

**SCOPE OF WORK
PRIMARY LANGUAGE ARTS
GRADE 5**

Subgoal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies.

COMPREHENSION

Objective 2.42 Activate prior knowledge and preview text

Content	Suggested Activities	Suggested Assessment	Resources
Previewing a text helps to motivate student interest and increase comprehension. Before reading strategies that help to activate students' prior knowledge and build background knowledge include: Survey – Look through text for headings, pictures, key words and diagrams. Form ideas– Connect pictures and headings. Activate prior knowledge– Discuss what is known about the topic. Make predictions using the pictures and headings. Question-Form questions about pictures and headings.	Basic: <u>Brainstorming</u> - Write a topic on the board or chart paper and asks students to share information on the topic. On the board, write the information under the topic. You can also prompt students by asking questions to activate prior knowledge. Intermediate: Provide students with a passage. Have them make predictions about the story . Allow students to highlight clues which led to those predictions. Advanced: Allow students to read and discuss the title of a passage. Next have them read the first and last paragraph.	Assessment 1 The teacher prepares a checklist that includes activities to activate prior knowledge as well as other activities. As the teacher reads from the list, students are asked to put their thumbs up if the item read is something that should be done before reading and thumbs down if it is not. Assessment 2 Give students a prediction graphic organizer to complete.	Modern Curriculum Press – Comprehension Plus www.k111.k12.il.us/LAFAYETTE/ Prediction Guide http://www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm Prediction Tree www.saskschools.ca/~qvss/curriculum/goread.pdf

Objective 2.43 Identify elements of a story

Content	Suggested Activities	Suggested Assessment	Resources
There are four essential narrative elements. They are: characterization, setting, plot and theme. Character: This refers to the people in the story or any animal or object that takes on the characteristics of a person. Take note of the character(s) appearance, personality and behaviour. Characters may be <u>flat</u> (minor characters) or round (major) characters. Setting: this refers to the time and place of a story. Details that describe setting might include weather, time of day, location, landscape, and even furniture. Plot: what happens in the story- the sequence of actions or events. The plot normally involves a problem/conflict faced by the main character, the climax (the most interesting part of the story) and a resolution, <i>how the problem is solved</i>. Theme: the author's message or the main message in a story. This is the expectation that the reader will learn from the trials and tribulations related through characterization, plot, and setting.	Basic: Allow students to listen to a recording of a Bahamian song that tells a story. Have them identify the setting, character, theme and plot. Some songs that can be used are "Church out Crab Crawl," or "Mike" by Eddie Minnis or "Moma No Like No Rake and Scrape" by Lassie Doe and the Boys. Intermediate: a. Give students story parts separated into characters, setting and plot. Have them put appropriate parts together to make a story. Allow students to orally share their stories. e.g. <table border="1" style="display: inline-table; vertical-align: middle;">Middav in</table> <table border="1" style="display: inline-table; vertical-align: middle;">Mr.</table> <table border="1" style="display: inline-table; vertical-align: middle;">Loses kevs</table> <table border="1" style="display: inline-table; vertical-align: middle;">On Bav Street</table> <table border="1" style="display: inline-table; vertical-align: middle;">Goes to doctor</table> <table border="1" style="display: inline-table; vertical-align: middle;">Gets</table> <table border="1" style="display: inline-table; vertical-align: middle;">Finds it in a</table> b. Provide students with a story frame and allow them to put in their own setting, characters and plot to complete the story. Advanced: Provide students with a theme (e.g. always tell the truth). Have them write poems/raps/stories using their own characters, setting and plot. Have students share their writings with classmates and identify the other story elements.	Read a short passage and identify the characters, the setting and the plot.	Comprehension Plus. Level D and E Music by Eddie Minnis Music by Lassie Doe & the Boys Music by Pat Rahming

Objective 2.44 Use context clues for understanding the meaning of words, phrases, sentences and paragraphs

Content	Suggested Activities	Suggested Assessment	Resources
Context Clues are the words that surround an unfamiliar word. These words give clues about the meaning of the new word. Some context clues are: Synonyms – Words that mean the same or almost the same as an unfamiliar word. e.g. The schooner or sailboat passed the dinghy. Antonyms – Sometimes a context clue would contrast with new word. e.g. Ashley was kind to the new boy not vicious. Definition – This is the kind of context clue where the writer gives the meaning of or explains a word in a sentence. e.g. Mackerel, a small fish is eaten with grits as part of a Bahamian breakfast.	Basic: Provide each group of students with a paragraph (large print) with nonsense words. Have “synonyms” for these words available and cut into sections. Provide students with glue and have them paste the words in the correct position on the chart. Have students then read the paragraph with the replaced words explaining what helped them to make their choices. Intermediate: <i>Context Clues Dominoes</i> Prepare dominoes (index cards) with a sentence on one end and a word on the opposite end. Students will follow the rules of dominos and match unfamiliar words with their synonyms. This could be done as a group or class activity. Example- “The tall, slender girl was selected for the basketball team.” Will match a domino with the word slim on one half. Advanced: Place students in groups of 2-3 and assign each group a set of four different vocabulary words, possibly, from an upcoming story. Give each group a transparency of the <i>Types of Context Clues</i> graphic organizer and a transparency marker. Using the glossary in the textbook, have groups locate the definition for each word and then create sentences on the graphic organizer. Each word should be used in a sentence and each of the four types of context clues should be attempted.	Assessment 1 Have students complete a Cloze Passage. See Literacy Resource Handbook for ideas. Assessment 2 Review an article in <u>The Tribune</u> or <u>The Nassau Guardian</u> article and highlight unfamiliar words. Have students use context clues to determine the meaning of each word.	<i>Preserving Our Heritage</i> Level 2, Part 1, pg. 95- 97 Comprehension Plus, Level D, pgs 29 – 32 M.O.E Literacy Resource Handbook(<i>Comprehension</i>)

Objective 2.45 Derive the main idea and supporting details

Content	Suggested Activities	Suggested Assessment	Resources
The main idea is the central theme of a reading selection. It is the gist of a paragraph or a story. It is really important when developing a purpose for reading, summarizing and organizing the information that is read. The main idea may appear anywhere in the paragraph. Sometimes it is stated directly and other times it is implied. The supporting details are the sentences that tell us more about the main idea. They answer questions such as <i>who</i>, <i>where</i>, <i>when</i>, and <i>what</i>.	Basic: Hand Talk Have students trace their hand on a sheet of paper. After reading and discussing a class story, have them write the main idea in the palm. In each finger they write five details. Afterwards, they can sing a tune similar to, “<i>He’s Got the Whole World in His Hands</i>” except using the words, “<i>I’ve Got the Main Idea in My Hand.</i>” As a challenge, have them draw the wrist and a bracelet that has a summary sentence on it. Intermediate: Put it Together Have students practice with sentence strips. One will contain the main idea while the others will have detail sentences (some of which will be off topic). Have students identify which ones match with the main idea. Then have them glue the strips onto paper or onto paper plates under the main idea sentence. Display these as a mobile in the classroom. Advanced: Have students look in the newspaper and clip out a headline. Let them look for and cut out the main idea sentence and supporting details of the article. As an extension, have students write their own articles about a class or school event, being sure to include the main idea and supporting details.	Read short paragraphs. Use a graphic organizer such as a herringbone or a tree with branches to map out the main idea and supporting details.	<i>Preserving Our Heritage</i> Level 2: Part 1 pgs 8 – 13 Comprehension Plus Level D, pgs 5-8

Objective 2.46 Tell events in the correct sequence

Content	Suggested Activities	Suggested Assessment	Resources
The order in which events happen are referred to as sequence. Sequence refers to steps in a process such as a recipe or the order that events happen in a story. As you read, you may find words and phrases that will help you figure out the sequence in a story. Such words are first, then, later, Wednesday, and in the morning tell when things happen. Dates tell you a specific month or year. Clue words such as meanwhile and during are clues that two or more events are happening at the same time. If there are no clue words, you should ask yourself what happened first, next, then and last. In writing bullets, numbers and numerals are used to indicate sequence.	Basic: News Clip Have students listen to a clip of a news item from the radio. You may have to re-play it a few times. Ask them to identify key words that indicate sequence. Have them use some of these key words to say what happened in the news clip. Intermediate: Obituary Search Provide students with copies of an obituary. Have them circle the key words/phrases that indicate sequence. Ask students to use the information that they have circled to re-write in bulleted form key events in the person's life in sequential order. Advanced: Reading a Business Diary Copy a completed page from a business diary that shows a person's activities for the week (or you can make your own). Have the students follow what the person did for that week. Have them answer questions related to the information in the diary such as the busiest time of the week, the slowest periods, the order in which certain events happened. Have students complete a summary of the person's activities for the week using the sequence words.	Have students order events according to how they occurred in a story.	Preserving Our Heritage Level 2 Part 1 pages 59-60

Objective 2.47 Distinguish between fiction and nonfiction

Content	Suggested Activities	Suggested Assessment	Resources
Fiction is a story that is created from the author's imagination. It refers to things are feigned, invented or that are not true. Nonfiction refers to a truthful account of things about real people, places, things and events. Some books that are non-fiction are your text books, most newspaper articles, encyclopedias, autobiography and biographies.	Basic: <i>Library Hunt</i> Have students visit the school library and allow them to write the names of five books that are nonfiction and five books that are fiction. Intermediate: <i>Grab Bag</i> Have students "grab" a topic from a bag and write fiction and non-fiction sentences about it. Topics could include <i>Crabs in Andros</i>, the <i>Blue Holes of Long Island</i> or <i>Junkanoo</i>. Provide students with an opportunity to share what they have written. Advanced: Have students conduct research on an event from Bahamian history such as '<i>Black Tuesday</i>' or the '<i>Burma Road Riot</i>.' Allow them to use elements of nonfiction to write the article. To make it interesting you may wish to have students to tell the story from a different perspective which would allow them to see how sometimes fiction and non-fiction can be presented simultaneously.	Provide students with a number of extracts and instruct them to label them fiction or nonfiction.	Harcourt Storytown

Objective 2.48 Differentiate between fact and opinion

Content	Suggested Activities	Suggested Assessment	Resources
A fact is something that has happened or can be observed and can be proven as <i>true</i> or <i>false</i>. A statement of opinion cannot be proved true or false because it tells someone's ideas, feelings, or beliefs. Opinions are normally associated with phrases such as <i>I think</i>, <i>I feel</i>, <i>I believe</i>, and <i>in my opinion</i> and contain verbs such as <i>should</i>, <i>must</i> and <i>ought</i>. Comparative words such as <i>best</i> and <i>worst</i> and descriptive words such as <i>beautiful</i> and <i>funny</i> may also point to an opinion.	Basic: Provide students with sentence strips and instruct them to write either a sentence of fact or a sentence of opinion on a topic (e.g. my school). Next allow students to exchange strips and to paste them under the correct category labeled on a chart. Intermediate: <i>Fact Versus Opinion</i> Have students watch or listen to various commercials. In pairs, have them make note of the facts and opinions heard. Students can also bring magazines or newspapers from home and look for an ad that contains statements of facts and opinions. They can also listen to speeches by politicians and evaluate the facts versus opinions. Advanced: Provide pairs of students with an object and instruct them to each write their own ads that contain both facts and opinions. After the ads are written, allow students to trade them and determine whether the statements in their peers' ads are facts or opinions. Students can discuss why it is important to distinguish between fact and opinion in advertisements.	Have students circle facts and underline opinions in newspaper articles and editorials.	Preserving Our Heritage Level 2: Part 1, pgs 32-34 Comprehension Plus Level D, pgs 49-52

Objective 2.49 Summarize and paraphrase text

Content	Suggested Activities	Suggested Assessment	Resources
To summarize means to restate an article in a shortened form. You should include the main ideas of the article. The guidelines below will help you to write a good summary: • Write a sentence containing the main idea. • Use sentences which explain the key facts and details. • Combine the main ideas into a paragraph. To paraphrase is to restate the exact words of a text to clarify it. A paraphrase should not have the same words of the original passage. In order to paraphrase follow the tips below: • Write the basic ideas you want to convey. • Use synonyms for the key words in the article you are paraphrasing. • Use quotation marks if you use the writer's exact words.	Basic: <i>Critiquing a Summary</i> Have students read a pre-written summary and put a line through sentences that do not belong. These sentences can include unimportant details, the writer's opinion or inaccurate facts Intermediate: <i>Summary Ladder</i> Have students complete a Summary Ladder. The ladder should include the following (topic, gist/theme, short summary, structure and details in sequence. See page 254 of the Literacy Handbook. Advanced: <i>Sum It Up</i> Have students imagine they are placing a classified ad or sending a telegram, where every word used costs them money. Tell them each word costs 10 cents, and they can only spend "so much." For instance, if you say they have \$2.00 to spend, then they have to write a summary that has no more than 20 words. Adjust the amount they have to spend according to the text they are summarizing.	Use a story frame to complete a summary of a story read. Then write a paraphrase of the main idea/ event/ problem.	Literacy Resource Handbook pages 251-254 Comprehension Plus, Level D, pgs. 37-44

Objective 2.50 Compare and contrast events, opinions and facts

Content	Suggested Activities	Suggested Assessment	Resources
Comparison and contrast requires a person to look at objects or situations and think about how they are different or alike. Some words and phrases that signal comparison are: <i>like, are similar, still, in the same ways</i> and <i>In comparison</i> At the same time some words and phrases that signal contrast are: <i>however, on the other hand, but, yet, nevertheless, on the contrary, nonetheless</i> and <i>in contrast</i>	Basic: Instruct students to compare prices and products of two stores in their neighbourhood or two vendors at school. Allow them to write a paragraph that outlines the store/vendor they think is better. Encourage them to use clue words. Intermediate: Have students watch an episode of a show, taking notes on the main characters' physical features and personality. Have them choose two characters and fill in a Venn diagram to compare and contrast the characters. Advanced: Have students read articles on the same topic from two local newspapers. Have them compare and contrast the articles and/or the authors' perspective or style.	Complete a Venn diagram	Preserving Our Heritage Level 2: Part 1, pgs. 19 - 22 Comprehension Plus, Level D, pgs 33- 36

Objective 2. 51 Make analogies

Content	Suggested Activities	Suggested Assessment	Resources
An analogy is a comparison between two things. It also shows the relationship between two things. An analogy can show many different kinds of relationships such as cause and effect, two objects, or the traits of an object or thing. Example: Crabs are to Andros as flamingos are to Inagua	Basic: Analogy Pair Off a. Create analogy picture cards with pictures of items that can be grouped together. Allow students to pair them to form an analogy. Intermediate: You Choose Have students choose the correct ending for each analogy. e.g. <i>Arawaks is to people as potcake is to</i> _____. a) hungry b) streets c) dog Advanced: Create Your Own Provide students with two words or phrases. E.g. <u>Pauline Davis Thompson</u> and <u>athletics</u> Allow them to use these to create analogies of their own. <i>(Pauline Davis Thompson is to athletics as Sir Lynden Pindling is to politics)</i>	Complete the analogy e.g. <i>Nassau is to New Providence as Spring Point is to</i> _____.	eMints National Center

