can we follow these rules? -Discussing the benefits of obeying rules -Discussing the consequences of disobeying rules. -Pledging to honour the school/class rules. -Obeying the rules	4:1 Written school/ class rules	4:1 Read simple instructions to do class activities. -Turn the page -Circle the letter -Colour the picture

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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)		4:1 <u>Recipe: Fruit Salad</u> -Wash the fruits. -Cut the fruits into small cubes.  -Put the cubed fruits into a large bowl and mix together.	4:1 Participating in shared/ guided /independent reading of steps involved in following a recipe. -Re-reading the recipe step-by-step and demonstrating the behaviours required. -Observing and talking about the finished product. -Talking about what would have happened if a particular step was skipped.	4:1 Recipe cards	4:1 Read the instructions on the recipe card and prepare the dish.

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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)		4:1 <u>Game: Noun Hounds</u> As you race from A to Z, name nouns that begin with the letter you land on. <u>How to Play</u> 1. Place the Noun Hounds game pieces on START. 2. To start your turn, move your piece forward to the next empty space. 3. When you land on a letter, you have three seconds to name a noun that begins with that letter. 4. If you correctly name a noun in time, stay in place. If you can't name a noun, or if you say a word that was said before go back to the nearest empty space.	4:1 Participating in shared/ guided / independent reading of the rules for the game. -Re-reading the rules step-by-step and demonstrating the behaviours required. -Observing the way the game is progressing.	4:1 Word games	4:1 Read and follow the rules to play a game.

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STANDARD 4: **Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.**

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)		5. The first player to reach Z and name a noun that starts with Z in three seconds wins. Read and follow instructions.			

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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:2 recall facts and details of a text.	4:2 e.g. <u>Bats</u> Bats fly like birds. They are really mammals. Bats do not have feathers. They have hair like dogs and cats. Baby bats are not hatched from eggs. They are born alive. Mother bat breastfeeds her baby with milk. Bats are the only mammals that can fly. They hang upside down to sleep.	4:2 Participating in shared /guided / independent reading of the text. -Talking about what was read. -Sharing experiences	4:2 Sentence strips of story cards	4:2 Write two things that are true about bats.
		<u>True or False</u> 1. Bats fly. 2. Bats have feathers. 3. Bats are hatched from eggs. 4. Bats are mammals.	-Listening to statements and identifying those which express ideas that are true about the text. -Recalling all the facts and details of the text. -Illustrating and writing facts on a chart.	Chart paper Crayons and markers	

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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:3 identify the main idea of a given text.	4.3 The traffic lights keep us safe. Red light says stop. Green light says go. Amber light says wait for the red or the green. 1. The main idea of the story is:- * the traffic lights keep us safe.	4:3 Participating in shared / guided/ independent reading of the information. -Discussing the details of the text and sharing experiences. -Identifying the sentence that tells what the story is about. -Identifying the main idea. -Thinking, sharing and writing what was learnt.	4:3 Story Cards	4:3 The main idea of the story is _____ - the traffic lights are red, green and amber. - the traffic lights keep us safe. - the traffic lights are bright.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION			
Reading Comprehension (cont'd)	4:4 identify and discuss similarities and differences in non-fiction text.	4:4 e.g. <u>Tortoise and Turtle</u> Tortoises live on land and have front claws for digging. Both turtles and tortoises have hard shells. Turtles and tortoises both pull their heads into their shells. Turtles live in water and some have semi webbed feet. They both live a long time. Turtles and tortoises both lay eggs.	4.4 Participating in shared/ guided/ independent reading of the text. -Discussing what was read and sharing experiences.	4.4 Chart paper Markers Other stories	4.4 Identifying two ways in which the turtle and tortoise are alike /different.			
		<table><tr><td>The Turtle</td><td>Turtle & Tortoise</td><td>The Tortoise</td></tr><tr><td> 1. 2.</td><td></td><td> 1. 2.</td></tr></table> 1. List the ways the two animals are alike in the centre of the chart. 2. List ways the animals are different under each picture.	The Turtle	Turtle & Tortoise		The Tortoise	 1. 2.	
The Turtle	Turtle & Tortoise	The Tortoise						
 1. 2.		 1. 2.						

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:5 identify sequences of action in passages.	4.5 <u>After School</u> Sam ran into the house. He took off his shoes, put his bag on the table and called for his Mother. Mother came and gave Sam a banana. Sam ate the banana. Then he went to play with his friends. They played cricket until it was time for Sam to do his homework. 1. What is the first thing Sam did when he got home from school? 2. What did Sam do before calling for his mother? 3. What happened after the game of cricket?	4.5 Participating in shared/ guided/ independent reading of the text. -Discussing the events in the story and sharing personal experiences. -Identifying all the things that Sam did when he got home from school. -Arranging Sam's activities in the order in which he did them. -Using terms such as <u>first</u>, <u>next</u> and <u>then</u> to show the order in which the events occurred. -Answering questions that help highlight the sequence of events. -Drawing pictures or writing sentences that show the sequence of events in the story.	4.5 Picture cards Stories and pictures	4.5 Arrange sentences to show the sequence of a given story.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4.6 demonstrate understanding of the literal meaning of passages.	4.6 <u>Phagwah in Guyana</u> Phagwah is a Hindu festival. Another name for Phagwah is Holi. Phagwah is a joyous time. In Guyana Phagwah is celebrated with Chowtal singing and the throwing of water. Sometimes abeer and powder are thrown. People eat special sweets like gulab jamoon and kurma. It is a day to put away hate and enjoy yourself. 1. To which religious group does the festival of Phagwah belong? 2. What is another name for Phagwah? 3. Name two foods that are eaten during Phagwah celebrations.	4.6 Participating in shared/ guided/independent reading of the text/story. -Sharing knowledge and experiences based on the text/story. -Identifying and talking about who, what, where, when, how and why in the text/story. -Asking and answering literal questions based on the text/story. -Locating answers to the questions. -Summarizing what was read.	4.6 Pictures of phagwah celebrations.	4.6 Listen to the story and explain same in own words.

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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4.7 answer who, what, how, when, where, why and what if questions.	4.7 <u>Homework Trouble</u> Jack sat at the table to do his homework. He added up some numbers. Then he took a break to play with his pet, Rex. Rex licked Jack's feet. While Jack worked Rex tried to get his book. Jack gave Rex a piece of paper instead. Rex barked loudly and ran outside. When Jack finished his homework he left the book on the table and went to watch television. When he came back his book was gone. 1. What kind of homework was Jack doing? 2. Who do you think took Jack's book and why? 3. How do you think Jack felt?	4.7 Participating in shared/ guided/independent reading of the text. -Discussing the details of the story/text. -Reading questions based on the text. -Thinking about how the questions can be answered whether the answers can be located in the text or have to be inferred. -Re-reading the story while thinking about the answers to the questions. -Answering the questions and sharing answers. -Explaining how the answers were found.	4.7 Sentence Strips or Story Cards Other stories	4.7 Answer different levels of questions based on a given text after reading the story.

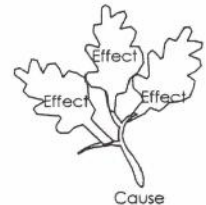
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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)		4. When did Jack leave the table? 5. Where do you think the book was? 6. What if Jack had allowed Rex to get his book?			

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:8 identify cause and effect relationship	4:8:1 Amy and Jill went to buy popcorn, but when Jill reached into her pocket for her money it was gone. Instead she found a hole in her pocket. 4:8:2 Roy was playing with his toy car on the stairs. Pat did not see the toy and she came running down the stairs. Pat tripped on the toy and fell down the stairs. She broke her leg. 4:8:3 Ruth's mother was baking. Ruth smelt the cookies and ran to the kitchen to see them. Mother was just taking the cookies out of the oven. She smiled at Ruth then gave her a cookie to taste.	4:8 Participating in shared/ guided independent reading of the texts. -Discussing the actions of the characters in the texts. -Thinking and talking about the effects/results of the characters actions. -Recognizing that it was the character's actions that gave rise to the particular effects/results. -Naming the characters ,actions, the cause, and the results of same. (Discuss the consequences of a character's actions)	4:8 Chart paper Crayons Markers Cause and effect tree 	4:8 Tell what happened in a story and why it happened. -Identify cause and effect after listening to reading stories.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)			-Observing that one action may have more than one effect, and that effects may be either positive or negative. -Creating a cause and effect chart/tree.		

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:9 predict and justify what might happen next in stories.	4:9 e.g. <u>Jimmy's Birthday</u> Jimmy jumped out of bed and shouted "Today is my birthday..." He ran down stairs. Everyone was eating breakfast. Jimmy's father just looked at him and said good morning. His mother gave him a hug. She asked what he would like for breakfast. His sister kept on eating. No one said "Happy Birthday" to Jimmy. Jimmy was very sad. He looked around the table. He saw that his big brother was not there. Then he heard the door bell. Jimmy ran to see who was at the door. It was his big brother and all of Jimmy's friends. They had gifts for Jimmy 'Surprise' they shouted and ran into the house.	4:9 Participating in shared/ guided independent reading of the text. -Stopping at key points of the story to make predictions. -Writing predications on the prediction chart. -Giving reasons for the various predictions. -Identifying clues in the story that helped them to arrive at particular predictions. -Reading on to confirm or revise predictions. -Playing the "what happens next game."	4:9 Prediction chart Prediction game cards	4:9 Make predictions about stories based on name of story, cover of book and content (depending on position) Give reasons for predictions made.

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STANDARD 4: **Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.**

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)			-Giving an end to the story or predicting how the story will end. -Selecting /drawing a picture that completes the story.		

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STANDARD 4: Comprehends, Interprets and Evaluates a Wide Range of Narrative and Informative Texts Appropriate to Grade Level.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4.0 relate story information to real life experiences.	4:10 <u>At the Creek</u> Jada went to the creek with her mother. She walked around without her shoes. The sand was hot under her bare feet. Jada ran to the water. The waves came up and wet her feet. Jada felt good. One day Sam's mother took him to visit his grandmother who lived on a farm. Sam was always happy to visit Grandma. As soon as they arrived Sam ran to see the cows, sheep, chickens and pony. He loved to pick up the eggs and ride on the tractor, but on the day that Sam visited the eggs were already picked up and the tractor was not there. Grandma had sold it. What do the stories remind you of?	4:10 Participating in shared/ guided/ independent reading of the text. -Discussing the events of the text. -Thinking about what the text "reminds me of" -Listing connections on a connection chart -Expanding individual connections into personal narrative pieces. -Sharing narrative pieces with peers.	4:10 Chart paper Markers	4:10 Read a given story and write/talk about two things the story "reminds me of."

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION				
Reading Comprehension (cont'd)	4:11 distinguish between fact and fantasy.	4:11 e.g. <u>The Frog Prince</u> The princess was about to jump up and run, but she felt sorry for the frog with the sad voice. She asked him what she can do to help him. He said that he was really a handsome prince who was turned into a frog by a wicked witch's spell. The spell could only be broken if he was kissed by a beautiful princess. So the princess kissed the frog who immediately turned into a handsome prince. <u>Facts or Fantasy</u> <u>Ron's Birthday Party</u> Ron had invited all his friends to his birthday party. It was his sixth birthday. They played games and looked at videos.	4:11 Participating in shared/ guided independent reading of the text. -Discussing details of the events in the extracts. -Talking about whether the events could happen for real or not. -Highlighting the differences between stories with fantasy and those with factual information	4:11 Fairy Tales Informative texts	4:11 Classify the statements under real or not real. * Pigs build their houses with wood. * Fishes live in water * Frogs like to eat hot soup <table><tr><th>Real</th><th>Not Real</th></tr><tr><td></td><td></td></tr></table>	Real	Not Real		
Real	Not Real								

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)		When Ron opened his presents he was surprised to see the computer game his father had promised him. <u>Fact or Fantasy</u> <u>Scary Night</u> My parents were fast asleep when the knock came. My sister and I jumped up. Who could be knocking at our door so late in the night? Dave, I thought. But no, Dave wouldn't knock. He would use his key. Knock, knock, knock came the sound again. Trembling, I peeped through the window to see who it was. To my surprise and relief it was only the dog scratching himself on the door.			

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)		<u>Fact or Fantasy</u> <u>Disobedience</u> No one expected to see such a tiny girl. The fairy had meant to bestow a gift on her but instead of obeying the fairy she did her own thing and received a curse. Now she had to seek the help of a magician.			

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4.12 relate prior knowledge in order to understand text.	4:12 <u>The Colour Wheel</u> We can use the colours, red, yellow and blue to make other colours. If we mix yellow and blue we get green. Red and yellow make orange. Purple comes from mixing blue and orange.	4:12 Reading and talking about the title of the text/topic. -Predicting what they think the text will be about. -Talking about and recording what is known about the title. -Participating in shared/ guided independent reading of the text. -Relating what they know about the topic to what they are finding out. -Discussing what was learnt about the topic and recording same.	4:12 Chart Paper Markers	4:12 Relate what they know about a topic to what they are finding out while reading.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:13 identify the speaker or narrator in a text.	4:13 Who is the speaker/narrator? 4:13:1 can swing from tree to tree. I have a long tail. Give me a banana and I will do a trick for you. 4:13:2 When you want to get rid of your garbage, I will come with my truck and take it away for you. 4:13:3 Don't slip on my skin. I'm green before I'm ripe. I'm yellow when I'm good to eat. 4:13:4 I keep the sun out of your eyes. You might wear me as you round up a herd of cattle. 4:13:5 I have a nose. I have a tail. If you ride on my back, we'll trot and gallop along the trail.	4:13 Participating in shared/ guided/ independent reading of a narrative text. -Discussing the information given in the narratives. -Identifying/naming the speaker/narrator of the story. -Giving reasons for choices of narrator.	4:13 Riddle cards	4:13 Read a given story or riddle and identify the narrator/speaker.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:14 read aloud age appropriate level text with fluency so as to convey meaning to the listener.	4:14 <u>The Swing</u> Would you like to go up in a swing, up in the sky so blue? Oh! I do think it the happiest thing, A child can ever do. <u>Ducky Duck</u> Ducky Duck was going to a party. She looked in her box. Ducky Duck found a yellow dress. "It is a yellow dress!" She said. Ducky Duck found a red hat. "Its is a red hat!" she said. Ducky Duck found a pair of green shoes – she was very happy. 'I think I look very pretty! She said. -Read:- with smooth phrasing and a good pace. -use intonation and punctuation well -make your reading sound like 'talk'	4:14 -Reading aloud, along with teacher a familiar book. -Noticing and following the pattern as teacher reads smoothly, making it sound like talk and using information and punctuation. -Describing how fluent reading sounds -Listening to dis-fluent reading and commenting on how it sounds. -Reading and re-reading sentences fluently.	4:14 Big books and smaller versions. Social Studies For Our Children Book 1 Science Around Us Book 1	4:14 Read a favourite text fluently.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:15 retell a story or parts of a story read or told orally.	4:15 e.g. <u>Fire! Fire!</u> One night, Danny woke up. He smelt something burning. The house was on fire. "Fire! Fire! Fire! he shouted". Everyone woke up. Quickly, he picked up his baby sister. The whole family rushed out of the house. Daddy quickly made sure that everyone was safe. Then he called the fire service. Retell the story.	4:15 -Participating in shared / guided/ independent reading of the story. -Observing and discussing the sequence of events in the story. -Modelling retelling the story using the "retelling frame" (who, what, when, where, why) -Retelling the story individually.	4:15 Big book Retelling frames	4:15 Read this story, and retell it in your own words.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:16 identify characters and talk about them.	4:16 <u>Best Friends</u> Mary and Pam are friends but they are not alike. Pam is tall and slim. She has long hair. Mary is fat and not as tall as Pam. The girls like singing and reading. Pam likes to share. She gives birthday gifts to all her friends. Mary is a greedy girl. She does not share. She eats and sleeps a lot. Pam is always helping mother in the house.	4:16 -Participating in shared / guided/ independent reading of the text. -Identifying and naming the people or animals in the story. -Describing the actions of the people or animals in the story. -Talking about why they like/dislike a particular character. -Dressing up dolls or stuffed toys to represent a favourite character.	4:16 Stuffed toys Scrap materials Costumes	4:16 Give two words that tell what you think about the mouse in the story: 'The Lion and the Mouse.'

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Reading Comprehension (cont'd)	4:17 interpret poem and stories through the use of drama.	4:17 Little Miss Muffet Sat on her tuffet Eating her curds and whey Along came a spider and sat down beside her, And frightened Miss Muffet away. -Act out the poem/rhyme	4:17 -Participating in shared/ guided/independent reading and re-reading of the same story. -Discussing the events in the story. -Assigning pupils to various roles -Thinking about and focusing on roles. -Using props and costumes to help pupils think their way into their role. -Making suggestions that will help children act more expressively. -Dramatizing stories and inviting reflections on same.	4:17 Costumes Poems	4:17 Act out a short poem or story told.

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STANDARD 5: Uses Conventions of Written Standards English at Grade/Level to Compose and Organize in Coherent Text for a Variety of Purpose.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Punctuation Full Stop and Question Marks	5:2 recognize that a full stop is placed at the end of a telling sentence. - recognize a question mark is placed at the end of an asking sentence. -Use the full stop and the question mark to punctuate sentences.	5:2 The full stop is used to end a telling sentence. e.g. I am a big girl. Seeta is at school. The question mark is used to end an asking sentence or question. e.g. Who am I? How does the farmer get from his home to the market?	5:2 Putting in a full stop or a question mark where necessary. -Rewriting sentences and punctuating them. Matching kinds of sentences with punctuation marks.	5:2 Charts, Fun With Language Rainbow Reader Series RALP Readers	5:2 Put a full stop or question mark at the end of each sentence. Where are the children How many children do you see The children are at school They are marching. What is your name Match the full stop and question mark with the sentences. This is a market . Who likes dolls ? Ned rides a Bicycle .

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STANDARD 5: Uses Conventions of Written Standard English at Grade/Level to Compose and Organize in Coherent Text for a Variety of Purposes.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Grammar	5:3 speak and write using correct simple Standard English Structures.	5:3 - The verb 'to be' present and past tense. I am - Present continuous tense e.g. is reading – He <u>is</u> <u>reading</u> - Base verb and base verb + s. walk – We <u>walk</u> to school walks – John walks to school - Regular and irregular plural nouns e.g. book - <u>books</u> ochro - <u>ochroes</u> puppy - <u>puppies</u> foot - <u>feet</u> - Pronouns – I, <u>me</u> and <u>my</u> - The verb 'to have' - The verb 'to do' - Adjectives - Adverbs	5:3 – Discussing and writing sentences on specific topics from Content. - Patterning grammatical structures. - Repeating correct sentence structures. - then writing them down - Role playing - Modelling - Sentence Building	5:3 - Pictures for sentence building - Substitution Charts	5:3 Saying or Writing Sentences according to given pictures e.g. - Today..... - Yesterday

LITERACY STANDARDS – GRADE 1

STANDARDS	BENCHMARKS / LEARNING OUTCOMES
STANDARD 4 Comprehends interprets and evaluates a wide range of narrative and informative text appropriate to the grade level	<u>Reading Comprehension</u> 4.1 Reads and follows simple written instructions. 4.2 Recalls facts and details of text. 4.3 Identifies the main idea of a given text. 4.4 Identifies and discusses similarities and differences in stories. 4.5 Identifies sequences of events in stories. 4.6 Demonstrates understanding of literal meaning of stories. 4.7 Answer 'who', 'what', 'how', 'when', 'where', 'why' and 'what if' questions about stories read. 4.8 Identifies cause and effect relationships in text. 4.9 Shares new information from text in own words. 4.10 Uses context clues to understand text. 4.11 Relates prior knowledge in order to understand text 4.12 Reads aloud, age appropriate level text with fluency so as to convey meaning to listener. <u>Reading – Literature</u> 4.13 Predicts and justifies what might happen next in stories. 4.14 Relates story information to real-life experiences. 4.15 Distinguishes between fantasy and fact. 4.16 Retells a story, or parts of a story read or told orally. 4.17 Identifies characters and talk about them. 4.18 Identifies speaker or narrator in a story / text. 4.19 Uses words, appropriate to grade level which can convey feeling. 4.20 Dramatises poems and events from a story read or told. 4.21 Develops stories from stimuli – pictures.

LITERACY STANDARDS – GRADE 1

STANDARDS	BENCHMARKS / LEARNING OUTCOMES
STANDARD 3 Demonstrates proficiency in applying relevant decoding and word recognition strategies to the reading process and uses this knowledge to become a fluent reader.	WORD ANALYSIS, FLUENCY AND VOCABULARY DEVELOPMENT <u>Decoding and Word Recognition</u> 3.1 Recognises local environmental print such as graphics, symbols and signs. 3.2 Readily identifies all alphabet letters out of sequence. 3.3 Understands that individual letters represent individual sounds. 3.4 Reads regular words and nonsense words fluently using print sound correspondence to sound out words. 3.5 Reads basic grade level sight words in isolation. 3.6 Knows letter – sound correspondences. 3.7 Blends letter sounds to decode printed words. 3.8 Segments the sounds in printed words. 3.9 Sounds out regular one – syllable words and nonsense words fluently. 3.10 Builds and easily reads word families. 3.11 Reads decodable text accurately and fluently at grade level. <u>Vocabulary and Concept Development</u> 3.12 Extends vocabulary appropriate context. 3.13 Demonstrates use of newly taught vocabulary. 3.14 Reads basic level sight words in context. 3.15 Uses synonyms and antonyms for grade level. 3.16 Demonstrates appropriate use of vocabulary in context. 3.17 Demonstrates appropriate use of vocabulary and sentence structure. 3.18 Reads fluently with expression, any appropriate grade level text.

LITERACY STANDARDS – GRADE 1

STANDARDS	BENCHMARKS / LEARNING OUTCOMES
STANDARD 2	CONCEPTS OF PRINT AND PHONEMIC AWARENESS
Demonstrates emergent reading skills in phonemic awareness and concepts of print.	<u>Print</u> 2.1 Identifies likeness and differences in forms and symbols. 2.2 Scans left to right when being read to. 2.3 Knows the parts of a book. 2.4 Names some favourite book titles. 2.5 Locates and identifies title and author of a book. 2.6 Recognises that alphabet letters represent print. 2.7 Identifies upper and lower case letters out of sequence, fluently. 2.8 Recognises own name in print. <u>Phonemic Awareness</u> 2.9 Knows that alphabet letters represent the sounds in speech. 2.10 Identifies likeness and difference in sounds. 2.11 Taps out syllables in words accurately. 2.12 Identifies individual phonemes in simple spoken words. 2.13 Segments spoken words into syllables and individual phonemes. 2.14 Separates and blends two syllable words. 2.15 Blends individual phonemes to create two and three letter words. 2.16 Identifies individual letter sounds initial, medial and final position in simple words. 2.17 Produces another word that rhymes when given a spoken word. 2.18 Identifies short vowels in two or three letter spoken words. 2.19 Identifies long vowels in single syllable spoken words. 2.20 Blends spoken segments (syllables, phonemes) into spoken words. 2.21 Builds and reads word families when provided with simple word stems. 2.22 Reads simple decodable text.

APPENDIX

LITERACY STANDARDS – GRADE 1

STANDARDS	BENCHMARKS / LEARNING OUTCOMES
STANDARD 1 Demonstrates grade or age appropriate receptive and expressive language skills.	LISTENING AND SPEAKING <u>Listening</u> 1.1 Listens to acquire Standard English vocabulary and sentence structure. 1.2 Listens attentively to what is read by the teacher. 1.3 Understands and follows two to three step oral directions. 1.4 Listens politely in a group. 1.5 Recalls what is heard. <u>Speaking</u> 1.6 Uses first language for various kinds of reporting as appropriate. 1.7 Articulates speech sounds accurately. 1.8 Speaks politely in a group. 1.9 Participates in discussions to practise spoken English. 1.10 Uses basic language structure orally. 1.11 Builds oral vocabulary independently. 1.12 Participates in meaningful activities such as role play, mime, show and tell, which promote new language learning.

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STANDARD 6 Reads to Locate, Select and Use Information from a Variety of Sources.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
	6.3 record information in a variety of formats such as logs, journals, tables, charts etc.	6.3 Pie and bar chart pictographs to show e.g. games, food, subjects on the timetable; likes, dislikes. Birthday charts – How many birthdays are there this week/month? Weather charts to show dry, wet, rainy, sunny days. Road signs e.g. Don't walk; walk; Pedestrian Crossing; Stop. School signs: Washroom; Boys/Males; Females/Girls; Don't Litter; Rubbish Bin	6:3 Variety of activities – drawing, colouring, tracing, comparing, interpreting that suits the content. Games e.g. I Spy; Blind Man's Buff	6:3 Timetable Birthday Chart Weather Chart Road Signs 	6:3 Locate information without help.

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STANDARD 6 Reads to Locate, Select and Use Information from a Variety of Sources.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Research and Study Skills	<i>The child will</i> 6:1 identify groups in a variety of situations	6:1 Variety of objects, shapes, animals, letters, pictures for similarities and differences in number, appearance and qualities.	6:1 Collecting, observing grouping. Discussing – what I/we did, how we did it.	6:1 A variety of objects, cardboard, shapes of animals, Math (circles, squares)	6:1 Group items as teacher requests -Arrange information in order.
	6:2 Sort and interpret information on calendar, map, chart or simple graph.	6:2 Months and days, number, name and sequence/correct order -Simple drawing plans of school community, the street where I live.	6:2 Locating/selecting information on map, plan, chart, graph.	6:2 Simple drawing plans on cardboard/plain paper.	6:2 Respond to questions from a chart.

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STANDARD 5: Uses Conventions of Written Standards English at Grade/Level to Compose and Organize in Coherent Text for a Variety of Purpose.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressive Writing	5:11 -realize that thoughts, ideas and feelings can be expressed orally and in writing. - Show willingness to write on topics, stories, directions, poems and rhymes.	5:11 Descriptions of objects, persons; animals and places on charts etc. News Picture study Story books / Big books Personal experiences Talking books Picture dictionary Poems	5:11 Observing and telling about experiences, stories heard, picture and objects seen. ▪ Tracing/writing words, phrases, sentences after talking. ▪ Drawing objects and writing about them. ▪ Making a picture dictionary. Making personal collection of books, stories, poems and rhymes.	5:11 Pictures, story books, CD/Cassette player	5:11 Write on the topic: All About My Best Friend. Draw your best friend on the page.

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STANDARD 5: Uses Conventions of Written Standard English at Grade/Level to Compose and Organize in Coherent Text for a Variety of Purposes.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressive Writing	5:10 - recognize that words denoting size, colour and shape are used to make writing clearer. - show willingness to write accurately.	5:10 Improving The Writing Steps to Follow: 1. Find the name words such as the people, places or things. 2. Use descriptive words to make the people, places or things clearer. e.g. I am a girl. I am a pretty, little girl. 3. Rewrite your work 4. Check your beginning and ending sentences (Make sure they are interesting. 5. Check your work.	▪ 5:10 Selecting the words from the passage that are names / words of people / words of people, places and things ▪ Using descriptive words to identify size, colour and shape ▪ Copying / writing words, phrases and sentences related to topic. ▪ Listening to television programmes and recorded stories on cassettes. ▪ Re-reading work. ▪ Improving the beginning and ending sentences.	5:10 Pictures, objects, television, CD/ Cassette player Fun With Language Series	5:10 Write the final draft of your composition on the topic All About Me Draw yourself on the page.

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STANDARD 5: Uses Conventions of Written Standard English at Grade/Level to Compose and Organize in Coherent Text for a Variety of Purposes.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressive Writing		5. Rewrite your first draft in the best way. e.g. I am a girl. My name is Ruth Singh. I am six years old. I am tall, thin and dark. I am also honest and kind. I live at Camp Street. I have two brothers and one sister. I attend St. Mary's Primary School. I am in Grade one. Playing is fun for me. Note well, (This is not the order that some children will like to use. Give them the opportunity to use alternatives)			

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressive Writing	5:9 -develop the first draft to check for ideas.	5:9 <u>Improving the first Draft</u> <u>Steps to follow</u> 1. With help from teacher or peers, read the first draft carefully. 2. Draw a line through the odd sentence. e.g. Myself My name is Ruth Singh. I am a girl. I am six years old. My birthday is on Sunday. I have two brothers. I have one sister. I live at Camp Street. I live near a shop. I am tall. I am thin. I am dark. I am in Grade One. My school is big. It is St. Mary's Primary School. It is painted in green and white. I am honest. I am kind. 4. Join short sentences together e.g. I have two brothers. I have one sister. = I have two brothers and one sister. I am tall. I am thin. I am dark. = I am tall, thin and dark. I am honest. I am kind. = I am honest and kind.	5:9 <i>The Writers' Workshop continues</i> ▪ Re-reading the passage to check for the words which are left out. ▪ Drawing a line through odd sentences. (sentences which do not belong to the overall topic) ▪ Joining short sentences together. ▪ Re-writing draft Re-reading draft.	5:9 Pupils' workbooks. Fun With Language Series	5:9 Write the sentences the best way you can. All About Me Draw yourself on the page.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressive Writing	5:8 - participate in groups to organize ideas for a topic. -recognize that sentences can be compiled on a particular topic	5:8 <u>Making A Plan</u> <i>Steps to follow:</i> 1. Think about an interesting sentence and write it down. 2. Use your word list to write other sentences. 3. Put the sentences in order. 4. Write a closing sentence. e.g. All About Me (This is only a sample.) My name is Ruth Singh. I am a girl. I am six years old. My birthday is on a Sunday. I have one sister. I live at Camp Street. I live near a shop. I am dark. I go to St. Mary's Primary School. My school is big. It is painted in green and white. I am in Grade One. I am honest. I am kind. 3. Rewrite your sentences in the best way.	5:8 <i>The Writers Workshop continues.</i> ▪ Discussing / brainstorming to get a beginning sentences. ▪ Working in groups to arrange ideas (on strips of cardboard) ▪ Using list to write other sentences. (These ideas can be expanded when necessary) ▪ Writing a suitable sentence to end ▪ Reading the work	5:8 Strips of cardboards with ideas e.g. name age	5:8 Rewrite the sentences composition on the topic: All About Me Draw yourself on page.

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressing Writing	5:7 express freely details on a given topic	5:7 <u>Steps to Follow when Writing on a Topic</u> 1. Think carefully about the topic. 2. List the ideas. 3. Choose the ideas you really need. Topic: All About Me Step 1. <i>I think ...</i> Step 2. <i>I make a list. girl, my school, address, brothers and sisters, favourite fruits, how I look, age, where I sleep, my class; my hobbies, name, my cousins.</i> Step 3. <i>I choose from my list the facts I need e.g. name, age, address, boy or girl, how I look, my brothers and sisters, school, class, my hobbies,</i>	5:7 Involving pupils in a writers' workshop. ▪ Brainstorming to get ideas on the topic. ▪ Listing ideas as they are expressed. ▪ Choosing important details from the list. ▪ Giving reasons for the choices which are made.	5:7 pictures, markers, crayons. Fun With Language Series Rainbow Readers Series	5:7 Write a composition on the topic: All About Me Draw yourself on the page.

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STANDARD 5: Uses Conventions of Written Standard English at Grade/Level to Compose and Organize in Coherent Text for a Variety of Purposes.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressive Writing	5:6 develop an awareness that each pupil is different and he/she has different ideas. -discuss topics generally then select one o interest -choose a topic to write about	5:6 <u>You are Special</u> You are special You are different from anybody else in the world. You look different. Your life is different. Your ideas are different They are not the same as anyone else in the class or in the school. These sentences tell how special you are: My name is _____. My favorite colour is _____. I like to play _____. When I grow up I want to be a _____. <u>Writers' Workshop</u> 1. All About Me 2. My Family 3. My Favourite Animal 4. My Class 5. My Special Celebration	5:6 Demonstrating / Role Playing to show the qualities of oneself and how different he/she is. ▪ Brainstorming to get facts to show how pupils are different from each other. ▪ Viewing oneself in mirror ▪ In a writers' workshop, discussing general ideas on the topics to express knowledge. ▪ Completing sentences on the given topic. ▪ Discussing in groups, topics according to pupils' choice ▪ Sequencing pictures and writing story based on the pictures.	5:6 Mirror, - pictures, - newspaper clippings, - books, flashcards. - Fun With Language Series - Rainbow Readers Series	5:6 Write sentences on <u>ONE</u> of these topics:- 1. All About Me 2. My Family 3. My Favourite Animal / Book Friend 4. My Class 5. My Special Celebration

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Expressive Writing	5:5 demonstrate an understanding of arranging and sequencing to form letters, words and coherent story/passage.	5:5 –Letters and words cutouts -sand paper letters -Workbooks with lines and sample letters and words -grouped letters e.g. short, tall, above the line, below the line. (i) c e o a (ii) d h b (iii) r n m (iv) i v w x z (vi) u y <u>Writing Pattern/model</u>	5:5 Tracing letters, words, and cut outs. -Writing simple letters and words -Writing words that are associated with a particular topic or theme. -Using words to form phrases and sentences. -Arranging sentences in sequence in order to form story or passage. -Using stories to form books.	5:5 Flashcards, cutouts, sand paper letters, workbooks, charts models of writing patterns.	5:5 Listing words on a particular topic e.g. Family, brother, sister etc. Write sentences on a topic in order. Fun with Language Book 1 Part 3 p. 40, 45 and 48

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Penmanship	5:4 develop the conventions of letter formation, spacing and margin.	5:4 Printed materials from readers, workbooks, signs, labels and other aspects of the environment.	5:4 Tracing letters, words, phrases and sentences. -Writing letters, words and sentences with the appropriate spaces between them. -Editing printed material to check for appropriate spacing. -Using fingers and rulers to get appropriate spaces between words and sentences.	5:4 Workbooks, textbooks, copywriting sheets.	5:4 Copywriting exercise e.g. a a a a a see see see I see Sam.

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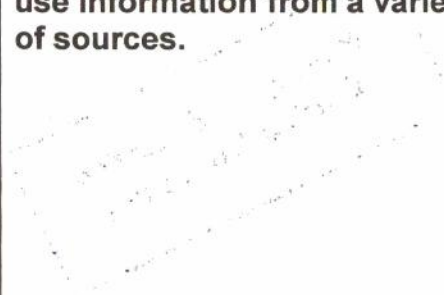
STANDARD 5: Uses Conventions of Written Standard English at Grade/Level to Compose and Organize in Coherent Text for a Variety of Purposes.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Penmanship	5:3 demonstrate a style of writing that is legible (manuscript)	5:3 <u>Script Writing</u> Letters, words, phrases and sentences i v w x z l t f k r n m h b c e o a d g q run, will I am a girl Sentences from readers e.g. They are singing. You are a doctor. The children play cricket.	5:3 Tracing letters, words, phrases and sentences. -Writing letters, words and sentences with appropriate space between. -Editing printed materials to check for appropriate spacing. -Using fingers to get appropriate spacing between words and sentences.	5:3 Workbooks, textbooks Printed materials from readers, workbooks, classroom environment.	5:3 Writing labels e.g. table, chair -Proof reading e.g. This is a bicycle This is a bicycle. -Copy school rules and instructions e.g. I must walk on the right side of the road. -I must always throw litter in a bin.

LITERACY STANDARDS – GRADE 1

STANDARDS	BENCHMARKS / LEARNING OUTCOMES
STANDARD 5 Uses conventions of written Standard English at grade level to compose and organise in coherent text for a variety of purposes.	WRITING CONVENTIONS OF STANDARD ENGLISH <u>Spelling</u> 5.1 Shows awareness of conventional spelling. 5.2 Spells correctly regular short vowel words. 5.3 Uses invented spelling from phonic knowledge when necessary. 5.4 Correctly spells previously taught irregular words in own writing. <u>Punctuation</u> 5.5 Uses grade level punctuation (full stop, question mark) and capitalisation. 5.6 Observes appropriate spacing between letters, words and sentences. <u>Penmanship</u> 5.7 Uses a style of writing that is fluent and legible (manuscript). 5.8 Uses lines and margins and observes appropriate spacing. <u>Writing as a Process</u> 5.9 Demonstrates understanding of topic. 5.10 Develops appropriate facts and details. 5.11 Organises content for writing. 5.12 Re-reads draft. 5.13 Writes logically, focusing on topic. 5.14 Uses descriptive words so as to enhance reading. 5.15 Produces a variety of types of compositions such as stories, descriptions, directions and rhymes.

LITERACY STANDARDS – GRADE 1

STANDARDS	BENCHMARKS / LEARNING OUTCOMES
STANDARD 5 Reads to locate, select and use information from a variety of sources. 	<u>Research and Study</u> 6.1 Sorts, groups and sequences a variety of items. 6.2 Locates and interprets information on a calendar, map chart or simple graph. 6.3 Records information in a variety of formats such as logs, journals, tables, charts etc. 6.4 Uses parts of a book, front, title page, table of contents. 6.5 Locates information from dictionary and other grade level reference material. 6.6 Comprehends and employs alphabetical sequence by first letter.

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