

LITERACY – CURRICULUM GUIDE GRADE 2

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LITERACY – CURRICULUM GUIDE GRADE 1

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Thanks are extended to the following persons for their involvement in the preparation of the Literacy Curriculum Guide for Grade 1:

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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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INTRODUCTION

This Grade 2 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 Grade One level to meet the specific needs of pupils at Grade 2. 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, understanding 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 when they plan daily notes.

Ingrid Barker
Head (a.g) Curriculum Development and Implementation Unit
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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.

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

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

et – *bet*
ack – *black*
ink – *think*

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.

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
band

met
hand

net
land

set
sand

STANDARD 1

Demonstrates Grade or Age Appropriate Receptive and Expressive Language Skills.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
<p>Listening</p>	<p><i>The child will:</i> 1:0 Listen, acquire and use Standard English vocabulary and sentence structure.</p>	<p>1:0 News reported by teacher / classmates.</p> <ul style="list-style-type: none"> -Talks delivered by resource persons -Topics from current affairs -The significances of National holidays -Information based on Social Studies themes e.g. Transportation, Community helpers, Special Days/week -Radio/Television broadcasts 	<p>1:0 Listening carefully to the speakers</p> <ul style="list-style-type: none"> -Retelling what was said in Standard English -Talking about current events -Asking and answering questions on points brought out in discussion - Discussing highlight - Listening to stories based on particular events - Listening to Interactive Radio Instruction programmes. 	<p>1:0 Newspapers, magazines, posters etc.</p> <ul style="list-style-type: none"> -Resource personnel e.g. parent, community worker, welfare officer, reporter, traffic policeman. - Test - National Holidays - Relevant text, handouts 	<p>1:0 Retell news heard in Standard English.</p> <p>Tell the significance of National Holidays and how they are observed in Standard English.</p>

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TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Listening Cont'd	1:1 Listen - attentively to what is read by the teachers.	<p>1:1 Descriptive sentences for identification of picture/object or person.</p> <ul style="list-style-type: none"> - Stories based on facts or imagination. - Stories about: <ul style="list-style-type: none"> ▪ Communities ▪ Religious festivals ▪ Ghosts ▪ Brer Anancy - Spoken message sent from one person/group to another. 	<p>1:1 Participating in listening game to identify according to description.</p> <ul style="list-style-type: none"> - Listening to specific description then showing object or person described. - Discussing the clues given. - Listening to stories told both in Creolese and Standard English. - Discussing stories heard and identifying significant details through questions. - Identifying characters of story. - Dramatizing roles of characters. - Reproducing parts of a story using the voice for intonation. - Listening to and memorizing messages and delivering them. 	<p>1:1 Games</p> <p>Objects e.g. basket, people.</p> <p>Resource persons</p> <p>Fairy tales books e.g. <i>Mother Gooses</i> Folk Tales Story Charts/maps</p> <p>Pictures of characters</p>	<p>1:1 Talk about their favourite fairy tale/retell parts of some in Standard English.</p> <p>Talk about their favourite characters and say why they like/dislike certain characters.</p>

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Listening Cont'd	1:2 Follows increasingly complex directions and instructions.	1:2 - Map-work on location of places within the school compound-school building <ul style="list-style-type: none"> - HM's Office - Classrooms - Toilets - Library - Canteen - Playfield - Water trough <p>Recipes e.g. How to make a sandwich. Games.</p>	1:2 Observing map of school compound <ul style="list-style-type: none"> - Identifying places on map - Listening to simple directions - Tracing routes on the map - Going on field trips to the community and school compound with a view of locating places according to oral directions. - Listening to instructions and taking appropriate action. 	1:2 Maps Recipe cards Instructions for Games	1:2 Locate persons or places after listening to oral directions. - Use map of school to locate places.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Listening Cont'd	1:3 Listens politely in a group	1:3 Addresses at school's General Assembly by: <ul style="list-style-type: none"> - Headteacher - Teacher - Policeman - Resource person <ul style="list-style-type: none"> - School concerts - Closing exercises 	1:3 Listening to speakers with intent to <ul style="list-style-type: none"> - respond to questions - comply with instructions - shared successes/failures -take messages home to parents/guardians - enjoy discourse 	1:3 Resource persons e.g. police, welfare officer, headteacher, teacher	1:3 Listen to an article read by class teacher and respond to questions in Standard English. Involve in conversations with their friends.

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TOPIC	OBJECTIVES	CONTENT	LEARNING	RESOURCES	EVALUATION
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			EXPERIENCES		
Speaking	1:4 Use polite conventions Articulate speech sounds accurately.	1:4 Social Graces such as: - Please - Thank you - Excuse me Initial, medial and final sound of letters and blends Rhymes/Poems.	1:4 Discussing the importance of social Graces in everyday life. - Setting up situations in class to demonstrate use of Graces e.g. role playing - Responding to teacher/classmate/visitors. Repeating specific letters and words sounds. Stressing the initial, medial and final sounds. Listening to recorded speeches.	1:4 Cartoon characters on wall charts Children in the class Tape recorder Charts with letters and blends copies of poems. Cassette/CD player	1:4 Construct a dialogue situation to use the Social Graces and have children role play the characters.

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Speaking Cont'd	1:5 Use first language for various kinds of reporting as appropriate.	1:5 Recorded conversations - Broadcast to Schools programme - News items - Picture stories - Familiar objects/pictures	1:5 Retelling what was heard in conversations. Sharing personal experiences with class. Talking about important aspects of Broadcast to Schools programmes. Reporting what was seen or heard in the environment and news items on radio/or television. Discussing pictures stating If ... why ...	1:5 Radio Television CD/Cassette player Objects Pictures Newspapers	1:5 Imagine that you were a reporter - Report on an accident you witnessed - Describe the object displayed on the table
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Speaking Cont'd	1:6 Participate in discussions to practice spoken English.	1:6 Picture studies - Reading comprehension - Social, National and Religious events - School Rules - News Items - Stories e.g. The Dog and the Bone. The Hare and the Tortoise.	1:6 Discussing pictures - Discussing story/passage read for comprehension - Answering questions - Chatting about events - Reporting news - Telling what lesson was learnt from stories - Giving personal opinions about characters in stories	1:6 Stories Newspapers	1:6 Read given passage and answering questions on same. - What do you think about . . . - if you were the dog/tortoise what would you have done?
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Speaking Cont'd	1:7 Use basic language structure orally.	1:7 Show and tell conversations - Recorded conversations Broadcast to Schools	1:7 Displaying story/ picture books, toys and other objects. - Describing	1:7 Radio/Recorded Stories Objects, toys etc.	1:7 Make up your own rhymes/poems - Answer the

		<p>programmes.</p> <ul style="list-style-type: none"> - Choral speaking - Poetry - Reading passages 	<p>pictures/toys/objects.</p> <ul style="list-style-type: none"> - Answering questions posed by teacher or peers. - Talking about what was seen or heard. - Talking about selected aspects of Broadcast to Schools programme. - Reciting and repeating words of poems. - Reading individually and in groups. - Verse speaking 	Poems	questions listed on the story read.
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Speaking Cont'd			<ul style="list-style-type: none"> - Practising how to blend voices to produce pleasant choral activities 		

	<p>1:8 Build some oral vocabulary independently.</p> <p>Participate in meaningful activities.</p>	<p>1:8 Select topics e.g. - At the market - At the dentist - A visit to the zoo/farm</p> <p>Role play Mime Show and tell Telephone conversations - giving/receiving messages and instructions - dialing - Greeting the caller</p>	<p>1:8 Sharing words associated with topics e.g. vendor, vegetables Injection, dentist Animals, parrot, etc.</p> <p>Role play familiar characters using a telephone</p> <p>- Recording conversations and listening to replay of cassette - Demonstrating procedures to use the telephone stressing need for politeness when answering the telephone.</p>	<p>1:8 - Pictures</p> <p>CD/cassette player</p> <p>Telephone</p>	<p>1:8 Listen to words related to each of the given topics.</p> <p>Use the telephone provided, pretend you are answering the phone.</p>
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STANDARD 2 Demonstrates Emergent Reading Skills in Phonemic Awareness

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	RESOURCES	EVALUATION
Phonemic Awareness	<p><i>The child will</i> 2:0 -Distinguish between beginning blends in given situations.</p> <p>(scr) (thr) (spr)</p>	<p>2:0 Blends or Clusters</p> <p>(scr) (thr) (spr)</p> <p>These are sounds that are distinctly heard even though</p>	<p>2:0 Discussing the blends or clusters individually</p> <p>- Sounding out the blends in given words.</p>	<p>2:0 Activity Chart with words that begin with</p> <p>scr thr spr</p>	<p>2:0 Sound out these words correctly</p> <p>- Screw scrap three through spray spread.</p> <p>- Write these words,</p>

	<p>-Model the sounds they hear in each sound.</p> <p>-Blend individual phonemes to create words.</p> <p>-Identify individual phonemes in simple spoken words.</p>	<p>they are blended together.</p> <p>- Listening chanting the blends in these words:</p> <p>A) scr ew scr eam</p> <p>scr ape scr atch</p> <p>scr awl scr ew</p> <p>-Identifying and sounding out the 'scr' sounds.</p> <p>B) The following similar pattern with 'thr' and 'spr' words.</p> <p>thr spr throw spray threw sprain three spread throat thread through</p> <p>Dividing the words into - Onsets, Rimes</p>	<p>- Supplying simple words that begin with 'scr', 'thr', 'spr' sounds.</p> <p>- Colouring the: 'scr' words yellow 'thr' words green 'spr' words red on an activity chart.</p> <p>- Making words with scr/thr/spr beginning sounds.</p> <p>- Reading simple decodable texts.</p>	<p>Words cards with scr/thr/spr words for word game.</p> <p>- Activity sheets e.g, Make five new words with beginning with</p> <p>scr (a) (b) (c) (d) (e)</p> <p>Thr (a) (b) (c) (d) (e)</p> <p>Spr (a) (b) (c) (d) (e)</p> <p>RALP BOOK Set 4 - Book 4 - 6 Other texts</p>	<p>give the beginning sounds you hear in each word.</p> <p>spr ing</p> <p>thr ow</p> <p>-Tick the box with the correct word.</p> <p>1. Mom sews with (threw, thread)</p> <p>2. We (threw, through the papers into the bin.</p> <p>3. The hen (scrape, scratches) all day.</p>
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<p>Phonemic Awareness</p>	<p>2:1 Demonstrate the ability to discriminate between letter sounds and words.</p> <p>- Recognise similarities and differences in two sounds.</p>	<p>2:1 aw or au sounds in given words.</p> <p>- Listening for "au" sound in these words:</p> <p>haul cause fault haunt pause</p> <p>- Echoing the sound</p> <p>- Observing the position of "au" in the words under study.</p> <p>- Auditory Discrimination in letter sounds and words:</p> <p>fawn claw draw straw jaw thaw awful awning yawning scrawl</p> <p>- Echoing each sound</p> <p>- Visualizing the position of the sound in medial, initial or ending position.</p> <p>- Reading simple decodable texts in which words with aw and au are used.</p>	<p>2:1 Listening to cassette, sounding out aw/au sound aloud.</p> <p>Playing game - "echoing the sound" by stretching the aw/au sounds in words.</p> <p>Making new words with aw/au sounds. (using onset and rimes).</p> <p>Blending sounds to make words.</p> <p>Colouring 'au' words green.</p> <p>'aw' words red (teacher's choice)</p> <p>Reading simple decodable texts.</p>	<p>2:1 Audio cassette with words listed in content.</p> <p>Phogram Chart</p> <table border="1" data-bbox="1507 321 1724 570"> <tr> <th>Onset</th> <th>Rimes</th> </tr> <tr> <td></td> <td>aw</td> </tr> <tr> <td></td> <td>aw</td> </tr> <tr> <td></td> <td>aw</td> </tr> <tr> <td></td> <td>aw</td> </tr> <tr> <td></td> <td>aw</td> </tr> <tr> <td></td> <td>aw</td> </tr> </table> <p>Colour the au words green and the aw words red.</p> <table border="1" data-bbox="1507 716 1724 857"> <tr> <td>brawl</td> <td>crawl</td> </tr> <tr> <td>awkward</td> <td>pause</td> </tr> <tr> <td>Haul</td> <td>haunt</td> </tr> <tr> <td>Crawl</td> <td>cause</td> </tr> </table> <p>RALP Books Set 5 - Book 7 -9 Rainbow Readers Book 2.</p>	Onset	Rimes		aw		aw		aw		aw		aw		aw	brawl	crawl	awkward	pause	Haul	haunt	Crawl	cause	<p>2:1 Give the sound of aw/au.</p> <p>- Are these sounds same or different?</p> <p>- Give one word with au sound.</p> <p>- Give one word with aw sound.</p> <p>-Blend these sounds; say the words</p> <p>P + aw =</p> <p>str + aw =</p> <p>s + auce =</p> <p>- Read these sentences</p> <ol style="list-style-type: none"> 1. We can spread germs by spitting. 2. Jim throws the bail into the tub. 3. The class draws a picture every Friday. 4. He yawns every morning.
Onset	Rimes																										
	aw																										
	aw																										
	aw																										
	aw																										
	aw																										
	aw																										
brawl	crawl																										
awkward	pause																										
Haul	haunt																										
Crawl	cause																										

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<p>Phonemic Awareness</p>	<p>2:2 Chant beginning and ending phonemes in words</p> <ul style="list-style-type: none"> - Match objects with the same beginning and ending sound - Recognize the difference in two sounds. - Hear and repeat a rhyme in words. - Identify individual phonemes in simple spoken words. 	<p>2:2 Combination <u>ar</u> Listening game:</p> <p>1. What sound do I hear? Chant it.</p> <p>a) <u>tar</u> <u>mar</u> <u>far</u></p> <p>b) <u>bar</u>ber <u>mar</u>sh <u>var</u>mint <u>har</u>vest <u>gar</u>ment <u>bar</u>ked <u>har</u>m <u>dar</u>k <u>car</u>toon <u>ar</u>tist <u>gar</u>den</p> <p>2. Phonogram e.g. Onset Rimes</p> <table border="1" style="margin-left: 40px;"> <tr><td>-</td><td>ar</td></tr> <tr><td>-</td><td>ar</td></tr> <tr><td>-</td><td>ar</td></tr> </table> <p>Blending activities</p> <p>3. Songs, stories Nursery rhymes</p> <p>4. Reading simple decodable texts. Recommendation texts/otherwise.</p>	-	ar	-	ar	-	ar	<p>2:2 Listening to, chanting words listed in Content A.</p> <ul style="list-style-type: none"> - Sound counting game example: a + r = ar t + ar = tar - Supplying simple words to continue counting. - Naming words in Content B 	<p>2:2</p> <ul style="list-style-type: none"> - Word cards with similarities and differences. Put an x on the same word <table border="1" style="margin-left: 40px;"> <tr><td>mar</td><td>tar</td><td>mar</td></tr> <tr><td>bark</td><td>bark</td><td>dark</td></tr> <tr><td>arm</td><td>harm</td><td>arm</td></tr> <tr><td>market</td><td>ticket</td><td>market</td></tr> </table> <p>RALP BOOKS Set 4 Set 5 Set 6 - Books 4, 5 and 6</p>	mar	tar	mar	bark	bark	dark	arm	harm	arm	market	ticket	market	<p>2:2</p> <ul style="list-style-type: none"> - Give one word that begins with <u>ar</u> sound. - Give two rhyming words that end in <u>ar</u>. - Write <u>ar</u> in the spaces below then say the words: - - m f - - m d - - k b - -ber st - - m - - - Read these sentences: a. The <u>car</u> went into the dark. b. The garden has flowers. c. To market, to <u>mar</u>ket to by a fat pig.
-	ar																						
-	ar																						
-	ar																						
mar	tar	mar																					
bark	bark	dark																					
arm	harm	arm																					
market	ticket	market																					

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STANDARD 2 Demonstrates Emergent Reading Skills in Phonemic Awareness

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	MATERIALS	EVALUATION
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<p>Hand Writing</p>	<p>2:3 <i>The Child will:</i></p> <ul style="list-style-type: none"> - Recognise that letters are tall or short. - Trace and write straight lines. - Trace and write circle lines. - Trace and write slant lines. 	<p>2:3 All upper case letters are tall</p> <ul style="list-style-type: none"> - Circling the tall letters b c d D v F - Putting X to the short letters a c f i P n o - Writing their names beginning with an Uppercase letter O. - Tracing each letter. L H I T - Writing these letters - Writing these sentences I like to write. This is my best writing. 	<p>2:3 Repeating the alphabet in sequence.</p> <ul style="list-style-type: none"> - Discussing the alphabet chart together. - Identifying upper case and lower case letters. - Matching the uppercase and lower case letters. - Writing each letter in their books. - Writing the sentence in "content" - Tracing and writing circle lines. 	<p>2:3 Alphabet Chart with both upper and lower case letters</p> <table border="1" data-bbox="1486 215 1728 407"> <tr><td>A</td><td>b</td></tr> <tr><td>B</td><td>c</td></tr> <tr><td>C</td><td>d</td></tr> <tr><td>D</td><td>a</td></tr> </table> <p>Sentence Activity Chart</p> <p>Cassava bread tastes good.</p> <p>Peanut butter is better.</p> <p>I like to write.</p> <p>This is my best writing.</p>	A	b	B	c	C	d	D	a	<p>2:3 Write this sentence in your best writing.</p> <p>My name is _____.</p> <p>Write the upper case letters for b c d f l</p>
A	b												
B	c												
C	d												
D	a												

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STANDARD 2

Demonstrates Emergent Reading Skills in Phonemic Awareness

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	MATERIALS	EVALUATION
Concept of Print	2:4 Trace and write slant lines. - Demonstrate the ability to write a sentence with correct letter spacing. - Write names of people correctly. - Write their names in full.	2:4 Trace each slant line W A Y X V W 7 - Writing these sentences My favourite colour is green. Blue and yellow make green. - Identifying the sentence with the correct spacing. I know a joke . . . I know a joke Exercise: Write these names of People. Pat Mohan Yonette Roy - Write your name in full.	2:4 Discussing the following - Slant lines - Spacing and letter sizes Tracing the slant lines in the air or in sand. Writing sentences. Observing two sentences and identifying the one with correct spacing. Writing the names of people. Writing his/her name in full.	2:4 Exercise books Chalk board presentation Activity sheets with instruction Sand box Sentence strips <div style="border: 1px solid black; display: inline-block; padding: 2px;">My</div> <div style="border: 1px solid black; display: inline-block; padding: 2px;">fat</div> <div style="border: 1px solid black; display: inline-block; padding: 2px;">dog</div> <div style="border: 1px solid black; display: inline-block; padding: 2px;">is</div> <div style="border: 1px solid black; display: inline-block; padding: 2px;">lazy</div>	2:4 Use the sentence strip to show this sentence: My fat go is lazy. - Write: (a) your full name (b) Say why spacing of letters and words is important. .

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STANDARD 2

Demonstrates Emergent Reading Skills in Phonemic Awareness

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<p>Concept of Print</p>	<p>2:5 <i>The child will:</i></p> <ul style="list-style-type: none"> - Write titles of songs - Use quotations marks - Write titles of stories - Underline the titles 	<p>2:5 Begin each word in the title of a song with an upper case letter.</p> <ul style="list-style-type: none"> - Discussing songs the child sings. - Writing the titles of songs. e.g. "Row, Row, Row Your Boat. "Itsy, Bitsy Spider." <p>Write the title of a song you love to sing.</p> <ul style="list-style-type: none"> - Name stories they have listened to or have read. e.g. <ol style="list-style-type: none"> 1. Beauty and the beast 2. Peter Pan 3. Pinocchio 4. Anancy and Spider <p>Write the title of the story you like best.</p>	<p>2:5 Discussing the names of songs</p> <ul style="list-style-type: none"> - Singing a song or two together. - Discussing and writing the titles of songs. - Writing the title of a song using quotation marks. <ul style="list-style-type: none"> - perusing story books from class library. - Naming stories - Discussing how these can be written down. - Writing the title of stories - Writing the title of story he/she like best. 	<p>2:5 Activity sheets with titles of songs.</p> <p>CD/Cassette player</p> <p>Writing materials</p> <p>Story books from the class library</p> <p>Activity chart with titles of stories.</p> <p>RALP Books</p>	<p>2:5 Write the title of a song you know.</p> <ul style="list-style-type: none"> - Choose a story title, write it down and underline it. - Write the title of the best cartoon you enjoy. - Write the title of another story you have read or heard.
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Concept of Print	<p>2:6 <i>The child will:</i></p> <ul style="list-style-type: none"> - Write signs in the community - Write a sign for the classroom - Use the exclamation point correctly 	<p>2:6 Signs</p> <p>Sh!</p> <p>Children Be Quiet!</p> <p>Exit!</p> <p>Keep Off!</p> <p>No Parking!</p> <p>Write a sign for your classroom</p>	<p>2:6 Observing the various signs and reading same.</p> <ul style="list-style-type: none"> - Discussing how the signs are written. - Telling why the signs are important. - Using a puzzle to identify a few signs. - Writing a sign on his/her own. 	<p>2:6 Cards with signs printed on them.</p> <p>Puzzle-fixing same to reveal signs.</p>	<p>2:6 Write one sign from your community.</p> <ul style="list-style-type: none"> - Complete this sign <p>Beware of the</p> <hr/> <ul style="list-style-type: none"> - Write the name of your street correctly.
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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 – Decoding and Word Recognition.

TOPIC	OBJECTIVES	CONTENT	LEARNING EXPERIENCES	MATERIALS	EVALUATION
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<p>Recognises local environmental print such as graphic symbols and signs.</p>	<p><i>The child will:</i> 3:1 Use his knowledge of letters, words, symbols, signs in the home and school environment at large.</p>	<p>3:1 Familiar food labels on cans, boxes, jars, bottles, packages. e.g. corn flakes, cookies (Oreo) Kit kat bars, chocolate, milk</p> <p>Signs: KFC, DIH, Demico House Bakewell, Topco, Ads on TV</p> <p>Newspaper names- Chronicle Traffic signs, Names and buses Stabroek Market, Bourda, Village names, street names, important names/[places in Guyana-Police Stations, Hospitals, Fire. Dept. Abbreviated names e.g. GT&T, GPL, GWI, NCERD.</p>	<p>3:1 Collecting, displaying and reading names, - Sharing labels, packages, name tags with a friend in class, class teacher -Keeping a scrap book with signs and labels in every day use. -Cutting out words, signs etc and placing them in a scrap book. -Analysing words and write on word wall. - Participating in classroom shopping activities - create tags, pricelist -Reporting/recounting to teacher/class on personal experience e.g. visit to different places, family activities etc.</p>	<p>3:1 Assorted labels, signs Money-real and artificial. Product labels with which the child is familiar e.g. breakfast foods, snacks, Toiletries Classroom shopping Corner/market area Materials for writing Recording messages. Shopping lists Stories, poems, signs, charts, posters</p> <p>Crayons, markers, cardboard, pens, pencils, scissors, paste, paints.</p>	<p>3:1 <i>The Child will:</i> - identify/recognize names of favourite food items. - Place names-streets, villages, important place in the community. - Stores, markets etc and decode and read the fluently. The child will write independently or at teachers' dictation, what he had heard, read, discussed. The child will recognize and use words appropriately and in context.</p>
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STANDARD 3

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TOPIC	OBJECTIVES	CONTENT	LEARNING	MATERIALS	EVALUATION
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			EXPERIENCES		
Recognises local environmental print such as graphic, symbols and signs. (Cont'd)			<ul style="list-style-type: none"> -Decoding blend segment syllabicate words where possible. -Through shared and Interactive writing, use the new vocabulary in predictable ways. - Creating charts - Writing log, diary, journal - Classbooks, posters, messages - Creating Big Books <p>Reading and interpreting bills, price tags and price list.</p>	<p>Word bank Word Wall Games.</p>	

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<p>Extends vocabulary in own speech</p>	<p>3:2 <i>The child will:</i></p> <p>- use the Words he sees in his Environment in both formal and informal conversations.</p>	<p>3:2 in the home</p> <p>In the school</p> <p>In the shop/market, store</p> <p>In books he reads at his independent level.</p> <p>Other environmental vocabulary-community related prints, Street names, village names, bill board.</p> <p>Know sight words.</p>	<p>3:2 Small/large group discussion</p> <p>Developing word lists in pairs, small groups whole class,</p> <p>- Creating predictable books e.g. (using labels)</p> <p>I like Bakewell rolls</p> <p>I like Demico ice-cream</p> <p>I like KFC chicken</p> <p>I like Busta drink</p> <p>I like Topco juice</p> <p>group, pairs, individual whole class effort.</p> <p>Shared and Interactive writing.</p> <p>Creating a Word Web, based on discussion.</p>	<p>3:2 Word Wall</p> <p>Word Lists</p> <p>Word dictionaries (class, Individual)</p> <ul style="list-style-type: none"> ▪ Word - picture books Books of labels, signs Letter Books. ▪ Things in the home Clothes we wear Fruits we eat Places we go. On the road etc. At the market in our classroom. <p>Word/flash/letter Cards/blends/digraphs</p>	<p>3:2</p> <ul style="list-style-type: none"> - Follow directions/ Instructions - Stay on task - Complete task - Work successfully with a peer, in a small or large group. - Explain task or role in a group.
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<p>Extends vocabulary in own speech (Cont'd)</p>				<p>Sentence strips Predictable books, charts Stories in the textbooks/class readers.</p> <p>Sorting boxes' Wall pockets (for displaying words)</p>	<p>3:2 - Report on activity successfully. - read</p>
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<p>Demonstrates Use of newly Taught vocabulary.</p>	<p>3:3 <i>The child will:</i></p> <ul style="list-style-type: none"> - use new vocabulary in a variety of ways <p>The teacher will provide for the child to use the words he has learnt.</p>	<p>3:3 New vocabulary taught based on</p> <ul style="list-style-type: none"> - Text books - Class readers - Sight word list - Word families (phonograms) - Environmental words - Food names - Clothing - Things in the home Names of animals Things in the school. 	<p>3:3 Shared writing</p> <ul style="list-style-type: none"> - Interactive Writing - Individual sentences - Stories - Recording word list - Classroom publishing - Creating predictable - Charts, books etc. - Word games. - Completing words search, puzzles - Selecting words to complete sentences - Making and solving riddles. 	<p>3:3 Chalk board</p> <ul style="list-style-type: none"> Bulleting board Word lists (as in content) word families word wall predictable charts, books. - Storage/sorting boxes, crayons, chalk, markers, pencils. 	<p>3:3 <i>The child will</i></p> <ul style="list-style-type: none"> Identify, pronounce words from a specified area. - Use words in sentences. Sort words accurately for specific lists by letter, by categories - Use appropriate words for recording activities. - Keep new words in his word book. - Complete a sentence appropriately.
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<p>Reads regular and nonsense words fluently using print sound correspondence to decode words</p>	<p>3:4 The child will read materials with regular and nonsense words fluently in any context using sound-symbol relationships as the basis for decoding.</p> <p>The child will use recognized nonsense words as parts of regular words,</p> <p>The child will read for pleasure to another child, teacher, to a recorder, etc for observation and evaluation.</p>	<p>3:4 Regular sight words encountered while reading class texts, library books, message, stories an other texts etc.</p> <p>Notes:- Good morning. How are you today?</p> <p>Letters Hello,</p> <p>I am glad that you are my friend. Anne.</p> <p>Reading instructions and information based on games and other class activities e.g, Letter .</p>	<p>3:4 Regular review of words on word wall, word lists, word books, predictable charts/books letter books.</p> <p>Message/letter writing reading/sharing with a friend a teacher a group Reading from a variety of texts/contexts.</p> <p>Given 6-10 words and working in pairs or small groups the child will hear the first part of a word and select the correct word. Game-Guess the Word.</p> <p>My word begins with a/c/and ends with a/p/ (3,4 letter words) children identify/guess the word after looking at cards in their possession.</p>	<p>3:4 Class Readers Books from classroom libraries Word list Environmental Words</p> <p>Never ending word track (one word begins, where another ends)</p>	<p>3:4 The child will read 6-10 consecutive words from a list correctly.</p> <p>Play a game of Bingo successfully.</p> <p>Given a nonsense word, regular word, or word part, the child will decode and read it correctly.</p> <p>The child will write or and read a message using words from a list.</p>
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			EXPERIENCES		
Reads basic grade level sight words in context and isolation	<p>3:5 The child will identify and read basic grade level sight words in context and in isolation.</p> <p>Given sentences the child will read and insert the correct words.</p> <p>The child will read stories poems, and rhymes accurately,</p>	<p>3:5 Grade level sight words</p> <p>Games: 6 up Go fish Stepping Stones Memory Games Word dominoes Bingo Word Search</p>	<p>3:5 Reviewing sight words list regularly</p> <p>Sorting sight words according to endings (phonogram) initial letter, blends digraphs, and read them aloud on cue or to a given time, count number of letters in a word part of speech Learning to recognise and use specific words from a list in writing and speech</p> <p>Participating in games.</p>		<p>3:5 The child will read from a basic sight word list upon request.</p> <p>The child will sort words according to a given criteria.</p> <p>The child will make and read a sentence or ask a question using given sight words.</p>

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<p>Knows all individual letter sound correspondences</p>	<p>3:6 The child will show his knowledge of individual letter sound correspondences by:</p> <p>(a) producing the sound for each letter.</p> <p>(b) Singing them in songs.</p> <p>(c) Segmenting simple 3-4 letter words.</p>	<p>3:6 Sounds of letters of the alphabet on cassette, Recording of song "the letter" a says (a)</p> <p>"Every letter has a sound" (tune in to the farmer in the dell")</p> <p>Alphabet word song The letter "a" says [a] The letter a says [a] Every letter has a sound The letter [a] says [a] Alphabet word list</p> <ul style="list-style-type: none"> -Apple - apron- nuts - Ball - orange - Cows - pigs - Dog - quarter - Eggs - rats - Fan - stars - Gate - tables - Hat - umbrella 	<p>3:6 Reviewing letters and letter sounds continually. Producing letter sound correctly, sing alphabet song The letter "a" says [a]. Segmenting words to practice sounds. Create riddles.</p> <p>Using pictures to guess sounds in initial, final, medial. . . position in words e.g. I am a _____. The first letter in my name says [c]</p> <p>Showing a letter, children produce sound, children produce letter name. Spell given words by producing sounds only</p>	<p>3:6 Letter cards CD/cassette player Word cards</p>	<p>3:6 Produce the sound of any letter in or out of sequence in or out of context.</p> <p>- associate the correct sound with the symbol.</p> <p>-Isolate and name a letter in any context and produce the correct sound.</p> <p>-initial position -Medial position -Final position -In a syllable -In a blend</p>
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<p>Knows all individual letter sound correspondences</p>			<p>3:6 Change medical vowels e.g, bed-bid, bad, bud, bod, Sid-sed, sod, sud, Games: Turtle, toss.</p> <p>Game: Turtle, Toss</p> <p>Children will toss a coin on the board, produce sound of letter on which it lands. Create a word beginning or ending with that sound etc.</p>		
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<p>Blends letter sounds to decode printed words</p>	<p>3:7 The child will use the ability to blend as an aid to decoding printed words</p>	<p>3:7 Blending as an area of Phonemic Awareness Words in Reading Text, Word lists-high frequency, High interest, Words that affect the child's life on a daily basis* Names of children in class including family names.</p> <p>*-Things in the home -Clothing -Food -Things in the classroom</p>	<p>3:7 Reviewing of letter sounds on a frequent basis. Using of individual names of children in the class. Names of things in the home.</p> <p>Games: for blending and segmenting e.g. sound a letter sound a word listen and say Echo sounds. Real reading from T.V fliers, posters, tickets</p>	<p>3:7 Words/letters in class readers including supplementary readers and books from the library</p> <p>New words encountered in independent reading. Words from newspaper, television, magazines, tickets, fliers, posters in school and the community at large.</p>	<p>3:7 The child will listen to frequent reading of specific texts and words and decode using sound symbol relationships.</p> <p>Determine sound composition of words by segment and blending.</p> <p>Apply sound symbol relationships to any word encountered in any text</p>
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<p>To segment sounds in printed words</p>	<p>3:8 The child will use his knowledge of segmenting to decode whatever he reads or as they are written</p>	<p>3:8 Words in relevant texts Words in everyday use Words from appropriate texts which can be easily segmented.</p> <p>Names of some children in the class</p>	<p>3:8 Regular review of letter sounds.</p> <p>Using sounds through games.</p> <p>Listening to recorded materials. Segmenting for independent reading.</p> <p>Segmenting for substituted words and sounds.</p>	<p>3:8 Words in text Words in everyday use. Words from supplementary readers and grade appropriate texts, rhymes, poems, songs. Words wall, Words families Names of children in class.</p>	<p>3:8 The child will decode by segmenting when requested by the teacher. The child will segment to satisfy his own needs. The child will work individually and in groups. Apply segmenting skills to any text when necessary.</p>
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<p>Sound out regular words including those with blends and digraphs.</p>	<p>3:9 The child will recognize that blends and digraphs are formed when some letters work together.</p> <p>The child will distinguish between blends and digraph in different positions in words.</p> <p>The child will recognize that not every letter is heard in a digraph.</p>	<p>3:9 Blends Digraphs (which are common- Ch, sh, th, ph, wh.)</p> <p>Blends- bl, cl, sl, cr, dr, fr, gl. Gr, pr pl, st, sm, sn, sk, sp, sq (u), tr, wr.</p> <p>Digraph-two letters together producing one sound</p> <p>Blend-two letters together producing one sound but each letter sound is heard.</p>	<p>3:9 Discovering that every letter cannot be used to form blends and/or digraphs</p> <p>Recognising (a) blends (b) digraphs</p> <p>Identifying digraphs and blends in words, Circling digraphs/blends in words</p> <p>Sounding out digraphs/blends in words. Selecting words with blend, digraphs from among others.</p> <p>Creating word list with blend, digraphs.</p>	<p>3:9 Single letter cards.</p> <p>Blends, digraphs, cards sight words lists other words lists Children's names.</p>	<p>3:9 The child will recognize blends and digraphs in regular words.</p> <p>The child will produce the sound of consonant blends and digraphs correctly.</p> <p>The child will use appropriate decoding skills</p>
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Builds and easily reads word families	<p>3:10 The child will understand that word families have something in common.</p> <p>The child will use the onset-rime principle to build word families.</p>	<p>3:10 The onset/rime principle</p> <p>Ending for word families</p> <p>Dependable rimes e.g. at, ab, ake, an, et, ill, ike, ain, all ight, am.....</p> <p>Word families ab cab tab nab</p> <p>The onset/rime principle The onset is what comes before the vowels s, ch,-bl- The rime is the vowels and what comes after it. Eg. _it, __at, _at.</p>	<p>3:10 Discussing the idea of something common to a family e.g. name, similarities Look at lists at words to identify what is common in word families.</p> <p>Building word families.</p> <p>Separating families into onset and rimes. Substituting suitable onsets rimes.</p> <p>Given phonograms children will substitute onsets.</p> <p>Creating word family lists independently or working in pairs, groups</p> <p>Displaying word lists on word wall. Using list created in sentences-oral and written. Writing messages to parents, teachers, friends</p>	<p>3:10 Letter cards Phonogram cards, Word family lists</p> <table border="1" data-bbox="1486 256 1688 548"> <tr> <td><u>ag</u></td> <td><u>ake</u></td> </tr> <tr> <td>Bag.....</td> <td>bake</td> </tr> <tr> <td>Hag.....</td> <td>cake</td> </tr> <tr> <td>Fag.....</td> <td>fake</td> </tr> <tr> <td>Wag.....</td> <td>lake</td> </tr> <tr> <td>Lag.....</td> <td>lake</td> </tr> <tr> <td>Nag.....</td> <td>make</td> </tr> <tr> <td>Rag.....</td> <td>take</td> </tr> <tr> <td>Sag.....</td> <td>rake</td> </tr> </table>	<u>ag</u>	<u>ake</u>	Bag.....	bake	Hag.....	cake	Fag.....	fake	Wag.....	lake	Lag.....	lake	Nag.....	make	Rag.....	take	Sag.....	rake	<p>3:10 The child will produce appropriate sounds</p> <p>The child will use appropriate decoding skills.</p> <p>The child will recognize phonograms</p> <p>The child will substitute appropriate phonograms/rimes</p> <p>The child will make several words based on the knowledge of one word e.g. bug, tug, rug, hug.</p>
<u>ag</u>	<u>ake</u>																						
Bag.....	bake																						
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<p>Reads decodable text accurately fluently and with expression.</p>	<p>3:11 The child will read any decodable text fluently, accurately and with expression.</p> <p>The child will read any appropriate grade level text accurately, fluently and with expression.</p>	<p>3:11 Read for: Fluency Accuracy Expression Punctuation and phrasing Speed.</p>	<p>3:11 Review skills for fluency, accuracy, expression. Observing and practicing phrasing.</p> <p>Using good intonation Using punctuation marks Reading at an appropriate rate/speed.</p> <p>Using segmentation and blending to decode words almost instantly.</p> <p>Recognising words in isolation and in context.</p> <p>Reading to/for others Using fix up strategies Using context through Pictures, words, content.</p>	<p>3:11 Text books, black board sentence strips (whole) cut up.</p> <p>The dog sees the bird The dog sees the cat</p> <p>Punctuation cards e.g.</p> <table border="1" data-bbox="1486 407 1703 456"> <tr> <td>.</td> <td>!</td> <td>?</td> </tr> </table> <p>Any grade level and appropriate text, hand cards.</p> <p>Bingo game Fishing Game Stepping Stones.</p> <p>Unscrambling/jumbled Word cards</p> <table border="1" data-bbox="1493 850 1688 899"> <tr> <td>j</td> <td>u</td> <td>p</td> <td>m</td> </tr> </table> <table border="1" data-bbox="1486 938 1682 987"> <tr> <td>j</td> <td>u</td> <td>m</td> <td>p</td> </tr> </table>	.	!	?	j	u	p	m	j	u	m	p	<p>3:11 Children will practice, Basic skills. - Read with expression.</p> <p>- Pronounce words correctly every time.</p> <p>- Use rapid blending and segmenting strategies.</p>
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j	u	p	m													
j	u	m	p													

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<p>3:12 Extends vocabulary through appropriate content.</p>	<p>The child will extend his vocabulary through appropriate content.</p>	<p>3:12 RALP READERS</p> <p>RAINBOW READERS</p> <p>Timehri Readers</p> <p>Workbooks</p> <p>Appropriate word lists including Grade 2 sight words.</p> <p>Known and other rhymes and Poems.</p> <p>Words on a Word Wall</p> <p>Known sight words.</p>	<p>3:12 Reading, listening writing and repeating stories, rhymes. Retelling stories heard or read in his own words</p> <p>Recounting-Retelling</p> <p>Reporting on any incident/experience in own words.</p> <p>Keeping a personal word book.</p> <p>Contributing to Word -wall</p> <p>Substituting words for familiar rhymes e.g.</p> <ol style="list-style-type: none"> 1. Mary had a little "jam" 2. Peter Peter "pizza" eater 3. Little Jack Horror, sat on a "burner". 4. Little Miss Muffet, sat on a "puppet" <p>Creating new endings to old stories, fairy tales.</p>	<p>Mother Goose rhymes poems written by teacher (s).</p> <p>Known sight word lists</p> <p>flash cards</p> <p>Word family lists</p> <p>Class Readers</p> <p>Timehri Readers</p> <p>Other books from Classroom library</p> <p>School library.</p>	<p>3:12 The child will engage in appropriate conversation involving the use of new and appropriate vocabulary.</p> <p>The child will record and learn new words. Use new vocabulary appropriately for reading, writing, listening, speaking.</p>
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<p>3:13 Use synonyms, antonyms, homonyms and homographs</p>	<p>3:13 Use the word categories, synonyms, antonyms, homonyms and homographs appropriately in different contexts.</p>	<p>3:13 Categories</p> <ol style="list-style-type: none"> 1. Synonyms - similar meaning e.g. (big, large), (little, small) 2. Antonyms opposites e.g. (in, out), (up, down) 3. (Homograph) (Homograph) same spelling different pronunciation and meaning. 	<p>3:13 Collecting and creating list. Using these words with buddies in conversation games, etc. developing word lists of opposites e.g. in-out shared and interactive writing using opposites.</p> <p>Teaching modeling-using the three step model. My turn, your turn, our turn.</p> <p>Word sorting according to categories Using words in everyday speech, in discussion reporting, recounting Finding and identifying words in a variety of texts.</p> <p>Creating word webs, word map for synonyms Word ladders Game: for finding synonyms, antonyms, homonyms.</p> <p>Listing of word meaning</p>	<p>3:13 word walls</p> <p>Word lists Flash cards Game:Bingo Sorting boxes List words for completing sentences e.g.</p> <table border="0"> <tr> <td>Antonyms</td> <td>synonyms</td> </tr> <tr> <td>in-out</td> <td>big large</td> </tr> <tr> <td>up-down</td> <td>hot heated</td> </tr> <tr> <td>on-off</td> <td>smile grin</td> </tr> <tr> <td>go-come</td> <td>fix repair</td> </tr> </table>	Antonyms	synonyms	in-out	big large	up-down	hot heated	on-off	smile grin	go-come	fix repair	<p>3:13 The child will use words as instructed:</p> <ul style="list-style-type: none"> - Sort -List - Play game - Orally - Written
Antonyms	synonyms														
in-out	big large														
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<p>3:14 Demonstrates appropriate use of vocabulary in context</p>	<p>3:14 Use words appropriately in a variety of contexts.</p>	<p>3:14 sight words Homonyms-words with same sound, different spelling meaning Antonyms-opposites in meaning e.g. in-out. Synonyms-words that mean almost the same thing.</p>	<p>3:14 - Understanding meanings through Modelling and completing word lists. - Completing simple sentences/stories using list of words. - Sorting for pairs - Creating word ladders Creating a concept map. Creating games for completion, guessing Quizzing each other Riddles for action, completion using words and picture clues. E.g. I saw-eggs in a (tree, three)</p>	<p>3:14 Games Words lists and activities Flash cards Pictures</p>	<p>3:14 The child will supply answers to questions. Complete activities based on instruction -Select appropriate words based on activities to be completed. -Retell stories with appropriate vocabulary.</p>
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<p>3:15 Use contextual and picture clues to identify word meanings.</p>	<p>3:15 Identify the meaning of a word when used in context and with the aid of pictures.</p>	<p>3:15 Word meaning for more complex words</p>	<p>3:15 Matching pictures/words. Creating sentences/stories with pictures in key position (Rebus reading)</p>	<p>3:15 Pictures Word cards Sentence cards Pictures of scenarios.</p>	<p>3:15 The child will complete given exercises. Create his own sentences/stories substituting pictures for words vice versa.</p>
<p>3:16 Identify words with two meanings and use them correctly.</p>	<p>3:16 The child will recognize multi-meaning words and use them correctly.</p>	<p>3:16 Words with two meanings - word list</p> <p>Bark plant</p> <p>Fire play</p> <p>Farm chair</p> <p>Bat match</p> <p>Words with two meanings may be used as nouns and verbs.</p>	<p>3:16 Demonstrating for word meanings. Writing sentences to bring out meanings e.g. The dogs bark. Mother took the bark from a tree.</p> <p>Composing</p>	<p>3:16 Word list for words with two meanings which may be meaningful to the Grade 2 level</p> <p>Bark Fire Plant Farm Play Bat Stand</p>	<p>3:16 The word and its meaning in context The child will use the words appropriately.</p>

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3:17 Reads and demonstrates an understanding of words with prefixes and suffixes.	<p>3:17 Recognise a prefix as a word part at the beginning at a word</p> <p>Recognise a suffix as a word part added at the end of a word</p> <p>Understand that a prefix or a suffix adds meaning to a word</p> <p>or</p> <ul style="list-style-type: none"> - Changes the meaning of a word - Identify/recognize word - Understand what a prefix does to a word -what a Suffix does to a word. -Identify the root word - Separate the root from the prefix or suffix. 	<p>3:17 Root word e.g. main part of a word prefixes e.g. un, is Are placed at the end at root word.</p> <p>A prefix or suffix changes the meaning of the word.</p> <p>e.g. of suffix with meanings Able-capable of being Ed-in the past action completed</p> <p>er-more, someone who something that is ful-full of cheerful, helpful, painful, wonderful, beautiful</p> <p>less - helpless, thoughtless</p> <p>ing-an action being done now</p> <p>eg-the present continuous</p> <p>est-the most, kindest, hardest, darkest, highest</p>	<p>3:17 Look at the root words e.g. tie, loose</p> <p>un + tie = untie un + loose = unloose</p> <p>Demonstrating the appropriate action.</p> <p>Adding a suffix e.g. s, es, ly, ies-er-less-ful, est Showing more than one walk slowly (show action) Understanding that a word part at the beginning of a word is a prefix</p> <p>A suffix is a word part at the end of a word.</p>	<p>3:17 Word cards with roots-clean, care, wash prefixes-high suffixes-ly, ing, est, ful, ed</p> <p>Games to apply prefix suffix correctly un ly slow</p> <p>Match suf/pre to words accurately.</p>	<p>3:17 differentiate between a suffix and prefix.</p> <p>Add a prefix or suffix to a given word appropriate root.</p>

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3:17 Reads and demonstrates an understanding of words with prefixes and suffixes.			Cleaner Brighter Higher Cleaner Helper Kinder Player Quicker Something That is Louder/music Quicker Quieter		

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<p>3:18 Use prior knowledge to predict meaning of words.</p>	<p>3:18 Use previous knowledge in understanding new information.</p> <p>Connect new and old information to get meaning.</p>	<p>3:18 Preview text</p> <p>Areas of text which are experiential.</p> <p>Knowledge of words in prior text -phrases, sentences, stories Connection with words in context. Connection with similar experiences.</p>	<p>3:18 Previewing text</p> <p>Identifying and discussing areas of text which lead to word knowledge and prediction Discussing text using prior knowledge.</p> <p>Using words in context Discussing meanings from different points of view.</p>	<p>3:18 Text books</p> <p>word lists word cards stories</p>	<p>3:18 share related experience to predict word meaning</p>
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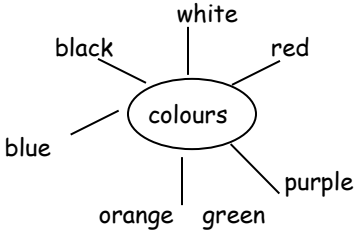
<p>Use meaning clues to read unfamiliar words</p>	<p>3:19 Use graphic or picture clues to identify and read unfamiliar words.</p> <ul style="list-style-type: none"> - Use structural analysis to decode words. - (Use the structure of the word) 	<p>3:19 - Picture clues (individual pictures, scenes)</p> <ul style="list-style-type: none"> - Word parts e.g, root, - Small words in big words, - Digraphs, ending, - Surrounding words, - Context, - Beginning with. 	<p>3:19 Finding small words in big words.</p> <ul style="list-style-type: none"> -Analysing the structure of words for blends, digraphs, ending compounds etc. - Examining sentences for clues e.g. syntactic. - Sentence patterns. Look at the bird. Look at the _____. Look at the _____. - Picture study, picture word matching. - Write names for pictures. - Write sentences, paragraphs, stories. 	<p>3:19 Text books Readers Other books from class or school library or home. Word banks Children's writing chalkboard Posters</p>	<p>3:19 Do word picture association.</p> <ul style="list-style-type: none"> - Use known words/parts to identify or discuss other words. <p>e.g. "farm" in farmer "shop" in shopping "at" in cat</p>
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<p>Classify words into categories</p>	<p>3:20 The child will sort and classify words into categories.</p> <p>Use words appropriately in speech and writing.</p>	<p>3:20 Word categories which can be used with pictures. (nouns)</p> <p>Word categories which can be used with or without pictures.</p> <p style="text-align: center;"><u>Parts of Speech</u></p> <p>Verbs - action words</p> <p>Adjectives - describing words</p> <p>Colour words</p> <p>Shapes etc.</p> <p>Homophones - words with some sound, different spelling.</p> <p>Antonyms - Opposite in meaning</p> <p>Things at home (kitchen, bedroom)</p> <p>Clothes...</p> <p>Fruits...</p>	<p>3:20 Create stories with specific words on a given list e.g. homophones, antonyms.</p> <p>- Find meanings, categories under different headings, initial letter, final letter, endings.</p> <p>- Length Diagraphs Blends Compounds.</p> <p>- Create personal dictionaries. Create riddles describing things in order to name them. Creating concept maps for colour, things in the kitchen, clothes etc.</p> <div style="text-align: center;">  <pre> graph TD C((colours)) --- W[white] C --- R[red] C --- P[purple] C --- G[green] C --- O[orange] C --- B[blue] C --- BL[black] </pre> </div>	<p>3:20 List of words appropriate to the level. Pictures forwards where possible.</p> <p>Sorting boxes, word - cards, syllables-cards.</p> <p>Picture-word cards Charts Posters Large pictures</p>	<p>3:20 The child will select the appropriate word when speaking or writing.</p> <p>Sort words correctly, participate in word search.</p> <p>Create a personal word book. Create rhymes, jingles and riddles.</p> <p>Create a concept map.</p>
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To segment the sounds in printed words.	3:21 The child will use his knowledge of segmentation to decode whatever he reads.	3:21 Words in relevant text Words in everyday use. Words from appropriate texts. Words which can be easily segmented. Names of some children in the class.	3:21 Regular review of letter sounds. Use of sound through games. Listen to recorded materials. Segmenting for independent reading Segmenting substituted words and sounds,	3:21 Words in text. Words in everyday use. Words from supplementary readers and grade appropriate texts. Rhymes, Poems, Songs. Word Wall, Word Families Names of children in class.	3:21 Decode by segmenting when requested by a teacher. - Segment to satisfy his own needs. - Work individually. - Apply segmenting skills to any texts when necessary.

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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	METHOD/STRATEGIES	MATERIALS	EVALUATION
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<p>Reading Comprehension</p>	<p><i>The child will:</i> 4:1 Read and follow simple written instructions.</p>	<p>4:1 Find your way to school from a given location. - walk three houses west from the Singh's shop. On the corner is a large church and a house with yellow shutters. Go around the corner and look for the school. It is painted green and has a big mango tree in the front yard.</p> <p>Arapaima Primary School is printed on the front of the school.</p>	<p>4:1 Participating in guided/independent reading of the directions.</p> <ul style="list-style-type: none"> - Reading the directions step-by-step and demonstrating the behaviours required. - Observing and talking about the destination arrived at. - Talking about where they would have arrived or what would have happened if they had missed/refused to follow a step. 	<p>4:1 Direction/instruction cards.</p>	<p>Read the direction on the card and find your way to a given location.</p>
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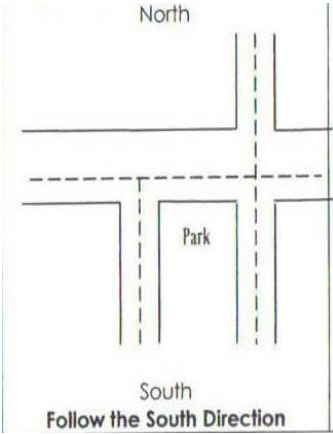
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<p>Reading Comprehension (Cont'd)</p>	<p>4:2 Follow directions to complete a task..</p>	<p>4:2 Make a paper plane.</p> <ol style="list-style-type: none"> 1. Fold a rectangular sheet of paper length, wise down the middle. 2. Fold the right corners down. 3. Fold each side in half again. 4. Clip the center fold together with a paper clip. <p>A map can help you find your way around.</p> 	<p>4:2 Participating in guided/independent reading of the guidelines.</p> <ul style="list-style-type: none"> - observing the map and locations identified on same. <p>-Participation in guided/ independent reading of the direction step-by-step,</p> <p>-Following the directions step-by-step.</p> <p>- Talking about the completed map work.</p>	<p>4:2 Paper</p> <p>Paper clips</p> <p>Map</p> <p>Direction cards</p>	<p>4:2 Read the instructions and make a model.</p> <p>Complete map work</p>
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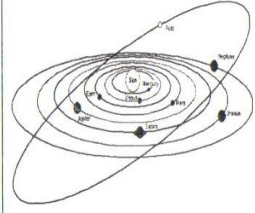
<p>Reading Comprehension (Cont'd)</p>		<ol style="list-style-type: none"> 1. Draw a house south of the park. Colour the road brown. 2. Draw a car on the street and west of the park. Colour the car red. 3. Draw a pond east of the park. Colour the water blue. 4. Draw a school north of the park. Draw a bus in front of the school. 			
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Reading Comprehension	4:3 Recall facts and details of a text.	<p>4:3 The Solar System</p> <p>There are eight planets in the Solar System. The planets appear in the following order Mercury, venus, Earth, mars, Jupiter, Saturn, Uranus and Neptune.</p> <p>Mercury is only 58 million kilometers away from the sun</p> <p>Earth is 150 million kilometers away from the sun and it take 365 days for earth to go around the sun. Saturn has the most moons, 17 in number. Earth has one moon while Mercury and Venus have no moons.</p> <p>What are the facts?</p> <p>1. Which planet has the same number of moons as Earth?</p> <p>2. Which planet has the most moons?</p>	<p>4:3 Participating in guided/independent reading of the text.</p> <p>Discussing the details of the text.</p> <p>- Reading and discussing the questions.</p> <p>-Recalling all the facts and details of the text.</p>	<p>4:3 Picture of the solar system.</p>  <p>Chart paper</p> <p>Markers</p>	4:3 Write four things that are true about the Solar System.

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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	METHOD/STRATEGIES	MATERIALS	EVALUATION
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<p>Reading Comprehension (cont'd)</p>		<p>3. Which planets have no moon?</p> <p>4. How far away from the sun is Earth?</p> <p>5. How long does it take for the Earth to go around the sun?</p> <p>6. Which planet is furthest away from the Sun, Earth or Neptune?</p>	<p>- Using facts from the text to answer the questions.</p> <p>- Writing the facts on a chart.</p>		
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Reading Comprehension	4:4 Identify the main idea of a given text.	<p>4:4 Working words Words have jobs to do. Naming words name people, places and things and they are called nouns. Action words tell the action in a sentence and are called verbs. Describing words are called adjectives and they give more details about people, places and things.</p> <p>1. Underline the topic sentence of the text.</p> <p>2. identify the sentences that explain the main idea.</p>	<p>4:4 Participating in guided/independent reading of the text.</p> <ul style="list-style-type: none"> - Discussing the details of the text. - Identifying the topic sentence/sentences that tells the main idea of the text. - Explain the main idea with sentences from the text. - Completing the "what's the main idea" graphic organizer in groups or as a whole class. 	<p>4:4 Sentence strips</p> <p>"what's the main idea" graphic organizer.</p>	<p>4:4 The main idea of the story is _____.</p> <p>(a) Words are nouns.</p> <p>(b) Words have jobs to do.</p> <p>(c) Words are adjectives.</p>


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<p>Reading Comprehension</p>	<p>4:5 Identify and discuss similarities and differences in stories.</p>	<p>4:5 Bugs and You Bugs are insects. They have skeletons like you do. But an insect's skeleton is outside its body, not inside like ours.</p> <p>Insects have three body parts. They have a heart, a stomach called an abdomen, just like you do. The third part is called a thorax. A person doesn't have wings either. Insects have wings to help them fly.</p> <p>Insects have legs, but they don't look like your legs. They have six legs instead of two. Insects also have two sets of jaws to help them chew. They also have two kinds of eyes.</p>	<p>4:5 Participating in guided/independent reading of the text.</p> <p>Discussing what was read and sharing experiences.</p> <ul style="list-style-type: none"> - Explaining the functions and operations of the "shoot for the circles" graphic organizer. - Identifying ways in which bugs and people are alike and listing part of the circles. - Identifying and listing qualities that are unique to either bugs or people in the parts of the circles that do not overlap. 	<p>4:5 Picture of a bug</p>  <p>"Shoot for the circle" graphic organizer.</p>	<p>4:5 Identify two ways in which bugs and people are alike or different.</p>
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Reading Comprehension (cont'd)			- Using the completed graphic organizer to explain the similarities and differences between bugs and people.		

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<p>Reading Comprehension (cont'd)</p>	<p>4:6 Retell events of a text in proper sequence.</p>	<p>4:6 Recipe Fun Chris wanted to have something special for lunch. He helped his mother to make it. Chris emptied a box of red jello powder into a bowl. He watched his mother pour in one cup of hot water. Chris stirred the water until the powder was mixed in well. Then Chris measured one cup of cold water. He poured the water into the red liquid. Now all he had to do was wait for his treat to chill!</p> <p>1. What was the first thing that Chris did?</p> <p>2. What happened after the powder was mixed well into the water?</p> <p>3. What is the last thing that had to be done to the mixture?</p>	<p>4:6 Participation in guided/independent reading of the text.</p> <ul style="list-style-type: none"> - Discussing the details of the text and sharing experiences. - Discussing the sequence in which the events of the story occurred. - Explaining the use of the "River Flow Chart" - Answering questions that help highlight the sequence of events in the text. - Completing the graphic organizer to show the order in which the events of the story occurred. - Using the graphic organizer to explain the order in which the events of the story occurred. 	<p>4:6 River Flow Chart</p>	<p>4:6 Tell the sequence of the events in the story.</p>
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<p>Reading Comprehension (cont'd)</p>	<p>4:7 Demonstrate understanding of literal meaning of stories/text.</p>	<p>4:7 Rainforest If you visit a rainforest, the first thing you notice is that it is hot, wet and dark. It is wet because it rains a lot. It is dark because you can't see the sun. You can't even see the top of trees, because they are tall. Many animals, birds and insects make their homes in the rain forest. It is hard to find the animals and birds in the rainforest. You have to use your ears as well as your eyes.</p> <p>1. identify the three adjectives that best describe the rain forest.</p> <p>2. Why is a rainforest wet?</p> <p>3. Why can't the tops of trees in the rainforest be seen?</p>	<p>4:7 Participating in shared/independent/guided reading of the text.</p> <ul style="list-style-type: none"> - Discussing the details in the story. - Reading and answering literal/recall questions based on the text. - Locating the answers to the questions in the text. 	<p>4:7 Picture of a rainforest.</p>  <p>Question cards</p>	<p>4:7 Answer literal/recall questions based on a given text.</p>
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Reading Comprehension (cont'd)	4:8 Share new information from text in own words.	4:8 It's Getting Hotter The climate is changing. Our weather is getting hotter and drier. This means that it is more difficult to grow food. Scientists call this climate change "the greenhouse effect". Our weather is getting hotter because the sun's heat isn't able to escape into the atmosphere as it should. The reason for this is the build up of carbon gases, which come from burning wood and oil. Carbon gases hang over the planet lie an invisible cloud. They allow the sun's heat in but they don't let it out again. So our weather gets hotter and hotter.	4:8 Participating in share/guided/independent reading of the text. - Discussing the details of the text. - Thinking about what was learnt from the text. - Sharing what was learnt, using one's own words. - Writing (using one's own words) simple sentences to show what was learnt.	4:8 Story charts	4:8 Read a given text then share the information in own words.

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<p>Reading Comprehension (cont'd)</p>	<p>4:9 Answer <u>who</u>, <u>what</u>, <u>how</u>, <u>when</u>, <u>where</u>, <u>why</u>, and <u>what</u> if questions about stories read or heard.</p>	<p>4:9 No More Trash Polly lived in the Green Woods. She liked to collect junk. She had rocks and cans that her cousin Pete gave her. She bought home string, bugs, nuts and leaves. She piled them up on her floor. There was so much junk in her room, she could not find her bed. Upon seeing the mess her mother told he to get rid of the trash immediately. Polly filled her wagon with her treasures. She took them to the dump. Her room would be empty now and Polly would be sad.</p> <p>1. Who told Polly to get rid of the things she had collected.</p> <p>2. What are some of the things that Polly collected?</p> <p>3. How do you believe Polly's mother felt when she saw the mess in Polly's room?</p> <p>4. Why was Polly sad?</p>	<p>4:9 Participating in guided/independent reading of the text.</p> <ul style="list-style-type: none"> - Discussing the details of the text. - Reading the 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. - Answering the questions and explaining how the answers were found. 	<p>4:9 Question cards</p>	<p>4:9 Answer different levels of questions based on a given text.</p>
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<p>Reading Comprehension (cont'd)</p>		<p>5. Where did Polly take her treasure?</p> <p>6. Why did Polly have to get rid of the things she had collected?</p> <p>7. What will happen if Polly was allowed to keep her treasures?</p>			
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Reading Comprehension (cont'd)	4:10 Identify cause and effect relationship in texts.	4:10 It's Getting Hotter! The climate is changing. Our weather is getting hotter and drier; this means that it is more difficult to grow food. Scientist call this climate change 'the greenhouse effect' Our weather is getting hotter because the sun's heat isn't able to escape into the atmosphere as it should. The reason for this is the build up of carbon gases, which came from burning wood and oil. Carbon gases hang over the planet like on invisible cloud. They allow the sun's heat in but they don't let it out again. So our weather gets hotter and hotter.	4:10 Participating in guided/independent reading of the text. -Discussing the events/details in the text. -Viewing the 'what happened' as the effect and 'why it happened' as the cause. - Discussing the causes and effects in the text. - Explaining the use of the 'cause and effects' 'tree' graphic organizer. -Writing the causes and effects of the events in the text, on the cause and effect tree. - Recognizing that a single cause may have more than one effect.	4:10 Cause and effect tree graphic organizer.	4.10 Tell what happened in a story and why it happened.

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<p>Reading Comprehension (cont'd)</p>	<p>4:11 Use context clues to understand texts.</p>	<p>4:11 Sue and Sam Sue glanced at her watch and realized that she was late. After drinking the cold medicine she had gone to bed, and over slept. Sam was too busy outside to wake her. He was trying to train his dog to sit on command. Sue called out to Sam. Sam ran into the house. He put all the soiled clothes into the washing machine and went to see what Sue wanted. Sue asked him to help her pack her suitcase for her trip. He told her not to take her favourite towels since the sun had cause their colours to turn pale.</p> <p>Read each sentence. Identify the clue then give the meaning of the word.</p> <p>1. What does the word watch means in the story? (a) to look at something (b) a piece of jewelry that tells time (c) to guard something</p>	<p>4:11 Participating in guided/independent reading of the text.</p> <ul style="list-style-type: none"> - Talking about the events of the text and sharing experiences related to same. - Reading each sentence and identifying the part that gives the clue to the word. -Giving reason for selecting a particular part of the sentence as the clue. -Using the clue to decipher the meaning of the word highlighted in each sentence. -Using the highlighted words in the correct context in oral sentences. 	<p>4:11 Word cards</p>	<p>4.11 Use new words in correct content in oral sentences.</p>
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Reading Comprehension (cont'd)		<p>2. What does the word busy mean in the story?</p> <p>(a) active (b) lazy (c) sleepy</p> <p>3. What does the word train mean in the story?</p> <p>(a) teach (b) create (c) cars that travel together on a truck.</p> <p>4. What does the word soiled mean in the story?</p> <p>(a) clean (b) dirty (c) white</p> <p>5. What does the word pale mean in the story?</p> <p>(a) faded (b) brighter (c) dry</p>			

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<p>Reading Comprehension (cont'd)</p>	<p>4:12 Make inference and draw conclusions.</p>	<p>4:12 Beautiful Gardens Marsha and Tim wanted to plant gardens. They went to the shop to buy what they needed for their gardens. Marsha bought sunflower, buttercup, hibiscus and marigold seeds. Tim bought pepper, tomato, lettuce and bora seeds.</p> <p>Read the questions then circle the correct answer.</p> <p>1. Marsha's friend asked if she could plant beans. Whose garden should she plant them in? (a) Marsha's (b) Tim's</p> <p>2. What will Marsha be able to make from her garden? (a) soup (b) a bouquet (c) a basket</p>	<p>4:12 Participating in guided/independent reading of the text/story.</p> <p>-Discussing the information given in the text/story.</p> <p>-Reading the questions and thinking aloud about possible answers.</p> <p>-Recognizing that the answers to the questions are not stated in the text/story.</p> <p>-Using the information given in the text to draw logical conclusions.</p> <p>-Using implied information and educated guesses to answer the questions.</p> <p>-Giving reasons for choice of answers.</p>	<p>4:12 Question cards</p>	<p>4:12 Read the story then answer the questions using implied information and educated guesses.</p>
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<p>Reading Comprehension (cont'd)</p>		<p>3. What will Tim be able to make from his gardens? (a) a basket (b) bread (c) salad</p> <p>4. Which set of tools will Marsha and Tim need?</p> <p>saw hose chalk hammer shovel ruler nails spade eraser</p>			
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Reading Comprehension (cont'd)	4:13 Use details to predict outcomes.	<p>4:13 Ella and her Ball Ella was playing with her ball when it rolled across the road. Ella ran after her ball. She did not see the bicycle coming down the road. Eric was riding it.</p> <p>What do you think happened to Ella?</p> <p>The Monkey and the Alligator One day a monkey was swinging on the branch of a tree. He looked down in the river and saw a big black alligator. The alligator looked up and saw the monkey.</p> <p>Give an ending to the story.</p> <p>The Little girl and the Dog A little girl was going to visit her grandmother when a dog sprang on her. A man who was nearby, heard her crying for help and ran with a big stick. Continue the story.</p>	<p>4:13 Participating in guided/independent reading of the stories.</p> <p>- Discussing information given in each story.</p> <p>- Thinking aloud about a possible ending for the stories.</p> <p>-Using the details given in each story to arrive at possible outcomes for the stories.</p> <p>- Participating in guided/independent reading of the stories.</p> <p>- Discussing the details given in each story.</p>	<p>4:13 Predicting charts</p> <p>Story cards</p>	<p>4:13 Use given details to arrive at an ending for stories.</p> <p>Reading parts of stories and predicting what might happen next.</p>

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		<p>A Birthday Party Joy had a birthday party. She invited all of her friends. The children had just started dancing when black-out came. What happened when blackout occurred?</p>	<p>Giving reasons for the various predictions.</p>		<p>Reading</p>

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<p>Reading Comprehension (cont'd)</p>	<p>4:14 Relate story information to real-life experiences.</p> <p>Connect life to text and text to life experiences in stories read independence or by the teacher.</p>	<p>4:14 Sue and the Rain One day Sue woke up to find that it was raining heavily outside. She was so happy she ran outside. Sue played in the mud and water. She got wet and sick. Her mother had to take her to the doctor.</p> <p>Sam's Cards Sam heard the postman calling and ran out to meet him. The postman had two mails for Sam. They were too big to be put into the mailbox. Sam was so happy that he opened the mails, before going into the house. They were two big Christmas Cards with money in them. Now Sam could buy the game he always wanted.</p>	<p>4:14 Participating in guided/independent reading of the stories.</p> <p>- Discussing the details of the stories</p> <p>-Sharing personal experiences that relate to the information in the stories read.</p> <p>-Composing experience charts individually or in groups.</p> <p>-Talking about what you would have done if you were in the character's position.</p>	<p>4:14 Chart paper</p> <p>Markers</p> <p>Crayons</p>	<p>4:14 Read a given story and talk about events the story 'reminds me of'.</p>
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<p>Reading Comprehension (cont'd)</p>	<p>4:15 Distinguish between fact and fantasy.</p>	<p>4:15 Fact and Fantasy</p> <ol style="list-style-type: none"> 1. The little girl found a pot of gold at the enge of the window. 2. The wicked witch made the prince turn into a frog. 3. If you mix blue and yellow you get green. 4. With one wave of her wand the fairy turned the house into a beautiful garden. 5. Traffic signs help keep you safe. 	<p>4:15 Participating in guided/independent reading of the statements.</p> <ul style="list-style-type: none"> - Discussing the details of the statements. - Talking about whether or not the events could happen for real. - Grouping statements according to fact or fantasy. 	<p>4:15 Sentence strips</p> <p>Word cards</p>	<p>4:15 Classify information read as fact or fantasy.</p>
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<p>Reading Comprehension (cont'd)</p>	<p>4:16 Understand that there are different types of texts such as storybooks, non fiction, informative texts and poems.</p>	<p>4:16 Types of Texts <u>Story texts</u> Sue and the Rain (non-fiction)</p> <p>One day Sue woke up to find that it was raining heavily outside. She was so happy she ran outside without her coat and boots. She played in the mud and water. Sue got wet and sick. Her mother had to take her to the doctor.</p> <p>The Frog Prince (Fiction) Once upon a time there was a frog. One day when he was sitting on a lily, he saw a beautiful princess sitting by the pond. He swam over to her and said in a sad voice. 'O beautiful princess, I wonder if you can help me.' The princess wanted to get up and run but she felt sorry for the frog with the sad voice. "What can I do for you, little frog?" she asked. The frog told her that he was not really a frog but a handsome prince who was turned into a frog by a wicked witch's spell.</p>	<p>4:16 Participating in shared/independent reading of the different texts.</p> <p>- Discussing the details given in the texts and recognizing that the text are of different types.</p> <p>-Identifying and talking about the qualities/characteristics of the different types of text e.g,</p> <p>Non-fiction text give information about real people, things and events.</p> <p>Text with fiction give information about people and events that are not real.</p> <p>Informational texts give useful information.</p>	<p>4:16 Different types of texts.</p> <p>Word cards</p>	<p>4:16 Read texts and group as fiction or non-fiction.</p>
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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	METHOD/STRATEGIES	MATERIALS	EVALUATION
Punctuation Capitalization	<i>The pupil will:</i> 5:5:0 - know that capital letters are used to begin sentences,	5:5:0 A capital letter is used to begin each sentence e.g. - Roy has a kind father. - What did you hear? - Every day I see animals, cars and houses on my way to school. Janet had a birthday party. She invited five of her friends. They all went to the party. Capital letters are used for special names of: - persons e.g. David, Janet - places e.g. Georgetown, Lethem - streets e.g. Regent Street - Days of the week e.g. May, July -Holidays e.g, Christmas, Phagwah.	5:5:0 - Observing sentences in a variety of texts. - Tracing the capital letters that begin sentences. - Rewriting sentences with capital letters. - Observing signs, labels, names of persons, streets etc. in the environment. - Looking at printed names in books, magazines etc. - Tracing capital letters in special and names. -Writing special names correctly.	5:5:0 Fun With Language Book 2. Rainbow Readers Series. RALF Readers. Sentence strips, reading charts, library books. RALP Readers. Flash cards, charts, books.	5:5:0 Circle each sentences with capital letters in the right places. 1. The Cherries are sweet. 2. Kay plays with her toys. 3. Why does he scratch his head? 4. Do you pray everyday? 5. I am kind to my dog. Rewrite each name with a capital letter. camp street eric harticia sunday january

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

TOPIC	OBJECTIVES	CONTENT	METHOD/STRATEGIES	MATERIALS	EVALUATION
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<p>Punctuation - Full Stop, Question Mark, Exclamation Mark, and Comma</p>	<p><i>The pupil will:</i> 5:5:1 - recognise that a full stop is placed at the end of a telling sentence.</p> <p>- be aware that a question mark is used at the end of an asking sentences.</p> <p>-know that an exclamation mark is used at the end of a sentence which expresses strong feeling.</p>	<p>5:5:1 The full stop (.) is used to end a telling sentence. e.g. We eat our food in the evenings.</p> <p>- A telling sentence is called a statement.</p> <p>The question mar (?) is used to end an asking sentence e.g. Do girls fly kites? - An asking sentence is called a question.</p> <p>- A sentence that shows strong feeling is called an exclamation. e.g. Be careful - An exclamation can show excitement, anger, surprise or fear. - An exclamation ends with an exclamation mark. (!)</p>	<p>-Observing different sentences</p> <p>- Discussing the use of punctuation marks</p> <p>- Completing sentences using punctuation marks</p>	<p>5:5:1 Fun With Language Book 2.</p> <p>Rainbow Readers Series.</p> <p>RALF Readers.</p> <p>Sentence strips, reading, charts, library books.</p> <p>Fun With Language Book 2.</p> <p>Rainbow Readers Series.</p> <p>RALP Readers.</p> <p>Flash cards, charts, books.</p>	<p>5:5:1 A variety of exercise e.g. Put in full stops, question marks, exclamation marks or commas.</p> <ol style="list-style-type: none"> 1. Who went to the forest 2. I went to the forest 3. What did you see 4. I saw snakes deers, tigers and birds 5. Be aareful.
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Punctuation - Full Stop, Question Mark, Exclamation Mark, and Comma (cont'd)	- know to use the comma to separate word in sentences.	The comma is used to separate three or more items in a series e.g. He saw a farm with cassava, eddoes, plantains and oranges,			

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<p>Punctuation</p> <p>Understanding</p> <p>The use of</p> <p>Question Marks</p>	<p><i>The pupil will:</i></p> <p>5:6 - understand the use of quotation marks.</p>	<p>5:6 A speaker's exact words are called a quotation. Quotation marks (" ") are used of the beginning and end of a speaker's exact words.</p> <p>e.g. ["What is under the table?"] asks Mummy .</p> <p>"I see long ears," says Bessie</p> <p>exact word speaker</p>	<p>5:6 - Identifying quotation marks.</p> <ul style="list-style-type: none"> - identifying exact words which are spoken and the speaker. - Reading exact words. - Playing games to identify exact words spoken and speaker. - Reading books, charts, magazine etc. 	<p>5:6 Fun With Language Book 2 Part 1. p.15-20</p> <p>p. 43 - 79.</p>	<p>5:6 - Match the words spoken in column A with the correct speaker in Column B.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td>1. "I am hungry"</td> <td>asked Mother</td> </tr> <tr> <td>2. "Did you brush your teeth?"</td> <td></td> </tr> <tr> <td>3. "This is Fun"</td> <td>says Ted</td> </tr> </tbody> </table>	A	B	1. "I am hungry"	asked Mother	2. "Did you brush your teeth?"		3. "This is Fun"	says Ted
A	B												
1. "I am hungry"	asked Mother												
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Noun - One and Many	<p><i>The pupil will:</i> 5:7:0 - identify singular and plural nouns.</p> <p>- understand the use of singular and plural nouns.</p>	<p>5:7:0 Nouns - Singular and Plural.</p> <p>Singular Nouns tell about one e.g. The girl eats fruits. Plural Nouns tell about many e.g. The girls eat fruits.</p>	<p>5:7:0 - Looking at objects, pictures, fruits etc. to develop the concept of one and many.</p> <p>- making sentences to identify the concepts.</p>	<p>5:7:0 Collection of objects/pictures/ fruits etc.</p> <p>Fun With Language</p> <p>Rainbow Readers Series</p> <p>RALP Readers</p>	<p>5:7:0 Complete this table correctly.</p> <table border="1"> <thead> <tr> <th>One</th> <th>Many</th> </tr> </thead> <tbody> <tr> <td>boy</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>fruits</td> </tr> <tr> <td>_____</td> <td>books</td> </tr> <tr> <td>snake</td> <td>_____</td> </tr> </tbody> </table>	One	Many	boy	_____	_____	fruits	_____	books	snake	_____
One	Many														
boy	_____														
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<p>Verbs – Action Words</p>	<p><i>The pupil will:</i> 5:7:1 – understand that some verbs show action.</p> <p>- identify action words in given sentences.</p>	<p>5:7:1 Some words in sentences show action. These are called verbs e.g. Birds fly. Mother cooks the food. The goat eats grass.</p>	<p>5:7:1 – Looking at objects and pictures, Reading guided sentences.</p> <p>- Observing actions</p> <p>- Stating/Saying action words sentences.</p> <p>- Composing sentences like model.</p> <p>- Listening to sentences and saying what the action words are.</p>	<p>5:7:1 Sentence strips, pictures, charts, tape recorder.</p> <p>Fun With Language</p> <p>Rainbow Readers Series</p> <p>RALP Readers.</p>	<p>5:7:1 Circle the action word in each sentence.</p> <ol style="list-style-type: none"> 1. Our dog barks loudly. 2. Many pupils drink milk. 3. We brush our teeth after every meal. 4. Eric rides a bicycle. 5. Randy runs very fast.
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<p>Using Verbs Correctly</p>	<p><i>The pupil will:</i> 5:7:2 - use verbs correctly in sentences.</p>	<p>5:7:2 When the name word in a sentence tells about one, we add s to the verb. The duck quacks. When the name word tells about many we add nothing e.g. The ducks quack.</p> <p>Guided Examples</p> <hr/> <table border="0"> <tr> <td>Mother cooks food</td> <td>Mothers cook food.</td> </tr> <tr> <td>My brother weeds the yard</td> <td>My brothers weed the yard.</td> </tr> <tr> <td>The girl sweeps the house.</td> <td>The girls sweep the House.</td> </tr> </table>	Mother cooks food	Mothers cook food.	My brother weeds the yard	My brothers weed the yard.	The girl sweeps the house.	The girls sweep the House.	<p>5:7:2 - Oral drill with guided examples.</p> <ul style="list-style-type: none"> - Discussing examples and formulating rule. - Playing games. - Constructing sentences. 	<p>5:7:2 Fun With Language Book 2 Part1 p. 2 - 3</p>	<p>5:7:2 Fun With Language Book 2 part 1 p. 5 - 76. e.g. Choose the correct word from the brackets to complete each sentence.</p> <p>Father _____ in the (work, works)</p> <p>Jake _____ a bicycle to school. (ride, rides)</p>
Mother cooks food	Mothers cook food.										
My brother weeds the yard	My brothers weed the yard.										
The girl sweeps the house.	The girls sweep the House.										

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<p>Penmanship Writes legibly (manuscript)</p>	<p><i>The pupil will:</i> 5:8 - form letters clearly and correctly.</p>	<p>5:8 Printed Letters - Lower and Upper Cases.</p> <p>Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz</p> <p>Printed words and sentences from work books and readers e.g. bee key shop Daddy Bevon</p> <p>He saw tall trees.</p>	<p>5:8 - Observing formation of letters.</p> <p>- Writing letters in air, sand, books etc.</p> <p>- Tracing letters, words, sentences etc.</p> <p>- Copying sentences passage etc. from the chalkboard confidently.</p> <p>- Writing letters, words, sentences, passages, composition independently.</p> <p>- Writing words, tables, flash cards etc. for reading corner.</p>	<p>5:8 sand, chalk, crayons, paper, texts, flash cards</p>	<p>5:8 Copy Writing e.g. <u>I must always try</u> <u>to be kind to</u> <u>others.</u></p> <p>Dictation e.g. Many Grade Two pupils like to colour pictures and play games.</p>
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<p>Observes appropriate spacing between letters, words and sentences.</p>	<p><i>The pupil will:</i> 5:9 - ensure that letters, words and sentences are evenly spaced.</p>	<p>5:9 Printed information from books, chalkboard, labels etc.</p>	<p>5:8 - Observing print in different contexts, books - both fiction and non-fiction, art, captions.</p> <p>- Performing activities which require eye-hand coordination.</p> <p>-Using the index finger to space words in all subject areas.</p> <p>-Playing space estimation games.</p> <p>-Tracing letters, words and sentences.</p> <p>- Copy writing exercises.</p>	<p>5:9 flash cards, sentence strips, texts, reading charts, library books.</p>	<p>5:9 Write the name for each picture.</p> <p>Rearrange these words to form a sentence. Write the sentence on the line.</p> <p>To buy the went I market to fruits.</p> <hr/> <hr/>
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<p>Uses a style of writing that is fluent and legible manuscript.</p>	<p><i>The pupil will:</i> 5:10 - observe cursive writing as demonstrated. - use manuscript to check on formation of cursive letters.</p>	<p>5:10 - Letters and cut outs. - Manuscript with cursive writing.</p>	<p>5:10 - Tracing letters, words and cut outs. - Writing words and sentences which are associated with a particular topic or theme. - Using words to form phrases and sentences. - Arranging sentence in order before copying them legibly. - Writing legibly in child's own story book.</p>	<p>5:10 flash cards, cut outs. sandpaper, letters workbooks, manuscript cursive writing</p>	<p>5:10 Copying Writing <hr/> <u>The quick brown</u> <hr/> <u>Fox jumped over</u> <hr/> <u>some lazy dogs.</u> <hr/> <u>Dictation Passage.</u></p>
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Use lines and margins and observes appropriate spacing.	<p><i>The pupil will:</i></p> <p>5:11 - show willingness to write on paper or in work books.</p> <p>- demonstrate an understanding of the fact that handwriting and presentation of work are important.</p> <p>- develop the skill to copy words and sentences from chalkboard into double lined books.</p> <p>- develop the skill to copy letters, words and sentences in cursive.</p>	<p>5:11 - Printed words, notices books etc.</p> <p>- Information from chalkboard.</p> <p>- Topics and sentences from Readers and workbooks.</p>	<p>5:11 - Tracing letters, words phrases and sentences.</p> <p>- Drawing margins before writing in workbooks.</p> <p>- Writing words and sentences.</p> <p>- Copying letters, words and sentences in script and cursive writing.</p> <p>- Joining cursive letters to form words.</p> <p>- Writing lower and upper case letters in cursive.</p> <p>- Using index finger to space words.</p>	<p>5:11 flash cards, workbooks, double lined books</p> <p>Fun With Language Workbook Series.</p> <p>Rainbow Readers Series.</p>	<p>5:11 Dictation Passage.</p> <p>Composition.</p> <p>Science and Social Studies notes and written exercise in other subjects.</p>

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<p>Writing as a Process Demonstrates an Understanding of topic.</p>	<p><i>The pupil will:</i> 5:12 - discuss ideas on a given topic.</p> <ul style="list-style-type: none"> - understand that ideas on a given topic can vary. - show interest and appreciation in other pupils' ideas that are expressed on a given topic. 	<p>5:12 Sample Topic; My Family</p> <ul style="list-style-type: none"> - Draw your family <div style="border: 1px solid black; width: 100px; height: 80px; margin: 10px auto;"></div> <ul style="list-style-type: none"> - Talk about your family. 	<p>5:12 Observing pictures of different families.</p> <ul style="list-style-type: none"> - Drawing families. - Brainstorming to get key ideas. - Discussing information about individual families. 	<p>5:12 pictures, charts, Fun With Language Book 2 Part 1 Unit 1</p>	<p>5:12 Talk two minutes on the topic "My family"</p>
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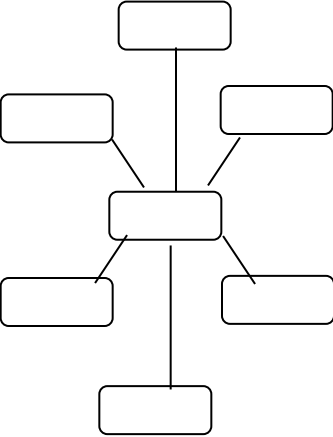
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<p>Writing as a Process Develops appropriate facts and details.</p>	<p><i>The pupil will:</i> 5:13 - demonstrate understanding of topic by listing appropriate facts and details.</p>	<p>5:13 Steps To Follow</p> <ol style="list-style-type: none"> 1. Think carefully about the topic. 2. List the ideas. 3. Choose the ideas you really need. 4. Write your ideas on a Web Template 	<p>5:13 - Shared reading on topic to stimulate interest.</p> <ul style="list-style-type: none"> - Group discussion. - Brainstorming to get details. - Using general ideas to make Web Template. - Looking at pictures, videos etc. 	<p>5:13 Fun With Language.</p> <p>Rainbow Readers</p> <p>Fiction and Non-fiction books.</p> <p>Flash - cards, pictures, tape</p> <ul style="list-style-type: none"> - recorders, videos etc. 	<p>5:13 Make a Web Template on another topic e.g. My Mother.</p>
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Writing as a Process Organises Content for writing	<i>The pupil will:</i> 5:14 - organize ideas in a desired sequence. - understand that the sequence of ideas is important for meaning.	5:14 <u>Making a Plan</u> 1. Think about an interesting sentence or a sentences to begin with. 2. Use the ideas from the Web Template to develop this sentence or write the facts in order. 3. Rearrange the sentences in the desired order. 4. Write a closing sentence.	5:14 Writers' Workshop - Brainstorming to get interesting beginning sentences. - Working in groups to arrange ideas (on strips of cardboard) in order. - Discussing the order of sentences. - Writing on the topic. - Reading the composition.	5:14 of cardboard with sentences, pictures.	5:14 Write a composition on the topic: My Family.

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<p>Writing as a Process Re-reads first drafts.</p>	<p><i>The pupil will:</i> 5:15 - develop the first draft to check for the correct sequence.</p>	<p>5:15 <u>Improving the first draft</u> <i>Steps to follow</i> 1. With the help from the teacher or peers read the first draft carefully. 2. Draw a line through the odd sentences (see Grade 1 Curriculum Guide). 3. Join short sentences together. 4. Change the order of sentences. 5. Rewrite your first draft in a logical order.</p>	<p>5:15 Fun Writer's Workshop - Reading sample passages to check for sequence. - Reading and crossing out odd sentences. -Rearranging sentences to get the correct sequence. - Doing exercises to join sentences together. Rewriting composition. - Proof reading.</p>	<p>5:15 Fun With Language. Supplementary texts. Task sheets Readers Wall chart with proof reading marks.</p>	<p>5:15 Write the final draft on the composition - My Family</p>
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Writing as a Process Writes logically focusing on topic	<i>The pupil will:</i> 5:16 - use the steps in the writing process to write on a given topic. Show willingness to write sequentially on a topic.	5:16 Suggested Topics - My Best Friend - The School I Attend - A Visit To The Market - Our New Neighbours - How to Make Cheese Sandwiches	5:16 The Writer's Workshop - Selecting topic - Discussing topic in groups. - Brainstorming to get important ideas. - Preparing Web Template and Plan. - Writing the first draft. - Rewriting composition	5:16 cardboard, markers, sentence strips	5:16 Write a composition on one of these topics. - My Mother. - The Friend I Like Best. - The School I Attend. - How To Make Hot Dogs.

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<p>Writing as a Process Uses descriptive words so as to enhance reading.</p>	<p><i>The pupil will:</i> 5:17 - use descriptive words to improve the Composition.</p>	<p>5:17 Topics, which were done previously e.g. My Family.</p> <p>Selecting the name words in the composition and try to find describing words to make it easier for the reader e.g.</p> <p><u>My small family</u> lives in a white house near the deep <u>creek</u>.</p> <p>My small family lives in a white house near the deep creek.</p> <p><u>Improving Writing</u></p> <ol style="list-style-type: none"> 1. Find the name words such as the people, places or things. 2. Use descriptive words to make the people, places or things cleaner. 3. Rewrite your work 4. Proof - read. 	<p>5:17 Writer's Workshop Continues.</p> <ul style="list-style-type: none"> - Selective composition topics which were done previously. - Discussing in groups the name words which can be made clearer, - Circling name words and finding describing words to improve these. - Rewrite the composition. - Proof - reading. 	<p>5:17 Reading texts, supplementary texts.</p>	<p>5:17 Pupil's completed work.</p>
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<p>Writing as a Process Produces a variety of types of composition such as stories, descriptions and poems</p>	<p><i>The pupil will:</i> 5:18 - use their experiences to produce a variety of types of composition. - discuss and write stories, rhymes and poems.</p>	<p>5:18 Importance Facts</p> <p>Topic - A topic is the subject you write about.</p> <p>Composition - Passage which is made up on a particular topic.</p> <p>Story - Account of event which you make up A story has characters.</p> <p>Character - Person or animal or thing that acts in the story.</p> <p>Poem - Set of verses or lines of words.</p>	<p>5:18 Writer's Workshop</p> <ul style="list-style-type: none"> - Discussing the task - Discussing the task in groups. - Listening to passages, stories, poems etc. - Reading compositions, poems, rhymes etc. aloud. - Reading books and retelling stories in correct sequence. - Writing composition, poems and stories in groups and individually. 	<p>5:18 Fun With Language.</p> <p>Rainbow Readers.</p> <p>RALP Readers</p> <p>Supplementary texts, pictures, collection of poems.</p>	<p>5:18 Pupil's completed work.</p>

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Writing as a Process Friendly Letters	<p><i>The pupil will:</i></p> <p>5:19 - write friendly letters complete with date, solution, body, closing and signature.</p> <p>- know the parts of a friendly letter.</p>	<p>5:19 Parts of a Friendly Letter</p> <p>The main parts of a friendly letter are:</p> <ul style="list-style-type: none"> - address - date - body - closing - signature <p>Address - The address consists of :</p> <ul style="list-style-type: none"> - the house lot - the name of the street - the village or town <p>Date - Day, month, and year when the letter is written.</p> <p>Solution - Opening Greeting with the person's name to whom you are writing.</p>	<p>5:19 Reading sample letters</p> <p>- Discussing parts of a friendly letter.</p> <p>- Writing letters in groups and individually.</p> <p>- Displaying samples of letters.</p>	<p>5:19 Sample letters, readers, supplementary texts.</p>	5:19 Match these correctly.	
					A	B
					Opening greeting	Signatures
					House lot, street and town	Body
					Person's name who wrote the letter	Address
					Important details	Date
					Closing remark	Solution
					Day, month and year when letter was written	Closing

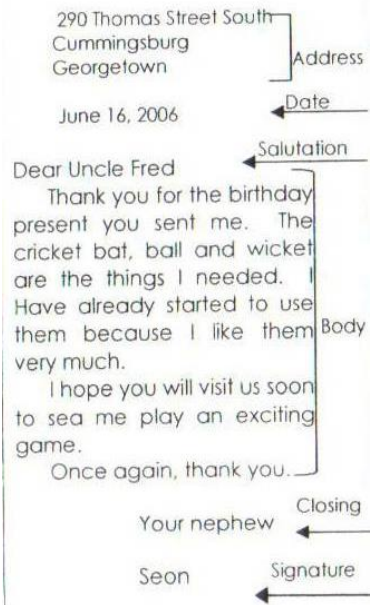
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<p>Writing as a Process Friendly Letters (cont'd)</p>		<p>5:19 Body - Important details</p> <p>Closing - Closing remark</p> <p>Signature - Name of person who write the letter.</p> <p><u>Sample Letter</u></p> 			<p>Write a letter to your teacher thanking her for taking care of you when you were ill at school.</p>
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<p>Writing as a Process Demonstrates sensitivity to using formal language as appropriate in own writing.</p>	<p><i>The pupil will:</i> 5:20 -choose formal and informal language to write appropriate letters.</p>	<p>5:20 Letters for given purposes e.g.</p> <ul style="list-style-type: none"> - to peers/friends - excuses to teachers - to an adult - of invitation 	<p>5:20 - Choosing appropriate language for a given purpose.</p> <ul style="list-style-type: none"> - Reading letters - Writing letters - Proof reading letters 	<p>5:20 Readers</p> <p>Samples of letters with format and informal language.</p>	<p>5:20 Write a letter on a specific topic.</p>
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LITERACY – CURRICULUM GUIDE, GRADE 2

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	METHOD/STRATEGIES	MATERIALS	EVALUATION
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<p>Writing as a Process Focuses on central theme and supporting ideas in own writing</p>	<p><i>The pupil will:</i> 5:21 -write focusing on a specific theme and supporting ideas.</p> <p>- identify main idea of passages and supporting details.</p>	<p>5:21 Focusing your Topic A topic must not be too wide. If the topic is too wide, you will not be able to make it clear enough to the reader.</p> <p>You can focus your topic by choosing one special part of it.</p> <p><u>Steps To Follow</u> 1. Think about the Topic e.g. Festivals In Guyana.</p> <p>2. List themes or subjects that you can write on this topic e.g. (a) Hindu Festivals (b) Christian Festivals (c) Festivals My Family Celebrate (d) Some Festivals I Do Not Like.</p>	<p>5:21 - Reading passages to identify main idea/theme.</p> <ul style="list-style-type: none"> - Listing supporting ideas in passages. language for a given purpose. - Following guidances to focus on a topic. - Discussing steps in groups and following same. - Listening to speeches and telling main idea. - Writing on topic in a particular sequence. - Discussing with teacher to clarify. - Proof reading. - Rewriting for presentation 	<p>5:21 Reading sheets, Big books tape recorders Library book</p> <p>Fun With Language</p> <p>Rainbow Readers</p> <p>RALP Readers</p>	<p>5:20 Write a letter on a specific topic Kites.</p> <p>Underline the main idea in this passage.</p> <p>Seeds have different sizes. Some seeds are very large e.g. the coconut. Other seeds are medium like the mango and cashew.</p> <p>The pepper has tiny seeds. The sizes of seeds vary but they have similar parts.</p> <p>Write compositions on given topics.</p>
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LITERACY – CURRICULUM GUIDE, GRADE 2

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	METHOD/STRATEGIES	MATERIALS	EVALUATION
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<p>Writing as a Process Focuses on central theme and supporting ideas in own writing (cont'd)</p>		<p>5:21</p> <p>3. Choose the theme/sub-topic you like best from the list above.</p> <p>4. Put a  beside it, (Congratulations you've _____ your topic)</p> <p>5. Use the Web Template and Plan to list your ideas.</p> <p>6. Follow the writing process to write on this theme.</p>			
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LITERACY – CURRICULUM GUIDE, GRADE 2

STANDARD 6

Read to Locate, Select and use Information from a variety of Sources.

TOPIC	OBJECTIVES	CONTENT	METHOD/STRATEGIES	MATERIALS	EVALUATION
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<p>Research and Study</p>	<p><i>The child will:</i> 6:1 Sort, group and sequence a variety of items,</p> <p>- Locates and interprets information on a calendar, map, chart or simple graph.</p>	<p>6:1 Variety of objects, shapes, animals, letters, pictures, liquids, fruits, numerals.</p> <p>Calendar - months, days Map of the school community Weather chart to show -rainy, sunny, cloudy and windy days</p> <p>Graphs - Bar - pictograph</p>	<p>6:1 - Collecting objects, shapes, etc.</p> <p>-Sorting these according to size, shape, texture, smell, colour etc.</p> <p>-Listing objects, etc under headings on a 'table'.</p> <p>- Naming the days of the week</p> <p>-Identifying number of days in the month, months of the year.</p> <p>-Listing in sequential order - months of the year.</p> <p>-Identifying which day/month comes before or after.</p>	<p>6:1 Pebbles, seeds, marbles, leaves, cloth, paper, glass, plastic, circles, squares etc.</p>  <p>Calendars Crayons</p>  <p>Cardboard Scissors</p> 	<p>6:1 List the items given under headings:</p> <p>Pebbles, seeds, marbles, leaves, cloth, paper, glass, plastic, circles, squares</p> <table border="1" data-bbox="1606 349 2005 609"> <thead> <tr> <th>size</th> <th>shape</th> <th>colour</th> <th>texture</th> <th>smell</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Interpreting the weather chart, - How many rainy/sunny/cloudy/windy days.</p> <p>- Answer the questions on the pictograph e.g. How many children like math, social studies, science etc.</p> <p>How many children have birthdays in January, February etc.</p>	size	shape	colour	texture	smell					
size	shape	colour	texture	smell											

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LITERACY – CURRICULUM GUIDE, GRADE 2

STANDARD 6

Read to Locate, Select and Use information from a Variety of Sources

TOPIC	OBJECTIVES	CONTENT	METHOD/STRATEGIES	MATERIALS	EVALUATION
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<p>Research and Study (cont'd)</p>		<ul style="list-style-type: none"> - Constructing charts/graphs. -Interpreting information on graph/chart. -Locating school, home, street etc. on map of the community. 			
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STANDARD 6

Read to Locate, Select and Use Information from a Variety of Sources.

TOPIC	OBJECTIVES	CONTENT	METHOD/STRATEGIES	MATERIALS	EVALUATION
Research and Study	6:2 Records information in a variety of formats	6:2 Logs - daily, weekly Journals Tables Charts Personal Diaries Experiments-germination Life cycles e.g. the butterfly	6:2 Discussing the importance of each record, what should be the contents, etc. -Writing about what was done on the previous day -Recording observations from experiments on tables and charts - Making entries in personal diaries/class logs	6:2 Note books Cardboard Crayons Seed, cotton wool Glass jars caterpillar 	6:2 List two important things that you remember from yesterday's Maths, Science, Comprehension etc. lessons Record the stages of development of the butterfly.

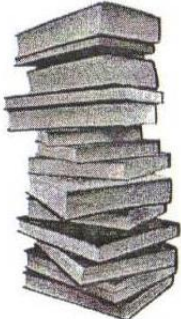


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STANDARD 6

Read to Locate, Select and Use Information from a Variety of Sources.

TOPIC	OBJECTIVES	CONTENT	METHOD/STRATEGIES	MATERIALS	EVALUATION
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Research and Study (cont'd)	6:3 Uses parts of a book	6:3 Parts of a book <ul style="list-style-type: none"> - Back of the book - Front - Title page - Table of Content - Chapters - Glossary - Index 	6:3 Teaching pupils by demonstrating how to handle a book e.g. avoid leaving dog ears <ul style="list-style-type: none"> - Discussing how important a book is -Examining books -Identifying the different parts of the book and discussing the importance of each part named. 	6:3 A variety of books	6:3 Short quizzes e.g. I can find the meaning of words in thebook.
	6:4 Locates information from grade level reference material.	6:4 Dictionary usage <ul style="list-style-type: none"> - Picture dictionaries - Materials from class library/school - retelling main points in stories Charts- (wall) information	6:4 Observing pictures in the dictionary. <ul style="list-style-type: none"> - Noting order in which pictures are arranged. - Retelling main point in stories. 	 6:4 Picture dictionaries Alphabet chart	 6:4 Find these animals in your dictionary. Monkey, goat, etc.  - What did you learn from the story?

TOPIC	OBJECTIVES	CONTENT	METHOD/STRATEGIES	MATERIALS	EVALUATION
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Research and Study (cont'd)	6:5 Comprehends and employs alphabetical sequence by first and second letter	6:5 Alphabetical sequence by first and second letter e.g car cradle chest	6:5 Observe pictures in the dictionary - Noting order in which pictures are arranged	6:5 Alphabet chart	6:5 Arrange the words given in each list in alphabetical order e.g pencil, pants, pin, paint, purple
	6:6 Read non-fiction materials to answer specific questions.	6:6 Passage/sentence from - Fun With Language - Rainbow Series - RALP Readers	6:6 Repeating the alphabet - Reviewing the second letter in given words - Arranging words in alphabetical order by first and second letters.	6:6 Texts - Fun With Language - Rainbow Readers - Ralp Readers	6:6 Answer the questions based on the passage read e.g Who----? What----? Where---? Why----? What if----?
	6:7 Compares information across non-fiction texts	6:7 Stories from class readers Stories from library books Stories made up by teachers Big Book Stories	6:7 Repeating stories - Retelling parts of stories which they like best - comparing each other's stories - Telling which stories were better and why	6:7 Story books from Class library Personal story books	6:7 Answering question Why do you not like the story? What would you have liked to see happen?

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LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES

<p>Standard 1 Demonstrates grade or age appropriate receptive and Expressive language skills.</p>	<p>Listening and Speaking</p> <ul style="list-style-type: none"> ▪ Listening 1.1 Listening to acquired Standard English vocabulary and sentence structure. 1.2 Listens attentively to what is ready by the teacher. 1.3 Follows increasingly complex directions and instructions. 1.4 Listens politely in a group. 1.5 Recalls what is heard 1.6 Uses polite conventions such as “Please”, “Thank You”, “Excuse me”. 1.7 Articulates speech sounds accurately. 1.8 Uses first language for various kinds of reporting as appropriate. 1.9 Participates in discussions to practice spoken English. 1.10 Uses basic language structure orally. 1.11 Builds some oral vocabulary independently. 1.12 Participates in meaningful activities such as <i>role play, mime, show and tell</i> which promote new language learning.
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LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES
<p>Standard 2 Demonstrates emergent reading skills in phonemic awareness and concepts of print.</p>	<p>Concepts of Print and phonemic Awareness</p> <ul style="list-style-type: none"> ▪ Print 2.1 Identifies likenesses and differences in forms and symbols. 2.2 Scans left to right when being read to. 2.3 Knows the parts of a book and their purposes. 2.4 Names some favourite book titles and authors. 2.5 Locates and identifies title, author, table of contents, and illustrator of a book. 2.6 Recognises that alphabet letters represent print. 2.7 Identifies upper and lower case letters out of sequence, fluently. ▪ Phonemic Awareness

	<p>2.8 Blends individual phonemes to create two, three and four letter words.</p> <p>2.9 Segments two and three letter words into individual phonemes.</p> <p>2.10 Identifies individual letter sounds in initial, medial and final position in simple words.</p> <p>2.11 Given a model, creates rhyming and alliterative words.</p> <p>2.12 Identifies short and long vowels in two, three or four letter spoken words.</p> <p>2.13 Identifies words with vowel digraphs.</p> <p>2.14 Identifies words with diphthongs: <i>oi oy ou ow</i></p> <p>2.15 Identifies words with silent letters – w k b t (write, knight, comb, calm, listen)</p> <p>2.16 Blends spoken segments (syllables, phonemes) into spoken words.</p> <p>2.17 Builds and reads word families when provided with simple word stems.</p> <p>2.18 Reads simple, decodable text.</p>
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LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES
<p>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.</p>	<p>Word Analysis, Fluency and Vocabulary Development</p> <ul style="list-style-type: none"> ▪ Decoding and Word Recognition <p>3.1 Recognises local environmental print such as graphics, symbols and signs, e.g.  recycle  wheel chair access, traffic signs etc.</p> <p>3.2 Extends vocabulary in own speech.</p> <p>3.3 Demonstrates use of newly taught vocabulary.</p> <p>3.4 Reads regular words and nonsense words fluently using print sound correspondence to sound out words.</p> <p>3.5 Reads basic grade level sight words in context and in isolation.</p>

	<p>3.6 Knows all individual letter-sound correspondence.</p> <p>3.7 Blends letter sounds to decode printed words.</p> <p>3.8 Segments the sounds in printed words.</p> <p>3.9 Sounds out regular words including those with blends, diagraphs etc.</p> <p>3.10 Builds and easily reads word families.</p> <p>3.11 Demonstrates appropriate use of vocabulary and sentence structure.</p> <p>3.12 Reads decodable text accurately and fluently at grade level.</p> <p>3.13 Reads fluently with expression, any appropriate grade level text.</p> <p style="text-align: center;">▪ Decoding and Word Recognition</p> <p>3.14 Extends vocabulary appropriate content.</p> <p>3.15 Uses synonyms, antonyms homonyms, and homographs for grade level.</p> <p>3.16 Demonstrates appropriate use of vocabulary in context.</p> <p>3.17 Uses contextual and picture clues to identify word meaning.</p> <p>3.18 Classifies words into categories (beverages, foods, animals etc.)</p>
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LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES
<p>Standard 3 Demonstrates proficiency in applying relevant decoding and word recognition strategies to the reading process and uses this knowledge to become a fluent</p>	<p style="text-align: center;">▪ Vocabulary and Concept Development</p> <p>3.19 Identifies words with two meanings and use correctly.</p> <p>3.20 Reads and demonstrates an understanding of words with prefixes and suffixes.</p> <p>3.21 Uses prior knowledge to predict meaning of words.</p> <p>3.22 Uses meaning clues to read unfamiliar words.</p>

reader.	
<p>Standard 4 Comprehends interprets and evaluates a wide range of narrative and informative text appropriate to the grade level.</p>	<p>Reading Comprehension</p> <ul style="list-style-type: none"> ▪ Reading – Comprehension 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 Retells events of a text in proper sequence. 4.6 Demonstrates understanding of literal meaning of stories. 4.7 Shares new information from text in own words. 4.8 Answers '<i>who</i>', '<i>what</i>', '<i>how</i>', '<i>when</i>', '<i>where</i>', '<i>why</i>' and '<i>what if</i>' questions about stories read or read. 4.9 Identifies cause and effect relationships in texts. 4.10 Uses context clues to understand text. 4.11 Makes inferences and draw conclusions. 4.12 Uses details to predict outcome. 4.13 Follows directions to complete task. 4.14 Predicts and justifies what might happen next in stories. 4.15 Relates story information to real – life experiences. 4.16 Connects life to text and text to life experiences in stories read independently or by the teacher.

LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES
<p>Standard 4 Comprehends interprets and evaluates a wide range of narrative and informative text appropriate to the grade level.</p>	<p>4.17 Distinguishes between fantasy and fact. 4.18 Understands that there are different types of texts such as story books, non-fiction, informative texts and poems. 4.19 Retells a story, or parts of a story read or told orally. 4.20 Identifies characters and talks about them. 4.21 Develops simple characterization sketches. 4.22 Identifies speaker or narrator in a story/text. 4.23 Uses words, appropriate to grade level which can convey feeling. 4.24 Dramatizes poems and events from a story read or told. 4.25 Develops stories from stimuli e.g. pictures. 4.26 Reads and comprehends both fiction and non-fiction at grade level.</p>
<p>Standard 5 Uses conventions of written Standard English at grade level to compose and organize in coherent text for a variety of</p>	<p>Writing: Conventions of Standard English</p> <ul style="list-style-type: none"> ▪ Spelling <p>5.1 Shows awareness of conventional spelling. 5.2 Spells correctly regular short vowel words.</p>

<p>purposes.</p>	<p>5.3 Uses invented spelling from phonics knowledge when necessary.</p> <p>5.4 Correctly spells previously taught irregular words in own writing.</p> <p>▪ Spelling</p> <p>5.5 Uses grade level punctuation (full-stop, question mark, comma, exclamation mark) and capitalization.</p> <p>5.6 Begins to use quotation marks correctly.</p> <p>5.7 Uses the conventions of grammar and syntax in written Standard English at grade level.</p>
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LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES
<p>Standard 5 Uses conventions of written Standard English at grade level to compose and organize in coherent text for a variety of purposes.</p>	<ul style="list-style-type: none"> ▪ Penmanship <ul style="list-style-type: none"> 5.8 Writes legibly (manuscript). 5.9 Observes appropriate spacing between letters words and sentences. 5.10 Uses a style of writing that a fluent and legible (manuscript, cursive). 5.11 Uses lines and margins and observes appropriate spacing. ▪ Writing as a Process <ul style="list-style-type: none"> 5.12 Demonstrates an understanding of topic. 5.13 Develops appropriate facts and details. 5.14 Organizes content for writing. 5.15 Re-reads first drafts. 5.16 Writes logically, focusing on topic. 5.17 Uses descriptive words so as to enhance reading. 5.18 Produces a variety of types of composition such as stories, descriptions. Direction and poems. ▪ Writing as a Process <ul style="list-style-type: none"> 5.19 Write a friendly letter complete with the date, salutation, body, closing and signature. 5.20 Demonstrates sensitivity to using formal language as appropriate in own writing. 5.21 Focuses on central theme and supporting ideas in own writing.

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LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES
Standard 6	Research and Study

Reads to locate, select and use information from a variety of sources.	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, back, front, title page, table of contents, glossary and index. 6.5 Locates information from grade level reference material. 6.6 Comprehends and employs alphabetical sequence by second letter. 6.7 Reads non-fiction materials to answer specific questions for specific purposes. 6.8 Compares information across non-fiction texts.
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LITERACY STANDARDS – GRADE 2

STANDARD	BENCHMARKS/LEARNING OUTCOMES
Standard 5 Uses conventions of written Standard English at grade level to compose and organize in coherent text for a variety of purposes.	<ul style="list-style-type: none"> ▪ Penmanship <ul style="list-style-type: none"> 5.22 Writes legibly (manuscript). 5.23 Observes appropriate spacing between letters words and sentences. 5.24 Uses a style of writing that is fluent and legible (manuscript, cursive). 5.25 Uses lines and margins and observes appropriate spacing. ▪ Writing as a Process <ul style="list-style-type: none"> 5.26 Demonstrates an understanding of topic.

	<p>5.27 Develops appropriate facts and details.</p> <p>5.28 Organizes content for writing.</p> <p>5.29 Re-reads first drafts.</p> <p>5.30 Writes logically, focusing on topic.</p> <p>5.31 Uses descriptive words so as to enhance reading.</p> <p>5.32 Produces a variety of types of composition such as stories, descriptions. Direction and poems.</p> <p>▪ Writing as a Process:</p> <p>5.33 Write a friendly letter complete with the date, salutation, body, closing and signature.</p> <p>5.34 Demonstrates sensitivity to using formal language as appropriate in own writing.</p> <p>5.35 Focuses on central theme and supporting ideas in own writing.</p>
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