

LANGUAGE ARTS

Grade 2

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Newtown Primary	Goodwill Junior

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INTRODUCTION

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

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

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

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

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

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

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

Upon completion of primary level education, graduates will be life-long learners, who are able to make effective use of Internationally Accepted English (IAE), as well as reasoned and appropriate use of local language varieties in order to

function as creative and flexible individuals who are environmentally conscious, tolerant and contributing members of their developing society.

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

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

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

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

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

Curriculum Guide Overview

The renewed English Language arts (LA) curriculum emphasises the role of language in communication and learning. Students need to become confident and competent users of all four language arts strands, with opportunities to listen,

speak, read and write. Success criteria are listed to help teachers address each language strand and to build a balanced LA program in their classrooms. A balanced programme:

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

Contexts

The curriculum guide advocates a thematic approach to instruction. In addition to planning daily routines, teachers are asked to develop different types of units/themes that address the personal, social, imaginative, communicative, and environmental contexts. Sample themes and topics are listed within these contexts in the appendix. A sample planning form is provided in the curriculum guide to help teachers with their unit and yearly planning.

In addition to considering the five contexts, teachers are encouraged to organise the school year by planning around approximately six themes of three different types:

- Multi-genre thematic units built around a theme or topic that includes a range of prose, poetry, and plays.
- Multi-genre inquiry units built around a theme or topic that is related to an important question that students have about the topic. These units are usually interdisciplinary.
- Genre study or author study units focusing on a specific genre (e.g., the folktale) or a particular author or illustrator.

Sample grade level and multi-grade level units are included in the curriculum guide.

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

a) Attainment Targets

***b) Learning Outcomes:** Learning Outcomes are derived directly from the attainment targets, and provide a measure of the learner's achievement of the same. They indicate general goals.*

c) Success Criteria:

d) Suggested Activities:

e) Assessment Strategies:

A NOTE TO THE TEACHER

Dear Teacher,

The Curriculum Development Unit is pleased to present a draft copy of the Language Arts Curriculum guide. This document has been developed with you and your students in mind. It is hoped that you will find it very useful in your

instruction of the Language Arts. A thematic approach is used, so as to provide meaningful experiences for the children. Please use it as a guide!

Descriptions of a range of instructional approaches to teach the language arts are provided as models, but are not the only approaches available. Please feel free to experiment and use those you have already acquired in your respective years in the classroom. Allow others to share, by making a note of suggestions for use in a revised copy of the guide. Key strategies used in the before, during, and after phases of listening, speaking, reading, writing (viewing, and representing) are included in the curriculum guide as well as specific strategies, different lesson plans and expectations for language conventions such as phonemic awareness, phonics, word recognition, vocabulary development, spelling, and handwriting. In addition, teachers are asked to consider five broad instructional guidelines:

- **Plan language arts units and lessons that incorporate all the language art strands, as they link the various subjects (art, music, math, social studies etc) across the curriculum.**
-
- **Plan lessons that focus on meaning.**
-
- **Provide supports for each stage of students' language learning.**
-
- **Model and discuss key strategies for using the language arts.**
-
- **Use a range of instructional approaches to help move students from teacher-supported and guided lessons to independent learning activities that require a minimum of teacher support and guidance.**
-
- **Proceed at the children's pace. Completion of the curriculum should not be the over-riding factor, but rather mastery of skills by students should guide the learning.**

Various strategies and techniques for assessing and evaluating students' language development and competence are provided here. In addition to sample assessment tools and forms designed for teacher and student use, teachers are

encouraged to build student language profiles and to recognize what students know and can do as listeners, speakers, readers, writers, (to include viewers and presenters) as they progress through each phase of language learning. Reporting students' progress is encouraged and sample student progress reports are included for your use.

Do note that the topics provide opportunities for free expression. Refusing to accept the children's home language before they have been taught the correct English structures, may inhibit their growth as language learners and their free expression will be deficient. Free expression is important, but ample guidance and modeling should encourage and stimulate the use of the structures taught. **Let children use the language rather than learn about it!**

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

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

Cynthia White



GRADE 2

THEME 1: ANIMALS

- Topics:**
- 1. Where They Live*
 - 2. Creepy Crawlers*
 - 3. Underwater Creatures*

Unit Description: This theme allows students to develop a love for reading while investigating animals and insects, and responding to a variety of texts, both nonfiction and fact. It is hoped that students will be encouraged to collect animals, insects, domesticated pets or other wildlife for study, presentations and discussions. Group discussions may lead children to greater complexity of thought as they expand ideas, refine initial ideas and solve intellectual problems. Children will demonstrate comprehension strategies as they describe and discuss the theme, use literary elements and respond to texts in variety of ways.

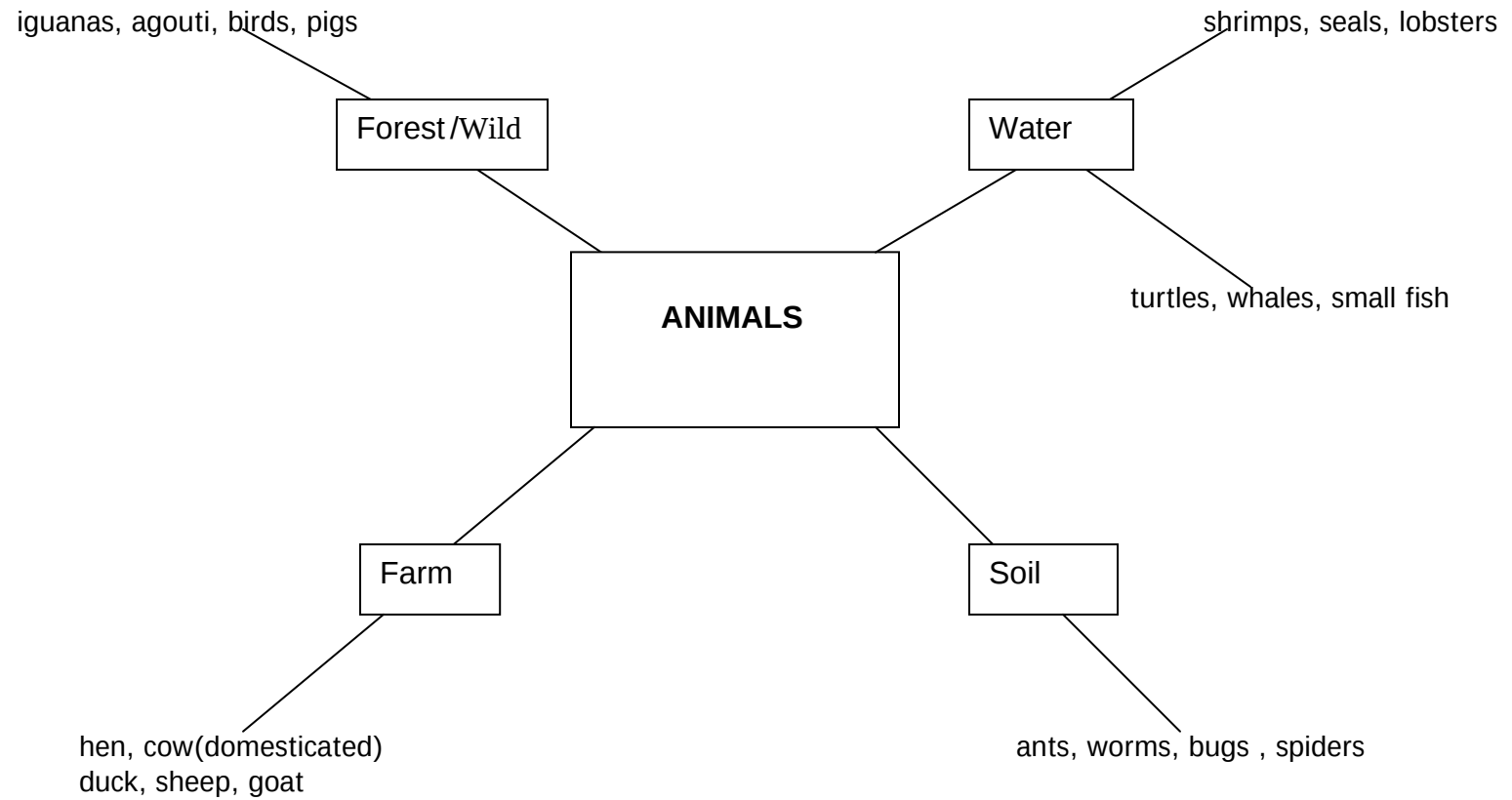
Duration: Four – Five weeks

CROSS-CURRICULA LINKS: HFLE, VPA, SCIENCE, MATHEMATICS, SOCIAL STUDIES

Theme 1 Skills

- Animals

<i>Listening and Speaking</i>	<i>Reading</i>	<i>Writing:</i>
• Pronounce basic sight words and new vocabulary • Use phonetic decoding strategies accurately in unfamiliar words • Use words with short vowel sounds in reading and speaking • Describe and talk about pets • Show and talk about animals, pets, books • Give opinions on questions and answers • Talk about “will” in future tense • Tell stories using past tense • Retell events of the past- Give and listen to instructions • Conduct interviews/dramatize and dress up as animals • Share poetry -recite chants/rhymes • cvc patterns • Tell riddles/jokes to class and peers • Repeat rhymes, rhyming patterns • Listen to news/events • Use blends and consonant diagraphs (ch,sh,th) • Talk about story • Sing about animals • Use nouns/adjectives, singular & plural	• Recognize high frequency and sight words (new vocabulary) • Read alphabetic order • Identify capital letters • Identify nouns from pictures • Identify vowel diagraphs/consonant blends • Identify animal sounds-parts of a book, newspapers, instructions (how to make a book) • Read pictures and visualize main idea • Read (inferences -why/how),use context clues (read between the lines) • Read “will” for future tense • Read questions in text • Tell stories, retell, recount • Use “a” and “an” • Read poetry, riddles, alliterations, interviews (Haiku, 3 line poem) • Identify plural nouns (e to es) • Identify blends-initial and final (ch, sh,), diphthong (oi) sounds • Classify words(-gender/groups) • Identify stories in pairs • Read past tense verbs	• Spell and use sight and high frequency words • Write letters and words in alphabetical order • Construct one syllable words with short vowels sounds and use in sentences • Write simple stories of animals • Illustrate stories • Answer comprehension questions • Use “Will” for future tense • Use Conventions and punctuation (past tense,) • Illustrate story beginnings/ write simple instructions • Use capital letters to begin sentences and special names • Create paragraph formation • Create riddles, rhymes, haiku, poems and jingles, alliteration about animals • Illustrate singular/plural (s/es) • Spell blends-initial and final (ch, sh, th/ diphthong/ oi/oy • Categorize objects and animals in spelling blends etc • Complete puzzles/word finds



Topic 1: Where Animals Live Suggested Activities 	Resources
Pre- activity: Prepare corners in science and language to develop this theme. Have a well labeled corner where children can observe pets, worms in soil, fish in an aquarium or bowl. Talk about the environment. Things changes from one stage to the next-babies grow, animals grow, seeds grow into tall trees, and even animals change places where they live... Introduction of self: Write names and addresses on first page. Talk about where children live, move to where animals live. Provide frame to fill in names, address and paste in scrape book or exercise book.  Capital letters - Names of people always start with capital letters. Special names of animals begin with capital letters - Provide a short paragraph with names of people, and animals with common letters Edit paragraph in pairs Use capital letters to begin special names of animals. - Find out from children: "Who has a pet?" List names of children's pets on the board. Guide their attention to initial letter. e.g. Joe's pet dog is called Spot. Ask children to observe the sentence carefully. Ask children to think of reasons why Spot was written with a capital letter. Question children to do so. e.g. Do you call all dogs <u>Spot</u>? - Present a few other examples and let children observe capitalization for special animal names. - Present sentences where the capital letter is inserted or deleted. Let children identify correct sentences, and put in capital letters in other sentences as necessary. - Present a short passage where small letters are used for the names of the animals - e.g. Mary has a pet dog. She call it smoky. smoky likes fish but does not eat the bones. smoky has a pup. We call it pooh.	Comprehension and Writing Workshops Field trip Resource person Song: In the Woods Coloured chalk Chalkboard Punctuation flash cards Pictures of places where animals live Reading text www.zoneten.com/floweringtrees.htm

As individual practice, give children the opportunity to write the name of a cat or dog they know.



EVALUATION: Place capital letters where necessary for proper nouns.

e.g. My pet dog is called rover.

Mother gave some milk to frisky



Reporting an event

- LEA-Take children out to forest or field or garden farm/Botanic Gardens/river
- Sing song about forest: IN THE WOODS THERE WAS A TREE
- Talk about where the animals live (things liked/ disliked about the walk)
- Describe objects found, in **specific terms**, e.g. a small green caterpillar
- Identify insects/animals in habitat, talk to children about using their six (6) senses as they walk
- Discuss and write a list/ simple sentences of what children saw on chalkboard (Develop a short paragraph) Contribute knowledge to class discussion in order to develop a topic for class project.
- Allow children to talk in IAE as much as possible, make corrections where necessary
- Children will copy the model paragraph including necessary punctuation and capital letters.
- Post model on wall for later use.



EVALUATION: Write one sentence and illustrate in journal about the trip experience. Talk about things seen in specific terms. Maintain focus of topic. Children will be encouraged to raise one's hand, wait one's turn and speak one at a time.



Phonics and Decoding (review vowel and consonant sounds)

- Play alliteration game to reinforce initial letter sounds /a/Aa
- Look in the hand out on word families found in rhymes to find a rhyme that has the sound you are interested in
- Ask children to listen as you say particular words e.g "animals, alligator, ant, or word families (see nursery rhymes in the book of poems supplementary reader)
- a – e- i- o- u. Complete with other vowel sounds
- Continue to match vowels with sounds which will help to produce words and generate sounds

Reading passage

Humans, animals, birds and fishes rely on clean air, and water to live and grow in their environment. It is important to keep the environment free from litter and pollution. It means that the land will be clean and green, and beautiful for us and for visitors.

Follow-up Keskidee p. 27

Rhyme – Click, Click, Click

Snap your fingers
Click! Click! Click!
Pick a word that rhymes with **chick**.
(CAN BE USED FOR "ICK ENDINGS)

Decodable Books

Listening Tapes

from all letters and letter patterns

MINI LESSON

Use sentence or story to identify blends and read sounds. Example: digraph cl

- Read 'cl' or 'ch' from a story: clink , chick, clash, clank, children, clip, chip, chat
- Ask children to repeat with you
- Have them tell which ones are similar and which ones are different-say why
- Use rhymes to reinforce sounds
- Have children identify the spelling pattern that you want to focus on
- Let them raise their hands whenever they hear a particular sound
- Blend ch/cl with endings to show how a new word is made
- Invite volunteers to make words on board
- Create a wheel by cutting out two cardboard circles of different sizes and placing a fastener in the centre
- Write the letter blends on the outside and the phonogram on the inside-spin to create a new word



EVALUATION: Provide paper cut out eggs for children to write new /ch/ words. Place these words under a large hen on a poster board/ word wall. Observe children practice strategies in pairs. Write the correct beginning blend for the name of pictures provided: claw, steam, crab, drum, dress, slipper, brick. 1. Write the name of the picture. 2. Circle the vowel. 3. Make the short vowel sound. Use pictures for cvc patterns as children write names and initial letters of the pictures (Eg. fr-o-g/ e-g-g/ dr-e-ss/ gl-a-ss).



Sounds in the Environment

Read the poem, Small Sounds

Talk about sounds heard on walk:

- Children sing 'Old McDonald'. Have pictures to represent animals mentioned in the song as they sing along and place them on chalkboard.
- Children identify animals and sounds made by them.
- Children are asked to tell actions performed by the animals e.g. What did the dog do?

Keskidee Reader 3-
Small Sounds
p.25

Punctuation chart
Punctuation of
flashcards (commas,
question mark, full

Ans: The dog barked.

- Teacher elicits terms for other sounds (through questioning) from students. Give other examples of animals and their sounds
- Children match name of sounds with animals. (word cards)
- Present a passage with sentences where names of sound are used. Children read passage and are questioned in order to elicit the animal and its sound.



EVALUATION

Complete a cloze exercise in which they are expected to use the names of the sounds of the animals.



Sounds continued

- rustle, chatter, squeak, patter, chirp, stomp, whisper, crow, bark, rumble etc.
- Ask children to identify what makes those sounds: (note ea, short e like bed and long E like bead) leaf, leaves, children, shoes/mice, raindrops, birds, feet, voices, rooster, dog, thunder/hungry, stomachs, ready, beach, east, sea, beat
- Talk about animal sounds heard-match sounds with animals
- Think about the sounds that make loud sounds and soft sounds
- Write sentences to show that meanings of these words are understood –match sounds and talk about verbs and the importance in the sentences



EVALUATION: Write six word sentences about the sounds that you heard when you walked. Show that you know the meaning of each word. Talk about sounds in the home. Produce the sounds with ea.



Following Simple Instructions/Play game, “Simon Says” allow as many children to get the instructions correct before moving on. Set purpose for listening; do not ask to remember too many things at once.

- Ask children to listen carefully to 3- step instructions: Remove a blank sheet of paper, I will describe an animal. Draw and colour.
- Read a short description of an animal.
- Read twice through and then distribute paper and crayons to each child

stop)

Written paragraphs

Recorded stories,
poems, dialogues,
how-to texts

Teacher developed
paragraph

Maps

Recipes books

Experiments from
science lesson

Regalia-cooking
supplies

Provide telephones for
practice
worksheets

One Bottle Top

*Don't throw your junk
in my backyard, my
back yard, my
backyard*

*Don't throw your junk
in my backyard, my
backyard's full*

*One bottle top, two
bottle tops, three bottle*

- Encourage children to listen to the instructions so that they can draw what is asked. Teacher pauses after each sentence. Allow children to repeat and then to do... - Read: This creature has very long legs” The eyes are round like plates It has a very fat body with a short tail The body is covered with hair  EVALUATION: Allow children to complete their drawings and then to post them on display board. Have them re-tell what was done in two to three steps. - Have students listen to instructions on how to perform a task/how to do something and have them do the activity based on the instructions they heard/or reproduce them in a simple sequence; begin with simple manageable activities. Or - Create a treasure hunt for children with directions and clues for finding treasure: groups/teams  Conducting an interview /question sentence[] - Present pictures of homes of animals and model how to ask questions. - Present children with different types of question, discuss them and the type of information elicits - Use puppets to present lesson. Introduce puppets as Mr. Tell, Mr. Ask. .Teacher with use of puppets asks questions and allows Mr. Tell to convert them. e.g. Mr. Ask Mr. Tell Is Dominica beautiful? Dominica is beautiful. Do you have a book? I have a book. Teacher: (make sure children hear change in voice) - Divide class into two groups. One group is Ask and the other Tell.	<i>tops ...</i> Story: Little Red Hen Song: “Who Will Help?” Titles of Books/covers Oral checklist Examples of story
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• Let Ask group recall some of the questions Mr. Ask asked, and Tell group retell. Note the questions on the chalkboard. • Note statements on chalkboard and let children read. • Provide practice by asking the question to allow children to convert to statements. • Pair children, give a few minutes for preparation. One asks a question, the other converts it to a statement. Do you know me? I know you. Provide practice where errors are made.  EVALUATION: Children identify sentences that are questions from a worksheet. Present a short paragraph. Children write four (4) asking sentences based on paragraph. e.g. Jack and his sister went to the beach. They played in the water. Their dog swam through the waves. They went home at four o'clock.  Retell This activity will take several days and should be used throughout the year. ▪ The teacher will lead a class discussion of an activity familiar to all the children. ▪ The teacher will retell the discussion using pictures and words or graphic organizer. ▪ Then the children will retell with 3-4 pictures in oral or written format something they know about. Some examples are how to _____, what happened last weekend, a party they attended, their vacation, etc. ▪ The teacher gives prompt, "Tell me more," when necessary. Next, the teacher will model retelling with a book she has read orally ▪ The children will listen and watch as the teacher tells and writes the retelling. ▪ Children will use a graphic organizer such as a web to retell a story from another read-aloud.	openers on strips of paper Story books and storyboards Samples of paragraphs to edit Pictures of animal homes/ animals in their homes Theme books Fiction/ non-fiction Pictures and posters object Sequence pictures to
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- Use function words 'to' to furnish childrens' vocabulary to complete sentence. Mini lesson 1. Use a number of objects in the classroom to demonstrate the meanings of the words. e.g. Take the block <u>to</u> John. Mary took the book to John. Do various examples and questions to encourage practice. e.g. What did Mary do? Mary took the book to John. Teacher explains that 'to' means towards. Use other activities for children to perform. Throw the ball to me. Go <u>to</u> the back of the class.  EVALUATION: Use pictures to demonstrate words such as <u>to</u>. Use in oral language.  EVALUATION: The children will use the graphic organizer to write a re-telling and present it orally to the class or teacher. Children will read a book at their independent level and complete oral or written retelling.  Writing Process Children will use their list, <i>Things I liked about the walk</i>, generated from previous oral activity: teacher directed prompt. - With the topics allow them to list purpose for writing the story and draft a good beginning sentence. Post story openers as children brainstorm possible openers. - Conference beginning sentences with children and make improvements - List all the action verbs and descriptive words that they would like to use in their story or article. - Talk about punctuation necessary for the writing.  EVALUATION: Children will pre- write sentences to compose a draft version of the story/article. Practice handwriting skills: proper formation of letters.	tell a story Live animals Posters/ charts Examples of short compositions/ paragraphs/ short stories fowls pigs sheep birds cows hens doves dogs Visual material p.71 Keskidee workbook New Caribbean Junior English p.21
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Vocabulary Development (names of animal home)

- ❖ cat – home
- ❖ bird – nest
- ❖ pig – sty
- ❖ horse – stable
- ❖ crab – hole
- ❖ donkey – field
- ❖ insects – grass
- ❖ ant – nest
- ❖ spiders – web
- ❖ frog – grass/pond
- ❖ fish – drains
- ❖ flock –
- ❖ sheep – field
- ❖ goats – rocks, field
- ❖ lizard-grass/tree

- Content words (camouflage, mammal, insects, creature, animals)
- Children will incorporate high frequency words in their vocabulary and enter into word bank
- Children will use the list, names of animal homes to write a story or a fable (non-fiction).
- With their topics they will begin the purpose for writing and drafting, with help of teacher, a good beginning.
- Child – teacher conference to list the sequence of events with the child to allow him/her to move on. Talk about animal and changes: cat- kitten, puppy- dog.
- Allow children to pair as they discuss the words and pronounce to each other
- List all the action words and descriptive words that they would like to use in their short story.
- Create a word list to be used for easy reference
- Identify relevant meaning for a word with multiple meaning using its context (saw/ saw)
- Continue to practice the writing process



EVALUATION: Write sentences in groups to create a short story. Use learned spelling.
Matching Game- play teacup and saucer with animal names. Example; kennel.....dog. Write the

Stories about Walks.
Example: Rosie's
Walk, One Day I went
walking

Handwriting chart

Word cards
Games for matching

list in alphabetical order.



Spell words that comprise the basic sight word list and word list of their third year text and stories.

- Present words on flash cards. Children read words. Children make oral sentences with words. Children spell words and write words in air, on desk.
- Let children work in groups with flashcards for reading and spelling.
- Place children pupils in small groups. Give each group a set of different letters. children will arrange them to make words. children record words.
- Stepping stone.

C _ _ _ t _ _ _ e f _ _ _ _ us _
come there fine must

Children s jump on a stone and spell the word. Clues are given. If correct continue to jump if wrong return to starting point.

- Teachers read sentences to children and ask them to spell specific words e.g. I am going to Roseau.



EVALUATION: Fill in the blanks.

I like to play with the _____.
My day gets milk from the _____.
We have a pen in the yard with hens. It has baby _____.

- Unscramble each group of letters to find the name of an animal.



Singular and Plural Nouns []

- Sing "The Animals came in two by two"

Sight word list

Gender

male

bull fox cock
ram lion tiger
stallion ram goat
gander
dog

Female

cow hen sow
ewe duck vixen
lioness
nanny goat tigress
goose

- Identify base words and their inflectional forms (looks, looked, looking) name of animals, objects - Review nouns in categories game. - Bring some animals in cages (guinea pigs, rabbits, snails, fish-bowl, cat etc.) - Point out that there is “one” or “more than one” or “many”-singular and plural - Display the poster/chart with singular and plural nouns(teach ‘s’ and ‘es) - Provide other examples in a short composition. - Read animal passage and highlight the animals that are nouns.  EVALUATION: Complete a worksheet with plural nouns. Write words in sentences from the singular to the plural. Spell words to each other.	Caribbean Language Arts Project- Activity book p. 45																
 Classifying Animals - Identify and sort into conceptual categories (opposites, living things) - Discuss the animals in the environment and under what heading they can be written - Tell children that there are special names given to groups of animals (school, pack, herd, flock, pride) / gender, i.e. male or female - Ask whether they know any more collective nouns/gender nouns - Play a game to differentiate between gender - reinforce / sh/ and /ch/ and /th/ sounds as they appear  EVALUATION: Complete a matching activity for the plurals of animals identified. e.g. plural <u>noun</u> <u>animal</u> herd / cattle	Worksheets Teacher created material																
Eg. Use clues to identify words. <table border="0"> <tr> <td>1. It crows everyday.</td> <td>elephant</td> </tr> <tr> <td>2. It's a duck's noise.</td> <td>chick</td> </tr> <tr> <td>3. It is a baby pig.</td> <td>fish</td> </tr> <tr> <td>4. A bird lives in it.</td> <td>kennel</td> </tr> <tr> <td>5. Nesto our dog lives in it.</td> <td>nest</td> </tr> <tr> <td>6. It lives in the sea.</td> <td>quack</td> </tr> <tr> <td>7. It is a large animal</td> <td>piglet</td> </tr> <tr> <td>8. A baby chicken.</td> <td>rooster</td> </tr> </table>	1. It crows everyday.	elephant	2. It's a duck's noise.	chick	3. It is a baby pig.	fish	4. A bird lives in it.	kennel	5. Nesto our dog lives in it.	nest	6. It lives in the sea.	quack	7. It is a large animal	piglet	8. A baby chicken.	rooster	Riddle Jokes ('I Spy') Poetry Frames Around the World by Scholastic
1. It crows everyday.	elephant																
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7. It is a large animal	piglet																
8. A baby chicken.	rooster																

Teacher Note: Careful attention should be given to the selection of decodable text to accommodate the varied reading levels of the children. Texts should be selected so that each child can read at their independent (95 % accuracy) reading level. Display a variety of fiction and non-fiction books in class.



Reading Comprehension /Predicting outcome

It is important to use stories in this activity that the students are familiar with and can read fluently such as, *The Little Red Hen*

- In this activity, the children make predictions about context of text story using information given by the teacher.
- After looking at the cover and reading the title of a book, the students read with the teacher a list (generated by the teacher) of statements about the book
- Children need to record on their list yes/no or true/false by circling appropriate response.
- Read book as a read aloud, with partners or independently. Then the children return to the list and revise, if necessary, their true/ false responses using information from the story.
- Children, with teacher guidance, attempt to turn the false statements into true statements by changing one or two words. (Children may return to the story for support.) For example, for the book *The Little Red Hen*, a statement may say, "In the end the hen will share her bread." The children would predict by indicating "yes" or "no" or drawing what their prediction might be. Children answer questions who, what, when, where, why, what if.
- After reading, the children could change the statement to say, "In the end the hen **did not** share her bread."
- The children participate in a class discussion and explain whether predictions were confirmed or disconfirmed.



EVALUATION: Talk about how the story supports each as a true or false statement as teacher completes oral checklist of understanding. Read story individually.

Follow Up: Children begin to illustrate a cover for the story. Choose words to complete sentences based on a theme.

Writing/ Poetry created
by teacher

Little Red Hen
Familiar stories



The children will complete prewriting activities to prepare for identity beats and similarities of sounds in words – rhythm & rhyme. Give children the background before they can be expected to write poetry. e.g Read and post several varieties of poems (Haiku, Acrostic, Cinquain)

The children will write in their journals to complete the following exercises as a warm up to writing poetry:

- Write some of your favorite words.
- Make a list of word pairs that rhyme.
- Make a list of action words.
- List some words that you can use instead of *said, ate, went, hot, and happy*. (If you need help, check a thesaurus, which is a book of synonyms.) This activity should be done frequently using different words. Review synonyms.
- Make list of word pairs that are opposites.
- Make a list of words that describe things (adjectives).

Children will keep these exercises and refer to them to practice and improve writing.

This activity can be done independently or with a partner. Children should be encouraged to share these exercises with others to build all children's skills and imaginations. Children collect art from others and assemble it in a poem picture book.



EVALUATION: Share poems about things liked/ disliked –ordinary or special. Question and answer. Illustrate poem. Use picture and context cues to identify rhyming words. Read poems aloud with rhythm (to each other and class). Use picture and context cues to identify rhyming words. (Eg) Peter has a story to _____. Come all children listen _____. It's about Teacher Ann _____ baked fish in a frying _____.



Syllabication(Haiku or Couplet)

- Teacher reads a poem. She explains that these poems have no rhyme, only three lines each with a number of syllables. Haikus usually tell about nature
- Have a poster display of different kinds of animals to generate discussion

Couplet

A pair of lines of poetry that are usually rhymed. e.g.

"I cannot go to school today."

Said little Peggy Ann McKay.

Tapes/CD with good models of book language and with samples of dialogues

Recordings of poems (Mother Goose rhymes) etc. in listening corner to which students can go to consolidate information

e.g. of the riddle:

I am quick and smart
Love to tickle and love
to chatter, I love to
swing from tree to
tree, and if you're not
quick I'll steal your
banana

Graphic Organizers

▪ Allow children to identify the animals by their characteristics(loud, fierce, tall, gentle etc) ▪ Read short text aloud with teacher (provided by the teacher) and answer questions provided. (Observe pronunciation during reading) ▪ Look at the pictures on flashcards and read the clue at the back to find out which animal it is ▪ Talk about the characteristics of these animals as they fit into a Haiku pattern, e.g. black cat...long and thin/peeping at my little toy/waiting to jump in. ▪ Drum out the syllables with children as they recite chant the poems over and over.	Authentic samples of poems in various dialects including creole and standard English Selections of poetry, limericks, jingle etc.
 EVALUATION: Complete poems in groups. Tap and count the number of syllables and write at the end of each line. Draw the animal. Post for class display/present to class. Illustrate poems.	Percussion instruments
 Rhythm and Feeling Teachers model, coach, and apply how to develop similes, metaphors, onomatopoeia and personification, using many rich examples. Teach children to understand that poetry brings together sounds and words in unique ways to create pictures in the mind of the reader. Children are encouraged to try writing techniques using vivid, descriptive language. Teacher assists children to examine key words, feelings, and images in poetry or poetic elements. Examples include haiku, concrete, rhyme. Poems have rhythm through the ordered application of stress from one syllable to the next. The rhythm conveys meaning, as in music, and may be fast or slow. Fast evokes excitement, tension, and suspense, while a slower cadence suggest peacefulness, harmony and comfort. • Teachers List some animals that make children feel happy, sad, afraid, angry, and excited. Use paper plate models to model and explain these concepts: ▪ Alliteration is the repetition of initial consonant sounds, and consonance repeats final consonant sounds. <u>Ali</u> <u>A</u>ligator is <u>a</u>t <u>A</u>unt <u>A</u>nnie's. ▪ Onomatopoeia is the use of words to imitate the sound they denote, such as <i>crunch</i>, <i>buzz</i>, <i>cheep</i>, <i>shhh</i>, etc. ▪ Teacher discusses with children and writes in groups –how the poem makes them feel...sad?	Examples of poems as models clappers drums percussion instruments recorded music Haiku Line 1 = 5 syllables Line 2 = 7 syllables Line 3 =5 syllables Apples round and red- hanging from full,

Happy? Excited? Scared?

- Provide a frame of a shape poem (animal) model how to do them.



EVALUATION: Journal entry on simple poems. Cut out and colour feelings-sad, happy, excited, Scared on paper plates.



Story Beginnings []

- Read a fun story about animals
- Teacher selects several story openers/beginnings. (e.g., Once upon a time..., Long, Long, Ago..., One Sunny day...,
- Allow children to brainstorm other ideas for the story beginning. Ask children, “When did it happen?” Discuss the stories. Talk about ‘when’ as a question.
- Record in colored chalk as they are called out (place on a chart “Great Story Starters”)
- Teacher and children will add to this as the theme progresses and children become more creative in their thinking
- Allow children to choose story beginnings from this list for their stories if they choose
- Children retell familiar stories



EVALUATION: Write opening sentences to stories.



Narratives/writing process []

Children listen as the teacher tells and writes an imaginative or true personal story, about a pet, or some other event in his/her life. The children discuss how one can tell a story on paper, which will help them understand that writing is a written form of talking.

- Children will tell a story or describe an event or teacher shows a story video
- Children will use a story web as a pre write to story
- Elicit ideas on paper
- Present jumbled sentence strips and have students place them in correct order/sequence
- Children will begin to compose a draft, revise and publish and illustrate.

green branches
Waiting to be picked.

Couplet

Have poems on tape as well as from reading selections-see teachers’ resource booklet. It is important to continue emphasis on these poems and give mini lessons to teach rhythm, word choice, sensory description, syllabication etc.

Punctuation

Text:

Many wonderful animals live in our country, and the world. Some are very big and some are tiny. Some are gentle and still there are some that are fierce.

When Questions?

Familiar stories
Tape recorder/ CD
player/Video –story on

- Allow them to review each others' work and to comment



EVALUATION: Write sentences to begin a coherent story.

Writers' Conventions

Use the paragraph developed from the field trip to continue this lesson

Children examine examples of IAE and structure, including subject-verb agreement, nouns, verbs, simple. Talk about how these are added to writing.

- Focus on one convention at a time until children demonstrate their ability to recognize correct usage and can produce examples in their writing.
- Allow children to edit a short paragraph with a specific problem that is the focus of the lesson (e.g., capitalization, punctuation, and correct word use).
- As a class, the children will make corrections to a paragraph written on the board using editing marks with teacher guidance.
- The children will be given another similar paragraph with the same focus on convention to edit with a partner. For example, if the focus of the lesson is capitalization, the paragraph will be written and presented to the class with several capitalization errors, and the children will correct capitalization errors and discuss why each correction was made.

The paragraphs will be written to focus on conventions of print and writing



Use humorous selections, jokes, riddles, limericks related to animals to draw conclusions

- Play “What am I” game
- Mini lesson **a/an** (I am a cow. I am an elephant)
- Write questions (use of question marks) using marks
- Role play and recreate sections of these rhymes
- /Long oo/ and /Long u/
- Read riddles to class for several days to help them to become familiar and to peak interest. Tell and retell riddles to challenge classmates to predict; to get familiar with rhythm and to make references.

audio tape or video

Names of animal homes-chart

Several flashcards with animal homes

Pens, paper sentence strips

Caribbean Language Arts Project p. 45 & 50
checklists for:

- Legible upper & lower case letters
- Separate words with spaces
- Apply rules of capitalization (I, Jane Teddy Bear Jo)

Use appropriate (. , !) end marks.

CREEPY CRAWLERS  Suggested Activities	
Create a science corner in classroom with earthworms, caterpillars, snail, snake, millipede, centipede, and inchworm. Talk about moths or other insects that camouflage.  Future tense-will. [Read 'Very Hungry Caterpillar'] Talk about what will happen to things in the future: A baby will become a _____. A caterpillar will become a _____. Talk about the metamorphosis of a butterfly. Draw and label the stages.(sequence) Stage 1= egg Stage 2 =pupa/larvae Stage 3=caterpillar Stage 4 =chrysalis /cocoon Stage 5 = butterfly/moth Draw and discuss the changes. Arrange stages in order.  EVALUATION: Allow children to role play the different stages. Talk about what things children will do as they grow older; Grade 2 appropriate words. Draw a picture of what you would like to become. Ask children to journal the stages- highlight prompt words (first, second, next, finally)	RESOURCES (Non-fiction texts) Informational and Expository Pictures or video of different stages of some insects and creepy crawlers Graphic Organizers

UNDERWATER CREATURES	RESOURCES
Beautiful Dominica- “No Pollution” to the environment! Using the terms from previous lesson allow children to identify blends at the beginning and end of words [] Identify, construct and use words with consonant blends e.g. cl. N.B Continue to teach blends in context e.g. fl will be done when talking about flames and flippers Teach one blend at a time. Check them off as they are mastered. Some blends will be a review of grade. 1. (gr, fr, pr, cr, tr, dr, br) (cl, sl, fl, gl, pl, bl) (st, sm,sp, sh, sk, sn) Use the slogan, “Keep Dominica clean and green” to discuss cl and gr blends Read an information passage on Dominica. ▪ Play the game 'I spy'. Randomly place objects with names beginning with the blend to be taught e.g. cl. around the class or objects can be placed in a box and have children dip. ▪ Children name objects. Record names on the chalkboard in coloured chalk. ▪ Children read names and give the beginning sound heard and the letters which give this sound. ▪ Teacher reads a short list of words. Let Children clap when the blend cl is heard. ▪ Children give other cl words. Discuss meanings. ▪ Children build new words. Teacher models. e.g. clean, green, grass class ▪ Emphasize the blending of cl to the remaining word part. ▪ Children use new words in sentences. Teacher uses text to allow children to read and identify other words.	Resource person from the fisheries division Worksheets Caribbean Language Arts Project- Activity Book p. 13 (identifying words and pictures with the ch sound) Caribbean Language Arts Project- Activity Book p. 51-52 Teacher created texts with blends

- Children read sentences with cl words. Others: - Let children suggest words beginning with the cl sound which (a) tell what they can do e.g. clap, climb, clean. (b) name things, places (class, clinic, cliff, cloud). - Play the game 'Guessing the word'. Let children ask questions such as: "Is it a bus"? No. "Is it a watch"? No. "Is it a clock"? Yes. Children take turns in asking questions. Teacher should help the questioner ask the question clearly. OR - Say the name of a picture - Write the words in the exercise books - Use each word in a sentence as the children go around the room e.g. /sh/ she sells sharp sea shells - Let children discuss the words and sentences  EVALUATION: Write five (5) words beginning with cl, and use each word in a sentence. Identify words in a report or story. Circle the blends : fish, dish, steam, stew, stable, nest, Continue to identify blends throughout. Use each blend to make two words: st cl fl br bl fr cr dr pr sm gr sl sp gl tr pl sk sn Return to these throughout!  Recognize high frequency words: - Have children match pictures with words - Play games with words on flashcards e.g. bingo, go fish - Read words in sentences and short stories about animals, places etc. - Use sentences and pictures to understand context clues. - Doubling Consonants before adding endings <table><tr><td>ed</td><td>ing</td><td>er</td><td>y</td><td></td></tr><tr><td>jog – jogged</td><td>jogging</td><td>jogger</td><td>muddy</td><td>choppy</td></tr><tr><td>sip – sipped</td><td>sipping</td><td>zipper</td><td>nippy</td><td>sunny</td></tr></table>	ed	ing	er	y		jog – jogged	jogging	jogger	muddy	choppy	sip – sipped	sipping	zipper	nippy	sunny	Pictures of objects beginning with consonant blends clip green crab clap group cramp clean grass clear grey clue gripe climb grape cliff grow close grab cloud class clock 'ed' jog – jogged sip – sipped 'er' zipper 'y' choppy muddy nippy sunny jogger 'ing' sipping jogging
ed	ing	er	y													
jog – jogged	jogging	jogger	muddy	choppy												
sip – sipped	sipping	zipper	nippy	sunny												



EVALUATION: Fill in words in spaces provided, e.g. The _____ swims in the river. (fish, mouse). Given a set of cards, the teacher will call out the words as the child places each on desk.



Recognize words used across the curriculum

- Post new words from spelling and reading lessons around the classroom or hang on a tree and allow the children to read and identify.
- Label items in the science corner or theme corner that will bring out words in learning centres
- Use words on flash cards so that children pair in pairs or groups according to ability
- Generate discussion based on words by using pictures (where possible) or from their own experience or LEA
- Give a set of word cards with names of underwater creatures: fish, etc. Teacher calls out the names as those holding the appropriate cards stand
- Use puzzles to review and learn the new words



EVALUATION: Match words ending in ck with pictures / discriminate ck words from other words.



Consonant Digraphs-wh

View a documentary on whales from Marine Office/listen to poem, Whale Song

- Talk about whales-review any new vocabulary and find synonyms
- Complete a true/false comprehension exercise
- Discriminate wh/ th sounds from pictures.
- Mini lesson – 'wh' consonant digraph.
- Write a simple description of a whale



EVALUATION: Provide a story frame with middle and ending developed, have children create the beginning. Create posters with slogans to save the whale. Circle the name of the picture with /wh / sounds.

Stories
Create word tree
Flash cards

Puzzles

black fires
clean water
dirty water
ugly marks
loud noises
dusty furniture

Resource person from
Forestry

Video about
underwater creatures

Pictures of sea and
river animals

Markers, crayons,
manila paper,
construction paper etc.



Answer questions/Discussion

- Have forestry/Marine division give a presentation to children about underwater life and pollution
- Describe what happens when things are polluted or View video presentation about underwater creatures
- Talk about the types of pollution (land-things which do not belong such as bottles, cans wrappers, water-sewage, garbage in rivers, soil in rivers, air-smoke, sound and visual –writing ugly marks on furniture and buildings
- Discussion on what happens if we allow the water to be polluted
 - Make a list of creatures: big fish, seahorses, shell fish, underwater plants, etc. Respond to speaker by talking about the parts they liked most and explain why these were most interesting.
 - Post lists of sea and river life.



EVALUATION: Allow children ask questions. Create posters/signs to help protect the environment.

Exercises

Children complete sentences. e.g

Johnny
has a school_____.

I have a
red
tooth_____.(bag,
ball, brush, shine)



Ongoing Assessment

- Use consonants correctly in both initial and final positions.
- Develop word banks/ spell check new words in spelling
- Tell and retell stories and represent in different ways
- Use words with short vowel sounds (beginning, middle, end) in one syllable
- Use compound words, in sentences
- Research animals for presentations, using the internet
- Identify and use blends/digraphs
- Complete comprehension passages-study skills, sentence building
- Create/use art to illustrate poems. The art should reflect the mood of the poetry. Write Haikus and Cinquain's
- Compose many poems throughout the unit. Each poem should be considered for assessment. The teacher should evaluate each product for proper form and structure. Place in Portfolio.
- Observe children (using checklist) read and recite poetry. The children should be evaluated for using appropriate rhythm and voice for the poetry choice.
- Use children's journals to informally monitor their writing progress. Draw or write their responses to stories read. Watch for the following indicators:
 - Do the drawings show an understanding of the story?
 - Do the children use language patterns from the story?
 - Do children write in correct tense and with the use of punctuation marks?
- Read stories about creatures. Talk about experiences
- Read names of creatures
- Writing and answers to questions
- Use words learned in speech and spelling (blends, diphthongs, oi/ch /sh /wh /th /ck)
- Identify main idea
- Match pictures for cause and effect

End of Theme Assessment

- Prepare collages/paintings
- Posters on the environment/animals
- Journals
- The class will display its best student poems on a "Poet Tree."
- Ask children to look for wild / different creatures around the school and find out much as possible about them-research
- Readers / Writers

THEME 2:

BOOKS ARE



FANTASTIC FRIENDS

Topics:

1. *Fiction and Non-Fiction*
2. *Setting up Our Class Library*
3. *Caring for Books*

Duration:

Approximately Four Weeks

Unit Description: This unit focuses on reading and responding to a variety of texts, including non-fiction and fiction. The unit is taught to include read aloud and shared, guided and independent reading. All independent reading activities require text that is at least 95% decodable (at their grade level) for the individual child. Students read informative texts to satisfy curiosity, make connections and to understand the world and new concepts before, while developing vocabulary. These areas should be connected to the content areas of science and social studies.

CROSS-CURRICULA LINKS:

SCIENCE

SOCIAL STUDIES

MATHEMATICS

HFLE

VPA

Theme 2 SKILLS: Books are Fantastic



Friends

<i>Listening and Speaking: 1LO</i>	<i>Reading 2LO</i>	<i>Writing 3LO</i>
▪ Retell/dramatize/jokes/songs ▪ Listen to stories/poems, rhymes and retell dramatize/jokes/songs ▪ Create and tell own stories ▪ Listen to news to recall details (use past tense) ▪ Identify consonant sounds ▪ Discuss books as a journey in past tense (ed) ▪ Talk about parts of book ▪ Talk about non-fiction vs. fiction/ reality and fantasy ▪ Describe pictures and books ▪ Use vivid verbs ▪ Ask and answer questions about expository text/narrative text ▪ Play/ Act out an interview to the librarian/author/phone conversation ▪ Express opinions/make judgments ▪ Give and follow instructions /directions ▪ Ask for clarification and explanation of readings/ videos etc ▪ Use blends, diagraphs to speak ▪ Talk about words in ABC order	▪ Sort and categorize words in ABC order ▪ Identify parts of a story (elements) ▪ Read author/illustrators/titles ▪ Identify and read “ed” endings ▪ Read short fact and fiction stories/ magazines/ newspapers to locate information ▪ Read titles about authors and characters ▪ Read prepositions (in, on, under, with, etc. passages/stories ▪ Read main idea and supporting details ▪ Read inferences and predict what next ▪ Describe pictures from text ▪ Begin to read simple recounts ▪ Use long medial vowel (a,) and magic 'e' ▪ Begin to read instructions ▪ Identify consonant sounds (hard and soft 'c' and 'g') eg. cent, car/gift, gem in reading ▪ Read to compare stories etc 5 finger rule of reading	▪ Spell and use sight and high frequency words ▪ Spell 'ed' verbs/nouns /y-es/ y-ies ▪ Spell long medial vowels a/e ▪ Spell words using hard and soft sounds c/g ▪ Use 'ow' words and silenk 'k' words ▪ Illustrate using webs/ organizers ▪ Write sentences using vivid verbs ▪ Write names of places in capital letters ▪ Draw Map work ▪ Complete frames for book reports ▪ Publish own word and picture books ▪ Write short compositions(fact and fiction) ▪ Draw and label characters from known stories ▪ Create rhymes ▪ Write stories/ jokes and poems ▪ Label books according to categories(fact, fiction, fantasy) ▪ Complete puzzles (crossword, word find, matching etc) to spell new words ▪ Label parts of a book

Topic 1: Fiction / Non-fiction Suggested Activities 	Resources 		
Before the theme decorate and create book displays. Let everything be centered on books. Allow children to manipulate books with care. Provide a book nook, or corner which would then take them on journeys to various parts of the world. Talk about books as our friends.  A Journey through a book (Big Book /Familiar Book) - Relate theme in works of fiction and non-fiction to personal experience. - Name parts of a book - Review / Re-introduce the cover, back, title page, author and illustrator. (Eg) Explore theme “Books are friends”. Give personal responses. - Tract prints (using a pointer) with children, to show directionality. - Allow children to observe how their text books are made: spine, covers, first page, last page, content - Ask them to locate and attach with labels to the main parts of book on poster.  EVALUATION: Oral question and answers identify and use knowledge of common textual features about the book. Given a handout, children will label parts (title, headings, table of contents etc).  Vocabulary Activities - As you present new vocabulary, have children determine whether each word names a person or shows an action. - Have children brainstorm other words. - Create a chart to use. - Invite groups to discuss when these words have been used-use context clues. - Use glossary or dictionary to check definitions.	Magazines Nonfiction books Fiction Tables Graphs Maps Book corner Games Various forms of text in and around the environment Comprehension and writing worksheets. Handouts: unlabelled pictures of book <table border="1" data-bbox="1650 1289 1965 1375"> <tr> <td>Words that Name People</td><td>Words that show action</td></tr> </table>	Words that Name People	Words that show action
Words that Name People	Words that show action		



Evaluation: Practice book activities for cloze sentences, etc.

A Sentence: needs a naming word (noun) and an action word (verb).

Writing verbs with s or es.

The boys play. I work. You eat a mango. The dog jump. We walk. They carry their books.



Alphabetical Order []

Play a game with children lined up at the front of the class. Teacher calls out ‘first’ as the first child jumps to a line in front or behind.

- Give each child a letter of the alphabet.
- Allow children to arrange themselves in front of class in alphabetical order. Recite alphabet.
- The children then be given a list of content area words. They will, with the help of the teacher arrange the cards in ABC order to the 1st and 2nd letter in front of the room as they take turns to read out.
- Discuss and find meanings to words without dictionary.
- Confirm predictions with a use of a dictionary.
- Write list of new vocabulary words in order. Focus on handwriting.



EVALUATION: Each child will list new words in **ABC** order on paper/exercise books

Children will be given a group of books (6-8) mixed fiction and non-fiction for sorting and placing in alphabetical order.



How to Identify and recall details.

- Readers Chair to share – use throughout the year as appropriate.
- Allow children to select pieces of texts brought from home (magazines, articles, books and short stories).
- Children will sit in as designated chair “share chair” to share something about the book then share (orally) How and why they chose the characteristics of their selections and explain what type of writing they are studying and why.
- For example, they may show how the author uses signal words, such as first, then and next in a recipe book; once upon a time in a story, and description in a fact book. picture walk, characters.

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Singular pronouns- he, she
it,
(write – writes)
(bark – barks)
(talk – talks)
(help – helps)
(run – runs)
(play – plays)
(drink – drinks)

Alphabet letter cut outs

Vocabulary from content
/sight words

Books Read Friends

Write Title Names of Books
--

Keskidee Workbook
Worksheets

- Let children know that when a sentence does not make sense it helps to stop and ask a question.



EVALUATION: Children will create different forms from models provided. They will skim through the story and ask questions about parts not understood.



Reader's Chair [] Ongoing Activity

Throughout the year activity. As students read books, they will have the opportunity to share to the class. The children will take turns to sit in the designated "chair" to share something about a book they have read. The children will choose one of many ways to share:

1. take the class on a picture walk and comment on pictures using standard English
2. read a favorite, scary or funny part
3. describe the characters, setting or problem
4. discuss author's point of view
5. compare and contrast with another similar one
6. allow children time to ask themselves questions. "Does it look/ sound right/ make sense?"



EVALUATION: Question and answers from class and teacher



Vivid Verbs

- Read a story from the basal reader to class
- Have them read aloud to the class
- Ask children to show action when they reach a word which shows action
- Have a mini lesson on verbs
- Ask children to replace verbs in sentences that will make someone act it out.



EVALUATION: Complete activity sheet (crossword puzzles, sentences) or workbook.

Books

Words

Plastic Chair

Chart Word: **vivid verbs**

hop gulp sprint
sob gaze shout
weep jog whisper
sip leak peek



Spelling

Teach nouns ending in y, verbs ending in y. Changing y to I before adding endings

- Introduce a story with for read-aloud
- Have children think aloud with teacher, “I wonder...”
- Organise spelling after children have been given spelling strategies (example –look, cover, spell, check, say).
- Prepare useful list of words from theme, go around the class as children are given an opportunity to write the words on the chalkboard
- As a child makes a mistake he is given the opportunity to write in his word bank and retry later.
- Use various spelling strategies, e.g. look, cover, say, write, check

MINI LESSON: Teach Nouns ending consonant + -y

If a noun ends with a consonant before -y, we remove the y and add **-ies** for the plural:

» A fly / two **flies**

» A try / two **tries**

» A play / two **plays**

» A day / two **days**

Verbs ending vowel + -y

If a verb ends with a vowel before -y, we just add **-s** (for the third person singular:)

» I, you, we, they say / he, she, it **says**

Forms of literature:

Magazines, story books, recipe books, poetry etc.

Other y words

jelly

daisy

city

party

story

kitty

country

buggy

grocery

Reading passage with words ending with y

Reading passage with words ending with y

» I, you, we, they play / he, she, it plays

» I, you, we, they buy / he, she, it buys

If the verb is [regular](#), we add -ed for the [past tense](#) (and [past participle](#).)

Share what the story made you think of in your own life. Use past tense verbs (double consonant before adding endings Eg. -jog- jogged, zipped, sip- sipped, stopped

» I, you, he, she, it we, they stayed**ed**

» I, you, he, she, it we, they enjoyed**ed**

» I, you, he, she, it we, they toyed**ed**

Verbs ending consonant + -y

If a verb ends with a [consonant](#) before -y, we remove the y and add -ies for the third [person singular](#):

» I, you, we, they try / he, she, it tries

» I, you, we, they cry / he, she, it cries

I, you, we, they fly / he, she, it flies If the verb is [regular](#), we we remove the y and add -
ied for the [past tense](#)

Informative/ narrative
books

» I, you, we, they try / he, she, it **tried**

» I, you, we, they cry / he, she, it **cried**



EVALUATION: Spell high frequency and content words through dictation. Teacher reads in a sentence to show meaning. Have children add word endings when word form changes.



High Frequency Words []

- Provide a chart with words for a quick categories game
- Have children match pictures with words.
- Play games with words on flashcards e.g. bingo, go fish.
- Read words in sentences and short stories. Children match words using word cards.
- Teacher flashes word cards. Children read.



EVALUATION: Children choose the correct word to fill in blank spaces using context cues.
e.g. The dog _____. (talks, growls, cries)



Locating and Using Information Using Organizational Aids, (such as a table of contents, glossary, and index through mini-lessons)

- Have children locate and use graphic aids, illustrations, and print features of non-fiction, using graphs, tables, and maps.
- Allow children to construct lists which will be displayed along with examples of features in high-interest non-fiction books.
- Children will complete group activities as they locate parts of book through organizational aids.



EVALUATION: The children will use a non-fiction book to locate information using the table of contents, the index and the glossary. Use the table of contents and find the following information:
On what page would you find _____,
How many pages does chapter ____ have? etc.
Use the index to locate _____ and record the page number _____.

Well-covered story book

Non-fiction books
Worksheets
labels

Use the glossary to give the meanings of _____, _____, and _____.



Non-fiction Text Structure

- The children will read with teacher examples of grade level factual information in books (science text, narrative with factual information, how-to books, question and answer books, alphabet books, etc.).
- The children will read examples from various authors and identify how the text is organized, such as chronological, etc.
- Elicit **inferences** from children (about the various bits of information in the text) and draw conclusions.
- As teacher reads non-fiction as guided reading, children listen for techniques authors use that “hook” the reader, such as beginning with a question, a fact, etc.
- Have children recall details as they answer questions- What is non-fiction? Why do we read non-fiction books? Why is it different from fiction?
- Children discuss two identifying elements of non-fiction. (maps, charts, glossary, titles, bullets)



EVALUATION: Have students sort books into non-fiction and fiction using Venn diagram. Question and answer



Children will learn how to predict and infer what a book is about.

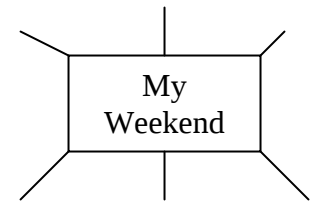
Teacher models how to read a book(Read Aloud/Think Aloud)

Daily activity throughout the year.

- Children will listen and watch as teacher reads a familiar story book or passage. The selection will be based on the focus for the lesson.
- Teacher reads aloud, she/he stops to “think aloud” about a specific element in the story. For example, character development could be, “I wonder what this character is like. Why? How? ...
- It is important to focus on one element or skill at each reading. To stop to think about everything takes away from the reading. Examples in Read Aloud/ Think Aloud are:
- Connecting – “This reminds me of...”
- Main idea- Write/ Give a topic/ title for the story
- Predicting and inference and draw conclusions/ summarize
- Story elements: character, setting, plot, etc
- Self correcting

The Very Hungry Caterpillars

Venn Diagram Chart



Teacher prepared material

Example
1. John pushes in line.

▪ Elicit from children why the story is not true-make believe. Ask questions like, “Do people have fins?” “Do you think a boy could climb up to the sky?” Let’s talk about why or why not. Use language of past tense ▪ Talk about things that are real and things that are make believe. ▪ Draw a character in the story and write a sentence about the picture  EVALUATION: Write one adjective in a sentence to describe the favorite or unpopular character. Sort books that are fiction and those that are true. Matching activity. Write ‘x’ next to sentences that are real Eg. A tailor sewed his pants x. An alligator sewed his pants	Construction paper Crayons/markers String Glue Scissors
 Comparing Fiction with Non-Fiction/ Compare and Contrast / ▪ Children share favorite book in pairs. ▪ Teacher will encourage a variety of genres and cultures. Prepare a wall chart to include title of book and comments. ▪ Allow children to sort books according to type: information, how to, books that tell a story, books that tell about a person’s life, and books from around the world. ▪ This activity allows children to differentiate non-fiction from fiction. ▪ Ask children to tell class how the books were paired. For example: <i>The Very Hungry Caterpillar</i> and informational topic book <i>Caterpillars</i>, are both about Caterpillars but one gives facts. Have children read-aloud from both books. ▪ Teacher can complete a Venn diagram to demonstrate differences  EVALUATION: Have children complete a chart with the information such as title, fiction or non-fiction, etc. Use a graphic organizer for children.	Story grammar chart Short folktales or other stories Toy microphone Newspaper Manila Coloured paper
 Comprehension– Interpreting Details/ Cause and Effect[] ▪ Use above story or another (folktales, classics) to identify the story grammar. This is important to teach recall level of comprehension. ▪ Teacher questions using more complex questions that may have more than one answer. ▪ Develop interpretation/critical thinking skills. For example,” ...when Jack in Jack and the Beanstalk, sold the cow for magic beans, was that a responsible decision?” “Why?” “How could that decision affect	Class newspaper

other members of the family?” “What would you have done in the situation?” “Why?” - Children express opinions and make judgments - Analyze cause and effect of the relationship.  EVALUATION: Allow the students to work in pairs as they connect topics on moral and ethical reasoning (Eg. responsibility, fairness). Provide a worksheet for students to complete. Group children: dramatize story Continue...cause and effect - Children dramatize a real life situation which pertains to their age group. e.g. Someone left a mango peel or banana peel on the ground. Another slips, falls and breaks his leg as a result of the mango peel. - Children are questioned as to the cause and effect of the situation. - Children read a short passage based on a situation which involves a conflict. e.g. Someone is asked to evacuate during a storm or hurricane. He does not and his home is destroyed, life threatened and family injured. Children are questioned as to the cause and effect of the situation. - Children formulate their own cause and effect situation in groups and dramatize it. - Give sentences with cause and effect. Children read sentences. Discuss each sentence. Infer the cause/effect. - Present causes/effects. Children complete answers. - e.g. People cut all the trees over the river.  Synonyms - Read a passage and point out certain words. - Write two sentences changing one word- Emphasize that word - Ask children to work in pairs to replace underlined words. - Check answers with class and discuss. - Write new words in sentences in books	Plastic chair Workbook Pupils Book pg 45 Keskidee 3 The Old Animals pg 32 Keskidee Text Teacher Resource Materials
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EVALUATION: Match synonym cards-picture expression with different words.



Spelling -silent k

Identify and read words with silent letter e.g. 'K'

- Use riddles to get children to give the answer for the following (knife, knee, knob, knot) e.g. I am found in the kitchen. Mom uses me very often. I am sharp. What am I? _____.
- List words given on the chalkboard. Let children read the words and identify the similarities by putting a box around the letters e.g. knife
- Children talk about examples with 'k'. Children give other examples. Get children to generalize that 'k' is not pronounced when it precedes the letter 'n'.
- Use such words in a short passage. Have children read the passage. Identify sentences where these words are used. Children read the sentences. Children circle those words in the passage.



EVALUATION

- Fill in the blank with the correct word.
knob, knock, knee, kneel

We did not hear the _____ on the door.

We _____ when we pray.

Word List:

ow	ou
flower	flour
growl	sprout
how, now brown	south
cow	ground
crown	round
clown	cloud
town	mouse
down	

know	knot	knee
knob	knife	knead
knit		

-ow/ou



Readers' Theatre/compare and contrast:

- Child chooses a story that children have been using in class to act out.
- Have children perform Reader's Theatre after they have practiced about three or so times. They do not need costumes but voices and action of the characters in the story. Other ideas could be pantomime, dance and movement.
- As they perform to each other enforce appropriate behaviour and listening skills. (Read and reread to practice presenting the case)
- Allow children to discuss the presentations and compare and contrast the content of each. This is great for differentiated instruction.
- Use paints to draw some aspect of Reader's Theatre characters.



EVALUATION: Select two characters or short stories from Basal Reader, allow children to list 2 differences.



Storytelling []

- Play "Chinese Whispers"/Gossip game.
- Teacher reads or tells story with a communication theme, eg *Chicken Licken*. Students discuss the story and ask and answer questions about it. Was the message accurate? Did the other characters check to see if it was true? Was the message clear? The characters in the story are animals. Do animals really talk? How do they normally communicate? What other ways do we use to communicate?
- Sing a song with a message / Develop character sketch.
- Have students mime, touch, gesture or any other way to get messages across.



EVALUATION: Allow students to draw illustrations (of the communication theme). Post in class and allow others to critique.



Building Fluency-Conferencing []

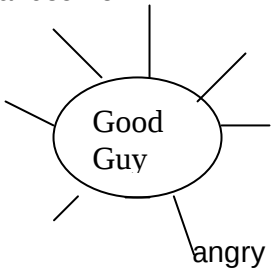
- Children read to teacher or class continually for this theme. The children will select his book at his independent level. The teacher monitors with checklist as the children read. After one minute, the

Copies of used newspapers, magazines

Keskidee
Workbook

Workbook/ Skills
New Caribbean
Junior English

1. drink
2. jump*
3. cry
4. run
5. look*
6. say
7. move*
8. push*
9. call*
10. peep*

teacher stops the children and allows him to count his words. (This can be done in several groups) ▪ Have children answer these questions: ▪ Why did you choose this book? ▪ What did you like about this book? ▪ Would you like to read other books by this author? ▪ Were there difficult words? ▪ How did you figure out those difficult words? ▪ Have children begin to design his own little book about the book read. ▪ Teach five finger rule.  EVALUATION: Teacher uses assessment checklist to check for errors, miscues, application of known sound/ symbol correspondences, and / or self corrections as child needs grade appropriate text.  Report on news/Prepare a class newspaper(regular verb endings ed) • Encourage children to give oral reports and interviews as on radio or television, about things that happened in school (played, worked) at home (cooked, baked, ate) in the community (helped), or media (watched). • Discuss news items (TV, radio, newspaper) • Review verbs: have children make a collage or poster using different types of verbs • Write past tense of verbs showing how the “ed” is placed on the end of the verb • Read sample items from newspaper for discussion. • Teacher will write these items reported by children on large poster paper. As news is reported it is added to the wall  EVALUATION: Write simple sentences in the past tense (group work). Publish news items on bulletin board or in a class newspaper, e.g. sports news, visitors to the class, Incident between Anansi and Snake. Allow children to mime the verbs both regular and irregular: eat, drink, jump*, read, sing, dance*, throw,  Forming Questions/ prepositions [] ▪ Children develop questions from passages-fiction or non-fiction. ▪ Teacher models what will happen next and creates a desire to lead to formulating questions. “Why did	Pictures Flash cards (location words) Puzzles Recipe book Resource person (law enforcer) Make signs that show rules/laws Checklist with questions handsome  angry
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Jack continue to climb the beanstalk knowing that it was dangerous?" Children discuss alternative solutions to problems in a story or passage.

- Use preposition in writing mini lesson. Jack climbed on the branch. His mother stood under the tree. The giant ran with the hen under his arm. The Hen laid an egg in the nest.
- Present group work for children to match, use, and identify prepositions.



EVALUATION: Teacher keeps checklist of students who can appropriately formulate questions about what happens next. Have children write (2) questions. Play game, guess the question. Share possible new end predictions. Make a list of new prepositions.



Story Elements []

- Children read from text (Eg. Storyland pt 1 & 2 Keskidee) at his independent level silently (or whisper).
- Allow children to read about the main characters, settings and plot. He/she will put a sticky note or coloured paper in each section. Talk about the "who" in the story
- The teacher then tosses a ball with labeled sections: Who is the author? What is the title? Who are the main characters? As the ball is caught, the child who catches it will answer the question where his thumb lands. Teach to describe the character - use colourful adjectives. The children are allowed to refer to their books when stuck. Prompt students to return to the book to prove answers.
- Continue separate lessons on what, where, when, why. Teach one element at a time while showing connections.

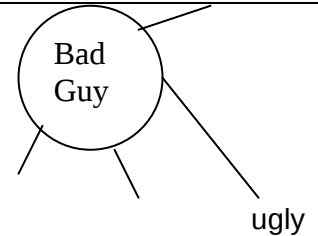


EVALUATION: Children complete a graphic organizer of the story.
Story Theatre: Dramatize Storyland 1 and 2 (groups)
Draw favorite character and label with words to describe.



The story elements-characters, plot []

- The children will participate in a short story.
- Identify main characters and their role in the objectives of story.
- Have children use this throughout the year to discover story elements when they have read a book.



Progress chart (mark with stars for e.g.
Eg. I live in a tiny house

- QAR (question answer relationship). Teach one strategy at a time.

1. Right there
2. Think and Search/ In My Head
3. On my own

Newspapers
Magazines

- Allow them to refer to this chart under appropriate story parts.



EVALUATION:

Label the poster with information from the story read:

1. Beginning
 - ✓ Setting
 - ✓ Characters
 - ✓
2. Middle
 - ✓ Characters
 - ✓ Problem
3. End
 - ✓ How was problem solved?



Study Skills: Locating, Reading and Writing Information

- As a shared reading activity, have children locate information in the newspaper using the index.
- Children brainstorm non-fiction reading in their lives, including environmental print, newspapers, magazines, biography, and directions.
- Spelling activity to include the days of the week. Identify dates, headings, authors of information. Teach spelling strategies (look, cover, say, check)
- Children sort texts into non-fiction and fiction using a Venn Diagram guided by the teacher. Give tasks in groups such as:
 - ✓ Locate the sports page and find 2 different sports articles. Cut them out
 - ✓ Locate the sports page and find scores for schools/teams
 - ✓ Locate the movies, films etc and find a starting time for one you would like to see
 - ✓ Locate the comic page
 - ✓ Locate a page that may have something educational



EVALUATION: Have groups cut and create a collage using different headings from newspapers

Magazines
Newspapers
non-fiction material

(sports, movies, comics, headlines). Share information as an oral presentation.



Dictionary Digging-Prefixes []

This activity will help with later research skills.

Introduce the word ***guide***.

- The teacher discusses the meaning of the word with the children allowing them to understand what a guide does. When you travel someone takes you around. Blind people have a guide dog who knows how to lead them...etc.
- Teacher helps children to find the guide words at the top of the dictionary-words which show us where to go.
- The class will then be given a list of content area vocabulary words to determine where they fit in a list of guide words and identify sounds and patterns(preheat, and rewrite, unhappy)

Introduce prefixes (pre, re , un Spell words beginning with the prefix un e.g. untidy, unhappy)

- Teacher writes two sentences on the chalkboard.
 - This board is tidy.
 - This board is untidy.
- Children note the underlined words and the differences between them.
- Allow them to read the sentences. Identify and spell the underlined words.
- Children list known words beginning with un. e.g. unhappy
 - Children spell the words.
- Children move around the class to find words. (words are placed around classroom)
- Children copy and spell the words and use words in sentences.

- Spell the correct word needed to fill in the slot.

Jack's room is in a mess. He is _____.

- Allow the children to compare words in pairs. Do a scavenger hunt with the children using the dictionary or encyclopedia.

Dictionary
Word cards

Dictionary
Scavenger hunt
materials

Telephone Directory



EVALUATION: Find new words in the dictionary (vocab. words) to create a paragraph. Add new words to word bank with definitions. Ask children to use guide words in telephone directory



Spelling

- Allow children group words according to a particular principle.
- e.g. floor and cloud bread
- Allow children read the words, make oral sentences with the words and spell them.
 - Hang man - work in pairs
- Teacher and student take turns to think of a word (already in the students' spelling vocabulary). The other one then guesses letters. If they are correct they are entered in the word space; if not, a part of the body is drawn until the man is complete, until he is hanged.
 - Guessing game.
- One child says: I'm thinking of a word that means beautiful. It begins with the consonant pr - another child may ask, "How many letters are in the word? What is the middle letter? If the children cannot guess the word, he has to say the word. Class spells word.
 - Play the game of scrabble in groups.



EVALUATION:

- Add the missing letters.
- fl _ _ _ _ (to mean part of a plant)
- fl _ _



Locating Information-Computers as Tools

- Children observe as teacher models how to use computer as a tool to examine created sites.

Spelling words

▪ Allow them to find search engines to be able to look up information/texts- such as dictionary. ▪ Allow children to print an article about a particular topic in another subject area...e.g. caterpillars ▪ Finding a book. Finding out about a particular author, topic, other books by a the same author etc EVALUATION: Show how to find a site using a search engine on a computer, if available. Literature Extension-continue these activities: Many books are great for literature extension. Here are some activities which can help you do this: ▪ Bible - Have children read a selection, such as Daniel in the Lion's Den, David and Goliath, other story ▪ Allow them to participate in discussion on what it means to be brave and think of a time they were brave ▪ Write a creative story about the time that they were brave ▪ Write alternative endings to the stories read /Predict new outcomes ▪ Write questions for testing themselves and each other OR Cookbooks or Read or listen to books about food such as Blueberries for Sal, Stone Soup, Little Red Hen or other ▪ Have children write recipes (how to ...) on how to make a particular dish ▪ This could be make believe or a real dish ▪ Allow children to participate in creating one of these dishes as a class project ▪ Post the recipes in a class recipe book OR Books on Tape- Read or listen to a selection about an experience, e.g. • Have children brainstorm as class as teacher creates a story web • Write a story giving format for story openers, beginning, middle and endings • Allow children to write a story titled: A Wonderful Day in My Life ONGOING ASSESSMENTS	Narratives Bible Non-fiction Models of story starters/prompts Text types
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▪ Sort books (fiction and non- fiction). Complete charts with the following: title, fiction/ non- fiction ▪ Read aloud- (checklist to check for errors- miscues, sound symbol correspondences etc). ▪ Observations to read-aloud/think aloud, presentation of sorting of books, fluency (teacher uses checklist) ▪ Short complete oral reports/ short compositions of one or two paragraphs-monitor grammar and mechanics, use new words ▪ Read text silently at independent reading level ▪ Change singular nouns to plurals / es /s, y to ies, ▪ Identify informational text and fiction ▪ Graphic Organizer (Venn diagrams, story maps, flow charts for sequencing) with retelling ▪ Self- monitoring ▪ Using a rubric, the teacher will assess student products (posters, story chains, puppets ▪ Portfolio (clearly dated items of teacher observation and student generated products to show progress) ▪ Teacher Checklist: Children earns points for each component of checklist for participation: ✓ The children practiced and participated in the play ✓ The children read with appropriate reading rate ✓ The children read with expression ✓ The children worked well with the group ✓ The children participated as a good audience member ✓ Id nouns, adjectives and verbs from pictures(match descriptions with pictures) and sentences ✓ Sort fiction and non-fiction books on chart or diagram ✓ Use a non-fiction book to locate information ✓ Can children read and comprehend simple text? ✓ Contrast story elements of 2 different stories -Make inferences, ask how and why questions, share ideas about texts to class	
END OF THEME ASSESSMENTS	
Organize class library Book report on one fact book and one fiction book Collage and class word wall	



THEME 3:

TIME TO PLAY SPORTS

TOPICS:

Sports Heroes-Rally 'Round the West Indies (local and regional)

I. How to Play a Game

II. Safety Rules

Unit Description: This unit focuses on critical thinking skills, including identifying cause and effect relationships, making predictions, inferring, and comparing and contrasting. Activities should be used to reinforce concepts taught already as many of the activities in this unit will be ongoing throughout the year. Compositions should contain at least one paragraph and include a central idea, topic sentence and supporting details in a logical manner.



Duration:

Four Weeks

CROSS CURRICULAR LINKS: MATHEMATICS, FOOD & NUTRITION, SCIENCE, SOCIAL STUDIES, HFLE



Theme 3 SKILLS

SPORTS

<i>Listening and Speaking</i>	<i>Reading</i>	<i>Writing</i>
• Talk about sports heroes in stories and news (himself/ herself) • Talk about lives of sports heroes (biographies) in standard E • Interview sports resource person (presentation) and ask questions (simple present tense) about the sport to obtain information • Describe favourite game, favourite sports person, stories • Dramatize parts of stories • Talk about personal experiences • Use correct subject verb agreement when talking (use verb “to be”, “to have”, “to do”) • Use present continuous tense in sports reports • Discuss cause and effect • Create and perform sport jingles • Substitute words orally(synonyms) • Listen to news to clarify and ask for explanation • Discuss rules of games • Explain sequence: games • Dramatize parts of stories • Give simple instructions and follow	• Read lists, names and read info. on sports heroes (talk about proper nouns) • Read descriptions to observe use of capital letters, question marks and full stops • Read short paragraphs (fiction and non-fiction e.g. newspapers, autobiographies, reports) • Identify and list names of familiar and unfamiliar games/ sports (capital letter focus) • Read descriptions fluently alone and with peers • Use picture/s to predict outcome of certain games- use ‘will’ for future tense • Read to identify adverbs, conjunctions • Identify fictional characters and use in stories • Read present continuous tense (ing) • Read words with consonant blends/clusters (spl,str,in initial and final positions) ▪ Read safety rules for games (groups work) ▪ Read instructional vocabulary ▪ Develop phonetic awareness for –ame (long medial vowels) Eg. game, same, came, cane, frame ▪ Draw conclusions from stories, articles etc	• Write letters to others about favourite sports heroes- focus on capital letters and full stops. • Write articles (fiction and non-fiction e.g. newspapers) about lives of sports heroes • Write a simple story which involves a game (regular past tense form) • Write about personal game experience • Write simple sentences to predict outcome Develop fictional characters and use in stories (handwriting) • Draw pictures to describe characters in stories • Write names of games/sports • Play common games/puzzles • Match words • Write rules for a given game • Write a paragraph to explain how a game is played • Create timelines • Write in to include adverbs- (time & manner) • Spell new and sight words correctly • Write and illustrate about “ME” • Use synonyms

Topic 1: sports heroes 	Resources				
Suggested activities  Punctuation- commas to mark off a series of names. - Revise the use of the full stop. Teacher places a number of objects on his/her table beforehand or use suitable situation e.g. Things on a child's desk. - Teacher asks child what things is on his/her desk and writes on chalkboard observe. - There are books, pens, chalk and a bell on the table. Children read the sentence. Teacher questions children on the pauses. Children observe how the words in series are separated. (Recognize short pauses after each comma) - Let pupils indicate pause through voice intonation, after teacher. Present another sentence. The woman sold bread cakes and biscuits. - Children read sentence with pause and places comma. - Children form sentences based on pictures/objects in class. - Children correct sentences by putting in the commas in series.  EVALUATION: - Put the commas in the correct places. e.g. Jack James and John play cricket. We come to school on Monday Tuesday Wednesday Thursday and Friday.  Autobiography - Prepare word walls etc. Use a KWL Chart to brainstorm. - Read Biography of Brian Lara and other sports heroes locally or in the Caribbean.	<table border="1" data-bbox="1612 711 1965 907"> <tr> <td>What I predict</td><td>Was my prediction right</td></tr> <tr> <td></td><td></td></tr> </table> Pictures of different athletes Examples of different gear used for different games Paper strips	What I predict	Was my prediction right		
What I predict	Was my prediction right				

- Identify names and place in capital letters. - Allow children to gather information so that they may begin a project such as autobiographies of themselves. - Create a collage as an ongoing research project - Children will choose a topic to describe and brainstorm adjectives of that person. The list will be placed on a table or star chart. Use six senses. - Talk about self using, "I"  EVALUATION: Ongoing as children talk about themselves, draw portraits of themselves etc. Children will conference for ideas before writing a descriptive paragraph. Talk about the subject as they keep focus. Write three telling sentences using 'I'.  Comparatives Provide a brief history on one famous player: (Eg.Frank, Lara, Chanderpaul, Serena and Venus Williams, or choose one etc.) Build background by dressing up as cricketers - Have children create a KWL chart (What I know/ want to know/ Learned). Evaluate prior knowledge - Identify a list of games played by these sports heroes - Review endings 'er' with spelling changes - Compare the players in terms of speed (faster/slower, young/younger, hot/hotter etc) - Create a list of familiar and unfamiliar games/sports (basketball, rounders, netball, volleyball, football, tennis, badminton, swimming, athletics, running, cricket, baseball, badminton and discuss the sports - Mini lesson on comparing words Give children pairs of objects. Let them compare the objects orally. e.g. My bag is heavy. Your bag is heavier. - Present pairs of pictures and objects. Give cues and let children compare them. (Teacher should use the words that she wants to teach on flash cards). Pin these words on the board - juicy- juicer, ugly-uglier, greedy- greedier.	Manilla Markers Books about people Microphone for interviewing Recording device
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school or community level.

- Read an autobiography on someone famous there.
- Allow children to compile a list of questions to ask a sportsperson
- Ask questions to that person about:
 - their career
 - career highlights
 - likes and dislikes
 - early experiences
 - How to play the game

Write the responses that the sportsperson may give so that children may copy.



EVALUATION: Complete an interview with teacher/role play. Complete a short paragraph to convey information.



Newscast reporting-present continuous tense []

Listen to a commentary of a cricket/ rounders match on radio/ tv

- Have children take turns in role playing a cricket game/ rounders game.
- As the game is played, allow other children to take turns commentating.
- As a child slows down allow another to continue to keep the momentum of the reporting.
- Encourage continuous tense.



EVALUATION: Question and answer. Written Comprehension exercise.

What is he doing? Where is the ball rolling? Who is batting the ball? What can you see?



Cause and Effect:

- Discuss with children that when something happens, it often causes something else to happen
- Model. Think aloud- When I read I can see how one thing makes another thing happen.
- Ask children to share examples of cause and effect situations in their own lives,
- The game was won/ lost because the children did not practice.
- Mark's socks are now black and muddy because he jumped in mud all day.

Resource person
Poster board
markers

Word cards
Manila

Verbs	adverbs	adj
1.throw	hard	blue
2.ran	fast	shiny
3.play	quickly	
4.kick	slowly	

Sandwich Ingredients
Utensils
Pictures
Poster board

Graphic Organizer

- Margo runs to the field because she is late for football practice.
- John's feet hurt because they were stepped on in the game.



Evaluation: Oral exercises/ question and answer



Read about a Superhero.

Sentence Building Using conjunctions (and, by, but, and, because)

- Write sentences on cards.
- Cut up these sentences and use words such as **and, by, but** and **because** to join
- Mix them up and ask children to work in groups to build longer sentences
- Talk about the way sentences are joined and why.
- Select and read a paragraph about the superhero. Circle the connectives.



EVALUATION: Complete a worksheet. Ask children to build longer sentences by joining two simple ones.



How-To Process/Connectives (first, then, next, finally) []

- The children will participate in a class activity such as making a peanut butter sandwich for the athlete, wall of fame (picture collection of heroes), or playing a game/sport.
- Children will list the steps necessary to complete the task successfully.
- Teacher elicits steps and order words (*first, then, next, finally*) to write a paragraph detailing the steps of the activity. Children enjoy their sandwiches.
- Children participate in discussion on: preparation likes and dislikes.
- Talk about action words (**verbs**) from experiences. Teacher posts words.
- Teacher uses pictures to allow children to write a sentence/caption about the pictures. Teacher prepares a short passage from discussion and allows the children to select by underlining or circling, the verbs.

Manila paper
Markers

Literature on one or more
sports

Examples of process writing
realia

EVALUATION: Children complete simple process writing using a frame. Children prepare advertisements/posters to promote sports house Other activities that can be continued with a similar frame include : Write a newspaper report on Sports Day at Your School (descriptive) A story where you took home the Gold Cup award (narrative) Story from the point of view of the Cricketer/on looker Consonant Clusters (spl, spr, str, scr, shr, thr) • Group children. Give clues (wood, pictures, objects) to help them in finding words beginning with the cluster to be taught. • Record words given by children on the chalkboard. • Children note similarities. • Children make the sound obtained from the cluster. Have children note carefully the three or two distinct sounds heard e.g. (str, thr). • Children build new words. e.g. str-ing wing ▪ Differentiate between examples and non-examples. • Use new words in sentences. Discuss meaning. • Read sentences containing words with cluster blend. ▪ *(Refer to activities in previous lesson. Modify) EVALUATION Draw and write the names of four (4) things beginning with ____ Synonyms to determine the meaning of unfamiliar words. • Present words to be taught in sentences. Jack was <u>ill</u>. His head hurt badly. His mother took him to the doctor.	Newspapers Writing frames Chart Consonant strings Stories and paragraphs with clusters Workbooks Newspapers Magazines Books Alphabet chart
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- Question children to get the meaning of the underlined word. e.g. What was hurting? Why do you think was Jack taken to the hospital. Conclude that ill means sick. - Use new word in sentences. Use other examples. Sam wanted to <u>connect</u> the wire. He took one end and put it together with the other end. Connect means (join, bend, pull).  EVALUATION: - Match the word to the correct meaning. e.g. The man entered the house during the night, when everyone was asleep. He <u>robbed</u> all the money. robbed → counted paid stole  Adverbs of Manner Select and read a paragraph on cricket or other sport on the field - View game/ documentary. describe how players move(carefully, slowly, quickly, hurriedly, nosily, quietly) and game ended (happily, quickly, friendly) - Discuss with children other verbs to describe the actions in cricket/running track etc - Predict possible outcomes: 1. Adjectives to describe how the spectators feel during a game- Lazy, tired, strong, weak, energetic 2. Adverbs to describe how a batsman hits the ball or how the bowler bowls- lazily, clumsily, slowly, quickly, wearily, energetically - Mini lesson on adverbs of time, manner - Discuss other verbs to describe the actions/adverbs (how the basket-baller throws the ball) and (how the spectators look at the whole game).	video tape documentary List of synonyms Keskidee 3 pupil's book List of adverbs
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EVALUATION:

Circle the word that means the same as the word on top from a group of words in a can.



Let's Play Cricket- Alphabetical Order []

- View sports commentary video clip or Listen to sports at home and discuss with
- Ask questions to clarify what actions occur
- Compile a list of sports terms e.g. cricket terms, and write them in alphabetic order
- Boundary, crease, cover, dead ball, gully, duck, flannels, flippers, maiden, pitch, shot, slip, edge, willow, wicket, umpire.
- Talk about the terms and allow children to find out the order (first and second letter) and the definitions in their own words.
- Create with children, a passage to place on wall.



EVALUATION: Learn these words and others as a spelling list. Explain certain words to class
Create a glossary of terms for word bank or a wall chart with words. Create oral sentences.



Context clues to clarify meanings of words that sound alike but spelt differently.

- Present words to be dealt with in pairs of sentences.
e.g. Mail - Pick up your mail at the Post Office.
Male - The male dog died last night.
- Children read the sentences. Question children on the sound, spelling of words.
Discuss the meaning in context.
- Children formulate orally their own sentences with words used. Present two other words as above. The wind blew hard last night.
- Sandra wore a blue dress.
- Follow similar procedures.

Alphabet chart

- Given meaning let children say which sentence/word corresponds with that meaning e.g. He goes to Roseau every <u>week</u>. He felt so <u>weak</u> that he fell down. In which sentence does the underlined word mean 'not strong'?  EVALUATION: - Choose the correct word to complete. The (son, sun) shone brightly. In which sentence does the underlined word mean "a large star in the sky"? The <u>sun</u> shone bright The man walked with his <u>son</u>.	
 Making Inferences - Help children realize that when they make inferences, they think about what they have heard and what they already know in order to understand story events better. - Ask children to use the text and illustrations to make inference about how people feel as they win/ lose. - Have children explain their reasoning. - Check whether children use clues in text or illustrations - Did they draw on their own experience - Record on chart paper  Evaluation: Make inferences based on other story events.  Use riddles to get children to give the answer for the following (knife, knee, knob, knot) e.g. I am found in the kitchen. Mom uses me very often. I am sharp. What am I? _____.	Resource person worksheets chart: words which spell differently but sound the same Workbooks/children book

- List words given on the chalkboard. Let children read the words and identify the similarities by putting a box around the letters e.g. knife - Children talk about examples with 'k'. Children give other examples. Get children to generalize that 'k' is not pronounced when it precedes the letter 'n'. - Use such words in a short passage. Have children read the passage. Identify sentences where these words are used. Children read the sentences. Children circle those words in the passage.  Evaluation: Fill in the blank with the correct word.  Build and use compound words. - Teacher presents picture to which children identify e.g. foot - A set of pictures is displayed from which children choose one which will fit the one previously presented to form a compound word. e.g. ball - Both pictures are presented. Children name them, thus giving the compound word. - Children read the word and use it in a sentence. - A few more examples are done, and are discussed. Tooth brush, pencil case, table cloth, earth worm, ice cream. - Children are placed into groups and given pictures which they use to build compound words. They make sentences using the words. - Each group reports to the class giving the words built and the sentences made.  <u>Evaluation</u> - Children complete sentences. e.g Johnny has a school_____. I have a red tooth_____. (bag, ball, brush, shine)	List of words Workbook Pupil's book Riddles from books Charts Coloured paper and crayons worksheets
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Complete sentences with an appropriate compound word.

The teacher is writing on the _____.

- Match.

foot → bag
hand → ball



Build and use correctly, patterns based on the simple present tense.

- Use L.E.A. (Language Experience Approach). Have children visit an area and observe. Upon return, question children to elicit patterns based on the simple present.

* Teacher decides which part of the simple present tense she intends to focus on.
i.e. John goes or John go.

Correct patterns are written on chalkboard. Children read-aloud.

- Teacher uses substitution drills and tables to emphasize the use of the simple present tense.
I see boys. (starter sentence)
Cues: John (John sees his sports hero.)
- Invite children to form their own sentences based on pictures; or hints
- Let children describe or mime things they do everyday.

- Children complete sentences using suitable simple present tense structures.
e.g. I _____ on the play ground.

(run, runs)



Evaluation: Write three things mother does at home everyday. Illustrate.

Matching sheet-compound words

Tooth brush
Tooth paste
Sun flower
Sun shine
Hand bag
Hand brakes

Etc.

 Ongoing Assessment	Resources
▪ Ideas for Stories: ➤ D Day (Disaster Day) ➤ A funny Sports Day ➤ My name in the papers- Sports Hero ➤ Friendly letters ▪ Design logos for schools sports ▪ Write rules to a game ▪ Create simple poems about a game/ sport ▪ Compare facts and opinions ▪ Illicit main idea ▪ Use checklists to identify strengths and weaknesses in speaking and writing(punctuation, parts of speech, variety of adjectives/ adverbs, formation of letters/ words) ▪ Children can survey others to find out what can be done when it is rainy outside. ▪ Read selections which have rules, regulations • Have someone such as a police officer come in to discuss the importance of rules • Discuss and question the importance of rules on the road, in public, schools, and home • Allow children to write a list of rules for school/ home	Books for reading Newspaper clips
End of Unit Assessment	
• Research on favourite sports person,(e.g. Brian Lara how did he/she get started, ▪ Write Biography or autobiography ▪ Create a cartoon to retell a funny story ▪ Create a scrap book on national/regional sports hero ▪ Create poems to display ▪ Write short stories on “Sports Day” ▪ Word games ▪ Create a class newspaper with a sports column; articles should include sporting activities in the community/nationally and regionally ▪ Portfolios for writing/ illustration should show progress as students become more proficient.	Scrap book Class newspaper

THEME 4: TO MARKET, TO MARKET

- Topics:**
1. Farm to market
 2. Buying and Selling
 3. Types of Markets



Unit Description: The market bustles with activity and the rhythm of cadence to create moods and feelings. It is an appropriate time to consider cause and effect, and summary. Nonfiction reading and writing should be connected to the content areas of science and social studies as the children look at how the market begins a cycle of food production with the raw material farm or factory. The teacher will model and coach to develop literal, interpretative and evaluative levels of questionings. Text structures which force children to describe, solve problems, and look at cause and effect will also be examined. The focus of this unit is to locate, gather and interpret information from producing goods.

Duration: Five Weeks

CROSS-CURRICULA LINKS: SOCIAL STUDIES, MATH, SCIENCE, MUSIC

THEME 4 Skills**To Market, To Market**

Listening and Speaking	Reading	Writing
• Sing alphabet songs • use new vocabulary • Use adjectives related to theme • Instantly pronounce sight words • Ask questions and give relevant answers. • Participate in choral recitations, songs, drama • Use complex sentences to express opinions • Play /act scenes of market/ buying and selling • Distinguish between reality and fantasy • Appreciate rhyme and riddles (clap syllables) • Relate their own experiences • Talk about making drinks/ dishes in sequence • Talk about weather/ farm/ selling • Listen to a poem • Answer questions from poems, stories, presentations • Summarize favorite stories	▪ Read alphabetically ordered words ▪ Recognize new vocabulary/ high frequency words ▪ Use synonyms and antonyms ▪ Identify main idea ▪ Classifying sentences ▪ Use adjectives related to theme and read adjectives ending in y (sunny, rainy, cloudy) ▪ vowel digraph ea ▪ long vowels (magic e) ▪ Read context clues (relational, interpretative) and familiar clues ▪ Compare and contrast ▪ Read models of good handwriting ▪ Read and identify suffixes (ly, ful) ▪ Identify adverbs of time (sometimes, always, never) ▪ Predict outcomes of stories, news items ▪ Summarize stories ▪ Use rhymes for solving inferences ▪ Identify fictional characters in stories ▪ Read recipes-sequence/ reports/stories ▪ Vowel diphthong 'ow' ▪ Read and identify compound words ▪ Identify alliterations	▪ Spell vocabulary ▪ Practice handwriting ▪ Complete cloze passages (synonyms, antonyms, homonyms) ▪ Complete sentences with subject-verb agreement ▪ Create recipe cards ▪ Create weather/ market/ farm words charts ▪ Write poem, rap, song about weather/ market ▪ Write descriptions ▪ Practice handwriting ▪ Spell words ending in 'ly' or 'ful' ▪ Draw items from theme ▪ Produce lists ▪ Draw favourite scenes ▪ Create alliteration poems/lines

Suggested activities	Resources
Main idea of stories and/or poems • <u>Evaluation</u> • Teacher reads poem/story to class. • Discuss the details with children • Guide children and state main idea of story/poem. e.g. What is the story/poem about? Children also give supporting details to help them internalize the concept of main idea. Organizer may be used to show how details relate to main idea. • Children are presented with short story/poem. Each group will be given the same story/poem. Children work together co-operatively to find main idea. Children may use the graphic organizer to present. EVALUATION - Read a short story / poem or show picture. Present sentence strips, children select the main idea sentence. For higher ability students allow them to select main idea from paragraphs. Sequence letters of the alphabet. • Children sing alphabet song. • Teacher chooses a letter of the alphabet; then asks a child to tell what letter comes before and after letter teacher has named. Other examples are done. • Teacher chooses a letter of the alphabet and asks a child to tell whether the letter comes near the beginning, the middle, or end of the alphabet. • Children are presented with letters in groups. Children arrange letters in alphabetical	Vocabulary list of high frequency words and content words (market) Short stories Strips with sentences/main idea Models of paragraphs Alphabet chart Dictionary

order, then present to classmates.

- New vocabulary is placed in a bag for children to pull and place in alphabetical order. Group work.



EVALUATION:

Teacher draws pictures, children indicate initial letter for each picture. Pictures are then placed in the correct order.



Alphabetical order

- Each child writes his/her letter. Children compare with their peers on the same bench.
- Children are placed in groups of four. Children examine the initial letters in their names and arrange themselves in alphabetical order.
- Words cards are presented. Children underline initial letters, and arrange them in alphabetical order.



EVALUATION

Children are given words and are asked to underline the initial letter, then arrange words in alphabetical order.



Semantic Mapping

- Present farm, market or shopping concept on chalkboard.
 - Children brainstorm in order to generate words through semantic mapping.
- Teacher prompts children to categorize words into different groups.
 - e.g. Things on the farm.
- Things at the market.
- Children use words in sentences.
- Present children with a familiar concept to create their own semantic mapping.

Words
Sentences
Pictures for ordering

Bag of letters/words

Frame
Semantic map

Examples of semantic maps-



EVALUATION

Children use words from semantic map in sentences. Build from a group of words children cross out the one that is not related.



Vocabulary Development:

- **Have children bring in foods from market or farm**
- Scavenger hunt in groups to find out as much as they can about markets.
- Prepare a list of foods, using comas.
- Discuss local food names, in Creole

Example: Farm to market

Poulet	chicken
Ananas	pineapple
Balaou	balaw
Carambole	star-fruit
Poisson -fish	
Cabri -goat	



EVALUATION

- Match the fruit or vegetable with the right dish and name. Write other fruits in Creole/Cocoy.



New Vocabulary

- Determine the meaning of unfamiliar words using definition
- Present situations to children in sentences with the word to be dealt with.
e.g. bun John went to the shop and bought a bun. He ate the small cake quickly.
- Let children read the sentences. Ask what a bun is. Find information that help (in sentence)
- Present sentences and give options. These should be words in the sentence.
- Play word games to decipher unfamiliar words



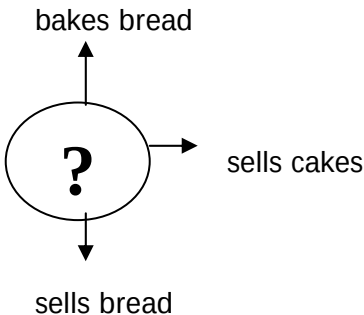
EVALUATION Give the meaning of the underlined word in the sentence.

crossword puzzles

List of new vocabulary

Unfamiliar words
 Chunking game
 Word games and puzzles

(a) Jack caught the <u>robber</u>. He had stolen many things. A robber is a person who A. catches people. B. steals things. C. buys things  Synonyms - Use these to determine the meaning of unfamiliar words. Extract unfamiliar words from basal reader. - Present words to be taught in sentences. Jack was <u>ill</u>. His stomach hurt badly. His mother took him to the doctor. Question children to get the meaning of the underlined word. e.g. What was hurting? Why do you think was Jack taken to the hospital. Conclude that ill means sick. Use new word in sentences. Use other examples. Sam wanted to <u>connect</u> the wire. He took one end and put it together with the other end. Connect means (join, bend, pull).  Evaluation Match the word to the correct meaning. e.g. The man hid behind the fruit stand when no one was looking. He <u>robbed</u> all the money. robbed → counted paid stole  Classifying sentences: subject verb agreement (have, has)	Readers Pupil's book Teacher's guide Word lists
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• Have children listen to a popular story (Anancy or other local fable) • Retell the story • Allow them to identify and talk about the moral / values of the story • Continue to talk about relationships which children have or a child has with each other.  EVALUATION: Cloze sentences using have and has. • Teacher uses basal reader or other selected material • Children are shown pictures. e.g. bakery - We buy cakes there. Children are asked to tell what happens there. • Teacher records all children responses. Children identify distracters or sentences which do not match the word. e.g. bakery We buy cakes there. We get letters there. We meet the baker there. We grow flowers there. • Children draw a line under sentences which do not match. Children are given word cards and sentence strips. Children classify words and phrases.  EVALUATION Children are given web with sentences and asked to write topic.  <pre> graph TD A((?)) --> B(bakes bread) A --> C(sells cakes) A --> D(sells bread) A --> E(bakes bread) </pre>	Text Workbooks
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Riddles and Rhymes/inference [] - Teacher shares riddles with class and allows them to solve. They in turn share riddles with other children using grade appropriate books. (e.g. - Children challenge each other to guess or predict the answers. Teacher guides. - Children will make inferences using the riddle clues to solve the riddles...have students create riddles along with illustrations for posting in the classroom. This activity can be done as alone or in pairs. - Teach and recite rhymes (read aloud) with days of the week-have children spell days and months correctly - Teach ordinal numbers for dates, practice handwriting EVALUATION: Complete sentences about workbooks- Today is _____. We will go to market on _____. We will go to church on _____. Anticipation guide game...Have a list of questions and read aloud as students guess or predict whether true or false. Vowel diphthongs e.g. 'ow' as in grow. N.B. Teach 'ow' as in cow in a separate lesson. - Present this jingle to children - Betsy's father needs to <u>sow</u> some yellow seeds but first he needs to <u>mow</u> the yard. Then he needs the plants to <u>grow</u>. - Question children about the jingle to get words that contain 'ow' - e.g What are we talking about? (mowing the lawn) What colour seeds does he have? (yellow). What kind of seeds are they? - Children pronounce the sound that is heard in each word. Children give other words with the 'ow' sound as in tow. - Let children change initial letters and blends to make new words. e.g. bow and arrow	Sentence strips Workbooks Inference For example, in <i>The three Little Pigs</i> the _____ statement may say that his house was made of <i>paper</i>. This would <i>be</i> false, and _____ the student would have to change the word <i>paper</i> to <i>bricks</i> to make it true. 'ow' words
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• Differentiate between examples and non examples. low, grow, bow. • Let children make oral sentences using words with the 'ow' sound. • Allow children to read sentences containing words with the 'ow' sound  <u>Evaluation</u> - Circle the pictures with names that have the 'ow' sound as in flow. - Use these words in sentences. - Produce rhymes and jingles with the 'ow' sound  Antonyms • Present a poem to children. Jerry is <u>not happy</u>. Look and you will see. He cries all day. He doesn't play. What can we do or say? • Question children. Is Jerry happy? How do you know? What then can you say about him? (He is sad). Not happy is the same as sad. Use other antonyms in context. Mrs. John is <u>not</u> a <u>feeble</u> woman. She can lift heavy loads. She can push them too. She can carry a heavy box. • Question children. What can Mrs. John do? What kind of woman is she? (strong) Can a feeble person do those things? What does feeble mean. Feeble means weak. If I am not feeble I am strong.  <u>Evaluation</u> - Read your sentences and complete by filling the blank spaces. This house is <u>not huge</u>. It has only one window and one door. A big bed cannot	Poems Worksheets with antonyms Worksheets Basal readers Pupil's book Pictures
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fit in it. The house is <u>not huge</u>. It is _____. A huge house is _____. Huge means (pretty, big, small)  Cloze procedure and lexical clues • Present suitable three sentence story. This can also be done with pictures to arouse children's interest e.g. June always went to picnics. At nights before she went to bed, he always packed a _____. • Let children fill in missing word to complete. List words on chalkboard, let children suggest the most suitable. Use other examples: Mother always liked flowers. She decided to plant some. She bought some _____ at the flower shop. Use cloze procedure to fill in blanks in sentences with appropriate lexical clues. • Present suitable three sentence story. This can also be done with pictures to arouse children's interest e.g. John always went to church. At nights before he went to bed he always said his _____. • Let children fill in missing word to complete. List words on chalkboard, let children suggest the most suitable. Use other examples. • Mother always liked flowers. She decided to plant some. She bought some _____ at the flower shop. • Restrict (divergent) open ended answers by choosing the correct word from a list of three or four words. e.g. Mary prepared for school very early. She ate her _____ and ran to the bus stop. (snack, breakfast, dinner)  EVALUATION - Choose the correct word from those given to fill the blank spaces.	Teacher's model sentences Coloured chalk exercises Worksheets with context
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(a) After _____ I brush my teeth. (eating, dancing, washing)  Cloze procedure and relational clues. - Use riddle to present information to children. A hen was looking for food. Five little _____ followed her. What followed? Use given information to write the sentences e.g. The hen and her <u>chicks</u> were looking for food. Someone lives with the farmers. They have three children. Who lives with the farmer and his children? Write the sentence. The farmer and his <u>wife</u> have three children. - Give clues and allow children to choose . Mother went to the flower shop. What do you think she brought? Mother went to the flower shop. She bought _____. (dogs, bouquet, books)  EVALUATION Write a correct word in the spaces given. e.g. The dog feeds its _____ on milk. - Restrict (divergent) open ended answers by choosing the correct word from a list of three or four words. e.g. Mary prepared for school very early. She ate her _____ and ran to the bus stop. (snack, breakfast, dinner)  EVALUATION - Choose the correct word from those given to fill the blank spaces. (a) After _____ I brush my teeth. (eating, dancing, washing)	clues comprehension exercises Riddles Cloze exercises
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Cloze procedure and relational clues.

- Use riddle to present information to children.

A hen was looking for food. Five little _____ followed her. What followed?

- Use given information to write the sentences e.g. The hen and her chicks were looking for food.

Someone lives with the farmers. They have three children. Who lives with the farmer and his children? Write the sentence. The farmer and his wife have three children.

- Give clues and allow children to select.

Mother went to the flower shop. What do you think she brought?

Mother went to the flower shop. She bought _____. (dogs, bouquet, books)



EVALUATION

- Write a correct word in the spaces given.
e.g. The dog feeds its _____ on milk.



Express Opinions about food

- Allow children to brainstorm and discuss their favourite foods
- Have them talk about their likes and dislikes
- Have them sing songs about foods
- Introduce the rule of two vowels (e.g /ea/)
Identify and construct words with vowel digraph 'ea'
- Present phonetic picture cards. Have pupils identify and name pictures shown. Present picture names on flash cards below the pictures. Have children look for similarities in words
- Pronounce the words and let children repeat e.g. beach meat. Let children give the 'ea' sound heard.
- Children give other examples of words with the same 'ea' sound based on teacher's hints. Record words on chalkboard. Have children read all the words. Children indicate non-examples.
- Let children use some of the words given in oral sentences.

Cloze sentences

- Stories which highlight values
- Posters
- Tv programmes
- Videos

Props for role-play

- Use words with the 'ea' sound as in <u>heat</u>; in a game such as Spin Wheel. EVALUATION - Fill in the blanks with 'ea' then use the new word in a sentence. e.g. dr _ _ _ m b _ _ _ d - Read the paragraph and circle the 'ea' words with the same sound as in 'heat'. - Circle the words with the 'ea' sound as in meat <table> <tr> <td>bread</td> <td>treat</td> </tr> <tr> <td>seat</td> <td>head</td> </tr> </table> Value judgements - Teacher presents short story with a conflict. Brer Anancy or other from Reader e.g. Mary was very hungry. She went into Mr. Peter's yard and tried to pick a mango. She flung a stone at it. The mango came down but alas, the stone hit the window and broke the glass. - Children are questioned in order to produce value judgments. e.g. Why did Mary pick the mango? Do you think Mary was right in attempting to pick Mr. Peter's mango? Child discusses reasons for answers. - Use role play or short dramatic scenes to bring out a message. - Role-play every day situation e.g. colliding with someone and the result. Children tell whether the reactions of individuals involved are correct and why, and also what they would have done in similar situations. EVALUATION Children read a short story and answer questions which require making value judgements. Dramatic play, puppetry, choral speech, oral speech and oral reading. N.B. Each area should be done separately.	bread	treat	seat	head	'ea' words Poems and pieces for choral speech Puppets Paper bags and other material to produce puppets Journals Stories with values
bread	treat				
seat	head				

Dramatic play

- Read familiar story to children. e.g. The Little Red Hen. Let the class decide where the story takes places, how many and who the characters will be and what they are going to do. Each character can decide what he wants to say as the story progresses. Let the children decide how they want to handle the story.

Puppetry

Present a story. e.g. Animals' picnic

Have different children portray the part of each animal. Journal the activity and draw.



EVALUATION : Children make paper bag hand puppets and say a few sentences.



ONGOING ASSESSMENTS

- **Observations** to read-aloud/think aloud, presentation of sorting of books, fluency
- **Anecdotal records**-checklists to behaviors and responses
- **Skills checklist**
- **Graphic Organizer mastery** (Venn diagrams, story maps, flow charts for sequencing)
- **Short oral reports emphasizing why and how**
- **Using a rubric, the teacher will assess student products (posters, story chains, puppets)**
- **Portfolio** (clearly dated items of teacher observation and student generated products to show progress over a period of time)
- **Parts of sentences**
- **Teacher Checklist:** Student earns points for each component of checklist for participation:
 - ✓ The student practiced and participated in the play
 - ✓ The student read with appropriate reading rate
 - ✓ The student read with expression
 - ✓ The student worked well with the group
- The student participated as a good audience member. Write questions for testing themselves and each other
Read or listen to books about food such as Blueberries for Sal, Stone Soup, Little Red Hen or other
- Have children write recipes (how to ...) on how to make a particular dish
- This could be make believe or a real dish
- Allow children to participate in creating one of these dishes as a class project
- ✓ Post the recipes in a class recipe book

END OF THEME ASSESSMENTS

Organized class library

Book report on one fact book and one fiction book

Collage

Class word wall

Draw portraits of fruits, vegetables, market scenes

THEME 5: Come Let's Travel



- Topics:**
1. Local travel
 2. People who take us around
 3. Traveling in other lands

Unit Description: This unit focuses on locating, gathering, and interpreting information in a variety of sources and ways. It reinforces reading, organizing and interpreting data from simple timelines, charts, diagrams, graphs and maps. The students are also expected to publish a simple report, prepare and read maps write a simple project at the end. Continue these skills throughout the year. This unit focuses on locating, reading and writing informational texts. Non-fiction reading and writing should connect to the content areas of science and social studies, with adequate modeling from teachers.

Duration: Four Weeks

CROSS-CURRICULA LINKS: SOCIAL STUDIES, MATHS, SCIENCE

Theme 5 skills

Travel



Listening and Speaking	Reading	Writing
• State likes/dislikes in modes of travel • Listen to stories about travel of long ago ▪ Express feelings about different modes of travel/ describe journeys • Listen to resource persons talk about travel (Eg. pilot, fisherman, taxi driver) ▪ Relate personal experiences about travel ▪ Identify familiar means of transportation based on pre-recorded sounds(structure emphasis on simple listen to answer <u>why</u> <u>where</u> <u>when</u> past tense) ▪ Compare travel in the past and travel now listen to the story about the Man, His Son and the Donkey to make value judgments ▪ Ask and answer questions to obtain information about travel long ago ▪ Listen to poems/songs to identify rhyming words/ blends ▪ Recite poems about travel (land, air, sea) for diction and fluency ▪ Listen to oral reports ▪ Use synonyms of adjectives ▪ Use riddles to show figure of speech ▪ Play act ▪ Give directions and specific locations ▪ Discuss routes to school	▪ Use sight words of vocabulary (people who travel, occupations) of theme ▪ Identify means of travel of long ago(compare and contrast) and past tense ▪ Identify main idea in stories/ rhymes ▪ Re-arrange sentences to form a paragraph ▪ Read paragraphs about selected modes of travel ▪ Read to identify compound words prepositions ▪ Read consonant blends (tr-travel,dr-drive) ▪ Read story to identify supporting detail ▪ Read friendly letters ▪ Identify plural apostrophe 's' ▪ Read contractions ▪ Read text types in captions, labels, posters, menus advertisements, post cards ▪ Read comparative adjectives ▪ Identify and read names of villages/ towns in Dominica when giving directions ▪ Read similies and metaphors ▪ Read simple maps to locate places ▪ Identifying adverbs: safely, gently, carefully, nervously, slowly, calmly	▪ Use high frequency /sight words in cloze exercise ▪ Arrange countries in alphabetical order of up to three initial letters ▪ Write question sentences ▪ Draw familiar modes of travel • Draw Venn diagrams to compare. • Draw scenes of long ago/now ▪ Write a paragraph or simple letter about aspect of travel (comma, capital letter, full stop, question mark) ▪ Complete cloze sentences ▪ Write about travel related words ▪ Spell words associated with travel (Eg. tr- travel, trip, train) ▪ Use CVC patterns to form the past tense of given words e.g st-o-p-doubling last consonant ▪ Punctuate sentences using-apostrophe's' ▪ Design posters and slogans to ▪ Write short poems/ rhymes/letters about traveling(complete stories) ▪ Use synonyms to improve writing ▪ Draw maps ▪ Create lists of items for travelling

 Local Travel Descriptive writing: Talk to children about travel. Brainstorm with them on chart paper-modes of travel and places they may have traveled. Describe special features of the place or the mode of transport. e.g. An island is completely surrounded by water. - Teacher presents pictures of various objects. Children describe them and talk of their qualities. Sentences are written on board; describing their attributes. e.g. An island is a piece of land. An island is completely surrounded by water. Compare to non-examples. - Children pretend to be the objects and give their attributes. e.g. I am a mountain. I am _____.  Evaluation: - Give riddles. e.g. I am a piece of land with water all around me. What am I? allow children to write about a place they have been to...semantic maps may be used  Describing a journey[] Adjectives - Invite children to discuss what is happening in illustrations that words do not mention. - Ask questions from pictures to illicit information.  EVALUATION:	Modes of travel: bus, car, train, donkey, scooter, bicycle, truck, motorcycle, wheelbarrow, roller blades, on foot, skateboard, boat, plane, jet, Teacher developed story with key content words. games word list
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Recognize high frequency words: travel

- Match pictures with words.
- Play word games in pairs and groups (bingo, fish, Mr. Postman).
- Read the words in context (sentences, stories) and place on word wall.
- Identify in words other areas
- Flash cards to allow- children to read
- Display modes of travel in creative ways around classroom.
- Hang mobiles with content words children will use during theme: travel, drive
- Generate discussion as teacher writes sentences with highlighted words.



Evaluation: Fill in the target words in the blank spaces. Use in spelling quizzes.



Alphabetical Order (1st, 2nd, or 3rd letter order)

- Brainstorm the topic. Arrange naming words in ABC order. Place posters up and have children label pictures through matching.
- The children will arrange words in alphabetical order.
- Each will be given a card with a letter of the alphabet as they arrange themselves in the same order
- Each child will then be given a list of old and new vocabulary words to read, discuss the word and the meaning
- And then arrange themselves hold the cards in ABC order to the 1st, 2nd, or 3rd letter in front the class
- Discuss with children the various modes and their likes and dislikes. Write on chart.



EVALUATION

Have children list vocabulary words in ABC order on exercise books
(e.g. van, bus, car, rocket, ambulance, plane, truck)
Continue this exercise throughout the year.

Extension:

- Allow children to complete ABC order with villages and countries.
- Discuss with children who have visited friends or relatives.

Colihaut
Canefield
Roseau
Marigot
Wesley
Salisbury
Grandbay

Keskidee
Journey
Moving House

- Alphabet cards
- Word cards
- Magnetic alphabet
- Pupil's workbook

List of villages/countries

• Question: How near? How far?  EVALUATION: BINGO!! Place word cards on desk so children can identify as teacher calls out.  Homonyms Pronunciation exercise for commonly mistaken words as e.g. to, two; live, leave, be bee. • Set up a game to involve children in the use of words e.g. <u>live</u>; each child represents an animal. He comes to the front, identifies himself and says where he lives e.g. I am a bee; I live in a hive. • Do similar exercise with individual words (separately). • Teacher continually models speech so that children may imitate. • Short dictation exercise for children to hear, write and discriminate target words  EVALUATION: Individuals read sentences bearing similar pairs of homonyms, emphasising pronunciation.  Oral directions, messages and reports. • Have children play gossip game. Teacher gives a message orally to one child. The message is passed on from one student to the next. The last child to receive the message says it out loud to the class. • Place objects in different parts of the classroom or school yard. Give children oral directions to find the objects(s) and take them to teacher or relocate in new positions. • Put children in groups and give oral directions to set up an experiment. Have individuals report on what was done.	Bingo games Pictures and illustrations Word list Dictation words Teacher developed messages
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• Have children listen to the news over the radio or television. Children report to class some of the information gathered. • Play the game - 'Scavenger Hunt' after listening to instructions words are written on slips and placed in different locations. Children find the different slips; put them together to make a sentence. • Have children go to other classrooms, observe what is happening and report back to class.  EVALUATION ● Give each child a square paper and give the following directions orally. - Draw a circle in each corner of the square. - Colour the circles red. - Draw a square in the middle of the paper. - Draw a boat inside the square.  Retell • Accurately complete a graphic organizer and write 3 sentences to retell the story. • Use graphic organizers to develop adjectives to describe transport and people. • Use adjectives to emphasize the nouns in the story. • Allow children to express feelings as they track the story by pictures only. • Have children describe their feelings to the story. Ask if voices change when feelings change • Help children to recognize that voices show feelings Role Play • Present two voice patterns on cassettes (or use children's voices) ▪ Pattern A - clear voice and suitable rate. ▪ Pattern A - distorted voice and unsuitable rate. ▪ Children listen to voice patterns, compare, and contrast. • Teacher presents rules for speaking clearly and at a suitable rate. ▪ e.g. (a) Talk in a clear voice. - o Don't talk too quickly. - o Be expressive when speaking.	Construction paper Scissors markers familiar and unfamiliar stories voices on tape cassette player/CD player
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- Teacher models required speech patterns continuously. - Children read excerpts of stories and peers criticize speech constructively. - Children retell short stories.  EVALUATION Teacher uses a check list to assess groups of children. - Role play speaking situations: - flight attendant - news-caster - weather reports - hurricane warnings - lost and found.	Checklists Role-play props																					
Tourists are people who:  Creating lists - Plan a trip. Use LEA approach - Arrange for children to do a project about a trip to a real place. - Allow them to gather information on; how to get there; how long does it take to get there; what sort of things do they need to bring to wear (items used when travelling: suitcase, ticket, passport, travel bag, toiletries) eat,. - Talk about points of directions: north, south, east, west that they may have to travel by looking on map (read a simple map) - Answer questions orally and in writing.  EVALUATION Use these items to group and to make a list of items for a trip: <table><tr><td>Places to go</td><td>Things needed for trip</td><td>Clothes to pack</td></tr><tr><td></td><td></td><td></td></tr></table> Complete exercise in workbook on travel.	Places to go	Things needed for trip	Clothes to pack				<table><tr><td>passport</td><td>cutlass</td><td>ball</td></tr><tr><td>ticket</td><td>boots</td><td>swimwear</td></tr><tr><td>suitcase</td><td>lunch kit</td><td>snacks</td></tr><tr><td>travel bag</td><td>goggles</td><td></td></tr><tr><td>toiletries</td><td></td><td></td></tr></table> Keskidee	passport	cutlass	ball	ticket	boots	swimwear	suitcase	lunch kit	snacks	travel bag	goggles		toiletries		
Places to go	Things needed for trip	Clothes to pack																				
passport	cutlass	ball																				
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suitcase	lunch kit	snacks																				
travel bag	goggles																					
toiletries																						



Identify and use rhyming words.

- Read a short poem with rhymes to children. Have children read the poem. Have children.
- Give pairs of rhyming words from the poem.
- Children identify pairs of rhyming words in sentences.
- Give pairs of word. children clap hands at the pairs which rhyme.
e.g. coat, boat, head, tail.
- Give one word. Let children give other words that rhyme with the given word.
 - e.g. mail - sale; tune: moon, soon, June
- Give one word. Have children choose from a set of words the one which rhymes with the given word.
e.g. talk make, walk, take.
shoe go, who, know.



Evaluation

Write another word that rhymes with ...

Use rhyming words to complete the following

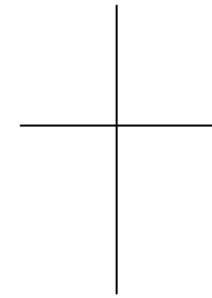
e.g. Mama's cat has found a _____ hidden in a dirty _____.



Poetry and Drama/ Comprehension-point of view

- Read poem: ***Song of the Banana Man***
- Children will listen to a recording of the poem.
- Have children group up and dramatize
- Teacher demonstrates procedures and expectations for participating in shared inquiry (models point of view in a respectful manner)
- Teacher leads a discussion on characteristics /description of the banana man/tourist and the contents of the poem.

N



S

beach	coat	
cutlass		
England	swimsuit	ball
farm	boots	
suitcase		
	ticket	
passport		

Song of the Banana Man-poem

<u>banana man</u>	<u>tourist</u>
donkey	plane
truck	boat

Video

• As children share their points of view, opinions and ideas that relate to the poem, others wait and turn-take • Encourage children to express their ideas as to what the banana man might say. Place in question marks (Mini Lesson) • Remind children when the author tells a speaker's exact words that are placed in quotation marks. • Model  EVALUATION Design a banana man or a tourist on paper. Write speech bubbles to write an opinion of him. Use quotation marks.  Written Comprehension and consonant blends • Use a picture/documentary/story to talk about journeys with the class • Ask children to name places they may have visited during the day, overnight and for vacation. (Antigua, Barbados, America, England, Tortola, St. Lucia, the airport in Dominica, a relative in another village) • Name villages/ towns in Dominica • Begin to spell local villages/ towns • Pronounce clearly • Introduce consonant blends tr/ dr • Write the word underlining <u>t</u>ree, <u>t</u>ravel, <u>t</u>rain, <u>t</u>rip, <u>t</u>ramp, <u>t</u>ry/ <u>d</u>rive, <u>d</u>rop, <u>d</u>rink, <u>d</u>rip, <u>d</u>ream • Encourage children to list more words with same beginnings • Write sentences as children dictate • Read about a story about journey (Reader) • Discuss the details of the story as children brainstorm questions, clarify unclear questions, combine similar sentences • Children learn to make summary  EVALUATION Allow the children to write two to three summary sentences about their journeys and then to Share- aloud.	Journals Keskidee Pupils bk. 3 Unit 3 Keskidee workbook 3, p. 9
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Encourage four new words in the sentences (tr/ dr).
 Allow children to answer in complete sentences. (Make note of capital letters for special places when writing and full stops when ending sentences.)
 Draw a graphic organizer in groups



Reading: How to get there- Prepositions

- Play game/ Treasure Hunt- hide treasure around class as children follow instructions as how to get to it.
- Discuss map reading with children. Have a treasure map with goodies for the treasure to be found.
- Use workbook maps.
- Read instructions for children to find the treasure using the clues on the map
- Get copies of local maps for children to share in pairs/obtain a map from text
- Ask (inference) questions to illicit direction answers from map
- Read the prepositions in the box and help the children to make sentences using them-use a model vehicle to fill up with preposition written on cards (on, in, between, beside, behind, over, etc.)
- Have children simulate the preposition with a toy/model plane or car. Example: fly over the wall, park under the table, drive between the bridge, around the mountain, etc.
- Use a map with street names and landmarks to answer questions
e.g. On what road is the Police Station?



EVALUATION: Complete a worksheet /text with prepositions. Complete comprehension passage in Keskidie Reader 3, p.6

Or

- Have student present orally the directions they would give to a visitor to their school to help the person get from one key location to another.
- Use maps

Keskidie Reader 3, p.6

Maps in keskidie or other worksheet

up	North
down	South
across	East / West

Worksheets
Workbooks/pupils' book



Comprehension

- Have a treasure hunt to initiate a lesson on **map reading**
- Play chain game: Have children with supply one sentence to begin a story about a journey.
- Another child picks up the story and continues until the story gets broken or a child forgets a line.
- Practice to draw a basic map of the school grounds, have children journey with map to see how accurate they are
- Help the children to write a sentence or two about their journeys in their notebook
- Have the children edit one another's books in pairs- allow them to make changes
- Check for capital letters, full stops and tense.



EVALUATION

As a shared or guided reading activity, children read from magazine, newspaper or text to practice using strategies before, during and after reading

Allow them to ask questions to clarify understanding:

1. *Compare and contrast*
2. *Cause and effect*
3. *Predicting what next*
4. *Making simple inferences about text*
5. *Summarizing*



Teacher will teach interpretive and evaluative comprehension questions. These questions require children to reread and retell details from the text. (This questioning strategy needs to be used throughout the year in all subject areas.)

- Children will be given a passage or book.
- As they read, they will write answers to written questions for supporting facts and details in a journal.
- Allow children to return to text to check answers
- Regroup and check answers as a class showing evidence to support the given answers



EVALUATION

Examples of comprehension activities

maps
word cards

Discuss the answers in pairs and make necessary changes Use cloze procedure by filling sentences with appropriate interpretive clues. • Present sentence to children. The man jumped for <u>joy</u> when he heard the good news. • Children read the sentence. Question children. Why did the man jump for joy? • Allow children find words in the sentence that help to decipher text. • Present another sentence. Let children suggest a word. The little girl began to _____ when she heard her kitten had died. • Discuss relevance of words given. • Use other examples where a list is given to choose from. e.g. Mother was _____ after working hard all day. (tired, happy, rich) • Invoke thought by giving the initial letter. Mondy failed her test because she did not s_____.  <u>Evaluation</u> Complete the sentences below with the correct word. The _____ man was taken to the hospital. (happy, tired, sick) Carlos s_____ when he heard the strange noise. (screamed, squeezed, smart)	Keskidee workbook Cloze passages model letter model paragraph punctuation chart Keskidee workbook
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Friendly Letters-writing names and addresses / • Ask children to bring in used envelopes, letters they have received etc. • Use a picture of a beach scene, mountain or other tourist attraction to generate discussion about where letters come from • Compile a list of words with children as teacher records on chalkboard-reinforce capital letters for special names of people and places (town, village, Sharon, Jay) • Prepare a short model paragraph with children relating a personal travel experience. Use as a frame for children to model their letter. • Allow children to write their names and addresses on the envelopes and postcards • Write simple friendly letters • Post them to each other in the class using a postbox • Complete exercise in workbook Continue with letter writing on day 2 • Use pictures from previous lesson • Use each word to form a sentence, e.g. friends, Sandra, Andy, sand, play, behind, sea, shells, enjoy • Develop a letter to a friend (Give each child letter frame) • Write imaginary letters to friends: from space, from under the ocean, from a far planet, as another person etc. • Have children peer edit the compositions EVALUATION Identify and check that main areas of a letter are present. Illustrate with crayons and paint and post in classroom Connectives to sequence • Have children write the instructions for mailing a letter in the correct order.	Model letter on poster Sample letters Name cards letters worksheets short model instruction How to:
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- Write out phrases on strips and pin them on the wall
- Have children unscramble the phrases and place them in number order
- As a class include the words that will join the sentences after the numbers are removed. (first, then, next, after that, finally etc.)
- Ask for other number words that could be used (second, third). How can these numbers help you to understand what has happened in the story.



EVALUATION

Write a paragraph with complete sentences using the strips. Practice handwriting cursive



Have children retell to each other using words mentioned (talk about ordinal numbers)



EVALUATION



Main Idea- What a ride!

- Have children talk about their personal experiences
- How would you feel about learning to ride? How
- What do you do first? Review ordinal numbers 1-3
- What makes you feel move excited riding or staying indoors?
- How does the poem make you feel?



EVALUATION: Share experiences



Draw conclusion.

- Children are presented with a group of sentences about one particular idea.
 - e.g. Mary has many beautiful dresses. She has many dolls and toys. Her father drives an expensive car.
- Children are presented with multiple choice options which would help them to draw

Poetry Unit
Take a bite out of Rhyme

Poem What a Ride!

Will you teach me how to
ride?
First you pedal, then glide
Don't go to fast, or lean from
side to side!
And look out for wet leaves
that
can really make you slide!

the correct conclusion based on the sentences given.

- e.g. Mary is smart.
- Mary's family has a lot of money.
- Mary likes beautiful dresses.
- Children are presented with other groups of sentences. Children read sentences and are guided to draw conclusions in the form of one sentence.
- Children are presented with other groups of sentences for independent practice. Children write their own conclusions.



EVALUATION:

Teacher writes groups of sentences. Children are presented with multiple choice options. They select options which indicate the best conclusion



Spelling Patterns-long vowel sounds

- Read poem with teacher as groups or individually
- Provide word cards to allow sorting by rhyme
- Show spelling patterns (eg. ide), model the blend 'ing' strategy r- ide, s-ide. Continue with other vowel sounds
- Create real and silly words
- Find other material to extract other vowel sounds for the long sound (reinforce Magic 'e')



EVALUATION

Complete worksheet to discriminate – ide.



Rhyme Time – Developing Phonemic Awareness

- Read the poem together
- As you repeat the rhyme, encourage children to join in
- Say the focus words (ride, glide, slide, side) and explain that they rhyme

Examples of sentences –
teacher created

rhymes
poems
text
word list

- As you say other word pairs, allow children to cover their eyes if words rhyme – wide/ hide
pride/ pile tide/ wide slide/ side said/ sad



EVALUATION: Complete matching activity



Read aloud short poems, verses and rhymes

Rhyme Time

- Identify 2nd list. Rhyming words in pairs
- List on chalkboard CVC short and long sounds (coat, boat, head, read, sail, mail)
- Give other words. Let children give other words that rhyme with given word.
- Complete a poem as a class 1/3 + 2/4 line rhyme scheme
- Give one word and have children choose from a set of words. The one which rhymes with the given word.



EVALUATION: Write another word that rhymes with food. Use the KWL or other strategy to illicit ideas about theme.

Write another word that rhymes with

- food _____

- nice _____

- Use rhyming words to complete the following
e.g Mama's cat has found a _____ hidden in a dirty _____.

**List of long vowels
sounds-a,e,i,o,u**

People who Take us Around	
Postman, pilot, crew, captain, astronaut, ship hand, taxi driver, etc.  Dictionary skills • Play a class game about finding things: I Spy, Word Search puzzle, Bingo etc. • Have children locate vocabulary in a dictionary using guide words. • Children will complete a written assignment in pairs or groups Record the following on the assignment: Page number where the word is found Guide words on that page • Identify prefix (dis)  EVALUATION Assess for accuracy of details. As an individual task, allow child to complete work in children's book.  Project- • Begin to work on a project in the content area: social studies, science. • Allow children to choose a project which could include an informational poster, collage, a written report, a dialogue or play. This could be on countries, villages, flags or any other. • Use a check list to monitor • Have children display work after reporting and showing to class  EVALUATION: Question and answer  Give and receive information/contractions and the apostrophe	Encyclopedias Picture books Picture dictionary Informational text Travel magazines Maps Workbook Crayons, poster board, pictures of travel content Checklist / rubric Create a rubric/checklist to guide what children should look for

• Ask questions about how to get to a particular place • Give directions as to how to get to a particular place • Say to children, "I can't find my way." What does that mean? It's just up the road. It'll take a little while to get there. • Talk about the apostrophe for shortening words-can't = cannot, it's = it is, it'll =it will etc. • Allow children to provide more and explain meanings • As children dictate, teacher writes sentences on board • Teacher asks children to then use the shortened form of the words • Children will brainstorm descriptive words to talk about people, places, events, things  EVALUATION Create a simple cartoon dialogue with speech bubbles, demonstrating the use of contractions: directions on how to get to a place or asking and answering questions.	
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People in Other Lands	
 Sense emotions • Read stories, poems or paragraphs that bring out strong emotions e.g. sadness, happiness, anger, jealousy etc. • Have children discuss reasons why these emotions were emitted by the character (s). Ask children of instances when this could have happened when traveling on bus, plane or other mode • Have children relate their own emotions to those in the story poem or paragraph.  EVALUATION Read a statement or sentence. Children tell what emotion is expressed. e.g. The lady buried her head in her lap, when she saw her son lying on the ground next to the motorbike. How did the lady feel? Talk about various instances...draw illustrations with captions	Keskidee Pupils bk. p. 74



ONGOING ASSESSMENTS

- Locate and interpret information from maps, texts, table of contents, index, etc.
- Read simple information on a map, graph, timeline, diagram
- Tell and write compositions (poems, paragraphs, stories) relating to travel
- Retell stories/poems or events with expression
- Discuss places of travel in and out of the Caribbean
- Spell words relating to travel
- Read stories and reports about travel
- Use computers to find necessary information (if computers are available to children)
- Have children listen during discussions/interviews with a checklist: this teaches them good listening skills and etiquette
- Oral reports using pictures
- Use punctuation and grammar
- Write letters
- Address an envelop

END OF THEME ASSESSMENTS

- Publish a class newspaper
- Write paragraphs to inform others about traveling
- Prepare a class or individual project
- Summarise a book about travel
- Portfolio about travel (written compositions and illustrations)
- Project: Find out about other countries
- Advertise a particular country
- Plan and execute a debate (communicate ideas clearly and effectively, prepare at home, include several sources of information, create short notes in an outline, work as a team)
- Choral presentation of 'Song of a Banana Man' to school

THEME 6: The Clothes We Wear



- Topics:**
1. Clothes around the world
 2. Dressing for the Occasion

Unit Description:

Duration: Four Weeks

CROSS-CURRICULA LINKS

Mathematics social studies languages science health and family life



Theme 6 SKILLS

The Clothes we Wear

Listening and Speaking	Reading	Writing
• Talk about the clothes we wear • Interview resource persons • Describe outfits such as uniforms, national wear, etc. • Recite poems about different persons/professionals • Retell stories-talk about characters dress and costumes • Brainstorm • Speak using direct speech • Listen to stories to give main idea • Talk about belongings • Talk about belongings/ personal items (use apostrophe 's) • Read-Aloud "The Emperor's new clothes" • Compare past and present tense • Chant rhymes and point out humour • Play-act with different outfits • Adjust tone for various situations	• Identify various types of clothing (read adjectives) • Identify new vocabulary • Read instructions of how to make a simple article of clothing- Sequence events • Read jingles/poems with consonant clusters (str, scr, squ. Spl) (blends sn, sm, str) • Read future tense • Use punctuation-capital letters, commas, etc. • Read direct speech • Read to get main idea • Identify gender nouns etc • Identify opposites/prepositions • Identify possessive pronouns • Identify 'qu' consonant blends • Read to identify other nationality's clothes/ • Read comparatives/ superlatives (biggest, prettiest, lightest, cutest)	• Write/label articles of clothing • Write sentences about clothing using colourful adjectives • Write simple instructions on how to take care of clothing • Create speech bubbles in cartoons • Create jingles and poems using clusters • Write short paragraphs in the future • Compile a booklet on types of clothing-formal and informal • Cloze passages with personal pronouns • Create a collage of outfits for various occasions • Create paper dolls and puppets • Practice handwriting • Use possessive nouns • Write sentences using comparatives/ superlatives • draw funny pictures



Role Play

Read the story of Cinderella or any other story with emphasis on clothing

Or Show a video of princess show/poster with outfits for boys and men.

- Discuss clothes worn for different occasions as the segments are displayed.
- Role play different parts
- Have children model different clothes for different occasions (be gender sensitive to boys apparel)
- Write a simple profile of one of the contestants



EVALUATION

Draw, label and write sentences about clothes worn for various occasions



Vocabulary Development-using unfamiliar words

- Dress up to depict career/ fashion outfits/national wear
- Dialogue between pairs of children/interview each other
- Have children say why they chose to dress that way and what they like/dislike about the outfit – use descriptive language (present new words such as fashion, tailor, seamstress etc)
- Write speech bubbles in a short dialogue about the fashion outfit worn
- Present sentences and give options. These should be words in the sentence.

Daddy needed a new suit. He brought the cloth to the tailor. The tailor made a lovely pant and jacket.

A tailor is a person who _____.

- A. makes men's clothes.
B. sells cloth.
C. needs new clothes.

Cinderella Story or other
Items of clothing for
modeling

Resource person
Paper
Scissors
markers

worksheets

- basal readers
- other reading material
- word walls



EVALUATION: Give the meaning of the underlined word in the sentence.



Phonics

Identify, construct and use words with consonant clusters e.g. str.(spl, spr, str, scr, shr, thr)

- Group children. Give clues (wood, pictures, and objects) to help them in finding words beginning with the cluster to be taught.
- Record words given by children on the chalkboard.
- Children note similarities.
- Children make the sound obtained from the cluster. Have children note carefully the three or two distinct sounds heard e.g. (str, thr).
- Children build new words. e.g. str-ing wing
- Play word games such as chunk, crosswords, rime and onset
- Differentiate between examples and non-examples. Use new words in sentences. Discuss meaning.
- Read sentences containing words with cluster blend. Build new story using the given words



EVALUATION: Draw and write the names of four (4) things beginning with _____



Sequence

- Interview someone who sews for males or females or both(seamstress/tailor)
- Have children ask prepared questions
- Make a simple article /puppet out of paper-sequence the steps
- Allow children to demonstrate “how to”



EVALUATION

Provide simple steps(pictures and sentences) for children to rearrange in order

Word lists
Story or passage with
these new words
Word games

Sentence strips



- Research and describe various national wear and clothes around the world
- Have children compile a booklet/collage of clothes around the world
- Label items for a scrapbook
- Present two or more facts about the research findings to class in an interesting way



EVALUATION: Question and Answer

Match descriptions with pictures

Draw your national wear and write about it.



Descriptive sentences

- Have children sing songs and clap, tap to rhythm.
- Talk about how words can be broken up into smaller pieces
- Present an object to children e.g. clothes/shoe. Let children look, feel, smell the object.
- Let children talk about the object. Write children' responses on the chalkboard.
(descriptive terms)
- Let children use their responses to make a sentence.
- Write children sentences on the chalkboard. Have children read their sentences.
- Play game. Place objects in a box. Blind-fold children and let them take an object from the box. Children touch or smell then describe the object.
- Teacher can write descriptions on flash cards and ask children to read them and use them in a sentence.
- Children dress as different community workers. Children write descriptive sentences about these workers.
- Have children write descriptive sentences on given pictures.



EVALUATION

Word cards

- Objects
- Covered box
- Blind fold
- Flash cards

Pictures

Write four sentences about this picture. (present the picture to children)
Choose a community worker. Describe his/her uniform.



Prefix un

- Present two pictures - one showing something tidy e.g. yard or room, the other showing it untidy.
- Have children talk about the pictures alternately.
- Pupils give a word to describe the first picture.
- Question children about the second picture . What makes it different from the first?
What word can you use to describe the second picture.
- Write words tidy untidy in the chalkboard. Above procedure is repeated using other pictures.
- Let children read the words on chalkboard. Question children to help them arrive at a generalization.
- Create situations to introduce other words with prefix un, the meaning of the words and have them use them in sentences.
- Present a short story or sentences containing words with the prefix un. Allow children to read story or sentences, identify the words with the prefix un and give the meaning of the words.



EVALUATION She is unhappy because she lost her toy.

e.g. unhappy means _____.

Day 2



Identify root words with the common prefix un.

- Present sentence (s) from story or previous lesson.

Keskidee

Pictures of tidy and untidy environment

Worksheets
Word lists
Dictionaries

e.g. It is unfair to cheat.

- Children read sentence (s) and identify the word (s) with the prefix un then give the meaning.
- Present a list of words e.g. kind, ugly, healthy, dirty.
- Pupils choose from the list the words to which the prefix un can be added to form a new word. e.g. unkind unhealthy
- Question children as to how the words were formed.
- Explain to children why kind and happy are the root words.
- Let children say what the prefix un does to the meaning of the words.
- Present sentences with words underlined. Let children identify the root word in each underlined word.
- e.g. I am going to unwrap the gift.
- Jack is very unlucky.
- 'Peek-a-boo' game. Cover to discover the root word.

Evaluation

- Underline the root word in the following .

unfold untie
or

I cannot untie the knot.

The root word in untie is _____.



suffix ful and its meaning in words.

Worksheets
Workbooks

Word charts
Dictionary

- Present a scenario where an old woman is carrying a heavy load. Two children are by - one went away while the other stayed to help. Children give a word to that child (helpful). - Pupils say why he is helpful. (He likes to help) - Present scenes or short stories and let children give a word to describe the character (forgetful, grateful, thankful). - Question children about the stories or scenes. e.g. What did he like to do? (help) Because he likes to help he is (helpful). help helpful forget forgetful etc. Include examples where changes are made. beauty beautiful - Write the correct form of the word in bracket in the space. (a) Joe likes to (<u>help</u>). He is a _____ man. (b) Mary has great (<u>beauty</u>). People say she is _____.  Root words with the common suffix <u>ful</u>. (Do the same with suffix <u>ly</u>) - Review previous lesson. List the words ending with <u>ful</u>: playful thankful	passing describe
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plentiful helpful

- Let children identify the similarity in the words. Children identify the remaining part of the word as the root word.
- Teacher writes root words on the chalkboard.
- Present sentences with new words which have the suffix ful. Children identify the 'ful' words and the root of the words. e.g. I have a handful of stones. Root word - hand.



EVALUATION: Write the root word of the underlined word in each sentence.

The playful kitten likes balls.

playful play

Add root words to ful to make new words.

e.g. _____ ful
 _____ ful



Known Root words and Affixes

- Give root words as well as affixes on cards to pupils in groups. Children choose suitable affixes to combine to the root word to build new words.

un ful play tidy

untidy playful

2. Children give the words built. They use them in sentences.

- Children give the words built to complete sentences. e.g. He _____ all day.
(playful, plays)

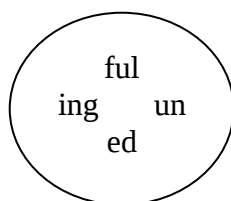
Give root word to groups of pupils, children explore the possibility of forming new words using affixes. e.g. John played in the park. (play)

Mary is helpful. (help)



EVALUATION:

- Build as many new words as you can.



help
play
tidy
tie

Choose the correct word.

Jack is (help, helpful).

Mother likes (cook, cooking, cooked).



Vocabulary

- to determine the meaning of unfamiliar words using definition.
- Present situations to children in sentences with the word to be dealt with.
e.g. bun John went to the shop and bought a bun. He ate the small cake quickly. Let children read the sentences. Ask what a bun is. Find information that help (in sentence)
- Present sentences and give options. These should be words in the sentence.

- Daddy needed a new suit. He brought the cloth to the tailor. The tailor made a lovely pant and jacket.

A tailor is a person who _____.

- A. makes men's clothes.
- B. sells cloth.
- C. needs new clothes.



EVALUATION:

- Give the meaning of the underlined word in the sentence.

(a) Jack caught the robber. He had stolen many things.

A robber is a person who

- A. catches people.
- B. steals things.
- C. buys things.

(b) We stopped for water at the stream. Many fishes were seen in that small river.

A stream is a _____.

Or Make up a simple word puzzle/search with new vocabulary



Compare and Contrast /same and different []

- Have children listen to two versions of the same story. Many fairytales and folktales come in different versions: *The Three Little Pigs* and the *True Story of the Three Little Pigs*.
- Have the children then complete a venn diagram as a group to compare and contrast the versions.
- Children will compare story elements, main idea and details.



EVALUATION: Accurately complete a graphic organizer and write 3 sentences to retell the story.



Draw conclusions

- Children are presented with a group of sentences about one particular idea.
e.g. Mary has many beautiful dresses. She has many dolls and toys. Her father drives an expensive car.
- Children are presented with multiple choice options which would help them to draw the correct conclusion based on the sentences given.

e.g. Mary is smart.
Mary's family has a lot of money.
Mary likes beautiful dresses.

- Children are presented with other groups of sentences. Children read sentences and are guided to draw conclusions in the form of one sentence.
- Children are presented with other groups of sentences for independent practice. Children write their own conclusions.



EVALUATION:

Teacher writes groups of sentences. Children are presented with multiple choice options. Children select options which indicate the best conclusion.



ONGOING ASSESSMENTS

Make up a simple word puzzle/search with new vocabulary

Role play using new vocabulary, tone, expression and actions

Reinforce phonics-vowel sounds, consonant blends and clusters, digraphs and diphongs

Write about homonyms, synonyms and antonyms

Use and write descriptive language

Sequence items in writing and oral expression

Give directions and simple instructions

Use punctuation

State main ideas , predict outcomes etc

Review gender nouns and possessive pronouns

Practice handwriting

Talk in past present and future tense

Write short stories

Write poetry

Use language structure appropriately for grade 2

Use plurals

END OF THEME ASSESSMENTS

Create puppets and masks

Prepare and use portfolios and journals

