

**SCOPE OF WORK  
PRIMARY LANGUAGE ARTS  
GRADE 1**

**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 Assessments	Resources
<p>Good readers preview the text in order to get an idea of what they are about to read. To preview the text, you can:</p> <ol style="list-style-type: none"> <li>1) Read the title</li> <li>2) Look at the pictures (if any). Connect them to experiences that you had.</li> <li>3) Scan the text quickly.</li> <li>4) Read the beginning paragraph and the last paragraph.</li> </ol> <p>Good readers also make predictions as they read. Sometimes predictions change as the text is read.</p>	<p><b>Basic: Picture/Text Walk</b> Choose a story with pictures. Allow students to participate in a picture walk to make predictions.</p> <p><b>Intermediate: Quick Write / Draw</b> Present a topic and allow students ten minutes to write or draw anything that the topic reminds them about. Have them share their picture or writing.</p> <p><b>Advanced: K.W.L.</b> – Before the text is read, fill in the chart as students provide information about the topic ,stating <b>what they already know</b> as well as <b>what they would like to know</b>. After the text is read, the students <b>share what they learned</b> about the topic as the teacher records it.</p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">What I know</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">What I would like to know</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">What I learned</div> </div>	<p><b>Assessment 1</b> 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.</p> <p><b>Example:</b></p> <ol style="list-style-type: none"> <li>a. Read the first two pages.</li> <li>b. Look at the pictures.</li> </ol> <p><b>Assessment 2</b> Ask students to demonstrate some of the pre-reading activities with a new book. The teacher can ask students to talk about what they are doing.</p>	<p>Medina, Conni <i>Successful Strategies for Reading in the Content Area 2<sup>nd</sup> Edition</i> (Shell Education, 2007)</p> <p>Lapp, Dr. Dianne &amp; Flood, Dr James <i>Comprehension Plus Level B.</i> (Modern Curriculum Press Level 2002)</p> <p><i>Literacy Resource Handbook</i> pages 276-281</p>

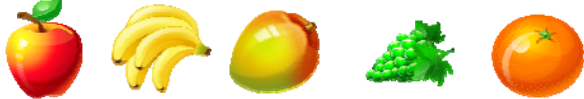
**Objective: 2.43 Identify elements of a story i.e. character, plot, setting, themes**

Content	Suggested Activities	Suggested Assessment	Resources				
<p><b>Elements of a Story</b></p> <p>The people or animals in a story are the <b>characters</b>. When reading a story, you can discover what characters look like, what they think, how they feel and what they say and do.</p> <p>A story usually has a beginning, middle, and end. Every story has a problem.</p> <p>When and where a story takes place is called the <b>setting</b>. The setting can be a real or a make believe place.</p> <p><b>Note</b> – All of the story elements should not be presented in a single lesson.</p>	<p><b>Basic: Card Game</b> Before reading, give each student story element cards. Reread a familiar story or book. During the readings have students raise the correct card to identify the story element. For example: when you say a character’s name, the students will raise the character card.</p> <p><b>Intermediate:</b> Have students cut out pictures from old magazines, newspapers etc. or use flannel board cut –outs. Have students use these to tell their own stories involving characters, settings and plots.</p> <p><b>Advanced: Recipe for a Good Book</b> Students work in pairs to complete a recipe card that has been duplicated onto a transparency or chart paper. The ingredients to include in the recipe are: <i>Plot:</i> -Tell what happens in the story. <i>Setting:</i> -Tell where the story takes place. <i>Character(s)</i> -Tell the name of the characters and if they are good, bad. Helpful, mean, funny, etc. <i>Problem-</i> What was the problem in the story <i>Solution-</i>How was the problem solved.</p>	<p>The students will read a story and complete a story map. They can identify the elements of a story by writing the story elements or drawing the elements for each section.</p> <p style="text-align: center;"><b>Story Map</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Who are the characters?</td> <td style="padding: 5px;">What was the setting?</td> </tr> <tr> <td style="padding: 5px;">What was the problem?</td> <td style="padding: 5px;">How was the problem solved?</td> </tr> </table>	Who are the characters?	What was the setting?	What was the problem?	How was the problem solved?	<p>Boardman Moen Christine, <i>Better Than Book Reports</i>, (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <i>First Graphic Organizers: Reading</i> (Scholastics Inc 2003)</p> <p>Lapp, Dr. Dianne &amp; Flood, Dr James <i>Comprehension Plus Level A</i>. (Modern Curriculum Press Level 2002)</p>
Who are the characters?	What was the setting?						
What was the problem?	How was the problem solved?						

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

Content	Suggested Activities	Suggested Assessment	Resources
<p>To help us understand big/hard words, clues are sometimes given to help us. These clues may be picture clues or words in the sentence.</p> <p>Example:</p>  <p>Today is _____. rainy      sunny</p>	<p><b>Basic: Match the Picture and Word</b> Provide students with several pictures and words. Have them match the picture and words.</p> <p><b>Intermediate: Guess the Covered Word</b> Write sentences from the story that use the vocabulary words in context. Cover the vocabulary word and have the students use the clues to determine the vocabulary word.</p> <p><b>Advance: Word Detective</b> Before reading, give each student a magnifying glass (just to make it fun), tell them the page # and the word and have them search for the word. After everyone has found the word, have them read the entire sentence the word is in to try to figure out the meaning. This also helps with modeling how to use context clues.</p>	<p>Have students complete a worksheet where they have to use the clues provided in order to complete sentences.</p>	<p><a href="http://www.proteacher.org/c/359_Context_Clues.html">http://www.proteacher.org/c/359_Context_Clues.html</a></p> <p><b>Printables</b> <a href="http://www.teachervisio.on.fen.com/tv/printables/RC-13.pdf">http://www.teachervisio.on.fen.com/tv/printables/RC-13.pdf</a></p>

**Objective: 2.45 Derive from text the main idea and supporting details**

Content	Suggested Activities	Suggested Assessment	Resources
<p>The <b>main idea</b> is what the story is all about. Sometimes one sentence tells the main idea. Other sentences give details that tell more about the main idea.</p>	<p><b>Basic: Give us a Label</b>            Present students with a group of objects (could be the actual objects or pictures of the objects). Have them give the objects a label. For example, on display could be bananas, oranges, grapes, mangoes, etc. Students would label them as fruits.</p>  <p>Do this with several other groups of items.</p> <p><b>Intermediate: Listen to the Music</b>            Have students listen to a song like <i>Head and Shoulders Knees and Toes</i> or a story. Ask students to tell you what the song is about (Parts of the Body). A variety of songs can be used.</p> <p><b>Advance: Main Idea in My Hand</b>            Have students trace the outline of a hand on a sheet of paper. Let them read a short simple paragraph. Ask them to write a few words in the palm of the drawing that would tell about what they read. Have them record the details on each finger. 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>”</p>	<p>Have students read several graded paragraphs. Ask students to identify the main idea. Provide them with several options. Students can also be asked to select details that would relate to the main idea.</p>	<p><a href="http://www.education-world.com/a_lesson/02/lp258-04.shtml">http://www.education-world.com/a_lesson/02/lp258-04.shtml</a></p> <p><a href="http://www.teachervision.fen.com/reading/graphic-organizers/4311.html">http://www.teachervision.fen.com/reading/graphic-organizers/4311.html</a></p> <p><a href="http://www.proteacher.org/c/230_Main_Idea.html">http://www.proteacher.org/c/230_Main_Idea.html</a></p> <p>Silver Graff, Rhonda  <i>First Graphic Organizers: Reading</i>            (Scholastics Inc 2003)</p>

**Objective: 2.46 Tell events in the correct sequence**

Content	Suggested Activities	Suggested Assessment	Resources
<p>Things that happen in a story follow a specific order. Knowing the order helps the reader to understand and remember the story. Clue words such as <b>first</b>, <b>next</b>, and <b>last</b> help the reader to understand the order in which certain events happened.</p> <p>Words such as <b>morning</b>, <b>night</b> and <b>evening</b> also tell the order in which events happened.</p>	<p><b>Basic: Picture Sequence</b> Provide students with picture cards. Ask them to put the pictures in the correct sequence in order to tell the story</p> <p><b>Intermediate: What's Cooking?</b> Use a digital camera and record someone cooking/making something. Take snapshots of each step in the process as well. Provide them with the snap shots. Ask the students to put them in the order in which the events happened. If you do not have access to a digital camera, record a cooking show from the television. You can also draw the steps if you are unable to provide photos.</p> <p><b>Advanced: Sentence Strip Sequence</b> Read a story to the class. Provide students with sentence strips from the story. Have them put the strips in order to re-tell the story.</p>	<ul style="list-style-type: none"><li>• Give students a set of pictures that tell a story but are not in the correct sequence. The students will write the numbers under each picture to show the correct sequence of events. This can be done with sentences also</li></ul>	<p>Lapp, Dr. Dianne &amp; Flood, Dr James <u><i>Comprehension Plus Level B.</i></u> (Modern Curriculum Press Level 2002)</p>

**Objective: 2.47 Distinguish between fiction and non-fiction**

Content	Suggested Activities	Suggested Assessment	Resources
<p>Books that are made up by the author are not true. Authors sometimes use their imaginations to help them write interesting stories. Stories about fairies, talking animals and objects are not real, we call these types of stories <b>make-believe</b>.</p> <p>Books that give us information about a person's life, things that actually happen and places that people can actually go and visit are considered <b>real life</b>.</p> <p><b>Note:</b> Avoid introducing the concepts of fiction and non-fiction in the same lesson as this might be confusing for students. Ensure that they can identify one category of books first before introducing the other. Teach both concepts in the same lesson only after students have been able to identify them separately. To further reinforce what you are teaching, deliberately use these terms in other lessons to describe the books being used.</p>	<p><b>Basic: <i>M or R</i></b> Teacher will read scenarios and have the children hold up the M card for Make-believe &amp; the R card for Real Life. The teacher can call on individual students to explain why they held up the card that they did.</p> <p><b>Intermediate: <i>Musical Pictures</i></b> The teacher will randomly select students and give them a picture (and) or a sentence. She will play the music and they will dance up to the front of the class and put it under the correct column (make-believe or Real Life and explain the reason for their classification),</p> <p><b>Advanced: <i>Make Believe &amp; Real Life Clips</i></b> Have students watch clips from a variety of movies. Have them classify the clips as <i>Make-believe</i> or <i>Real Life</i>.</p>	<ul style="list-style-type: none"> <li>• Look at given story pictures. Write M next to things that cannot really happen and R to things that could really happen.</li> <li>• Read given story events to students. Ask them to write M if what is being described cannot really happen and R to things that could really happen.</li> </ul>	<p>Lapp, Dr. Dianne &amp; Flood, Dr James <u><i>Comprehension Plus Level B.</i></u> (Modern Curriculum Press Level 2002)</p> <p>Medina, Conni <u><i>Successful Strategies for reading in the Content Area 2<sup>nd</sup> Edition</i></u> (Shell Education, 2007)</p>

**Objective: 2.50 Compare and contrast events, opinions and facts**

Content	Suggested Activities	Suggested Assessment	Resources																				
<p>When you tell how two or more things are <b>alike</b>, you are telling in what ways they are the <b>same</b> or <b>similar</b>.</p> <p>Example: <b>My brother and my sister like to read.</b></p> <p>When you tell how two things are not alike you are showing ways in which they are different.</p> <p>Example: <b>My sister is tall but my brother is short.</b></p> <p>Note: Avoid introducing same and different in the same lesson. Introduce the concepts one at a time. Make sure that they have mastered them separately before teaching them together.</p>	<p><b>Basic: Alike &amp; Different</b> Divide students into small groups. Give each group of students two objects (e.g. pen and pencil). Have students will list two ways they are alike and list 2 ways they are different. They will then share the similarities and differences of their objects with the class.</p> <p><b>Intermediate: Same and Different Table</b> After reading a passage, the students will complete a Same and Different table identifying how two things are alike and different.</p> <table border="1" data-bbox="621 808 1188 1101"> <tr> <td colspan="4">Read each sentence. Put an X in the boxes under grape or apple or both</td> </tr> <tr> <td></td> <td>Scarlet Plum</td> <td>Guinep</td> <td>Both</td> </tr> <tr> <td>It is tiny.</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>It is smooth.</td> <td></td> <td>X</td> <td></td> </tr> <tr> <td>It is red.</td> <td>X</td> <td></td> <td></td> </tr> </table> <p><b>Advanced: Using Graphic Organizers</b> After reading a selection, have students list under each appropriate section of a graphic organizer, the examples from the text of the differences and similarities between two concepts, events or characters. See page 232 of Literacy Handbook</p>	Read each sentence. Put an X in the boxes under grape or apple or both					Scarlet Plum	Guinep	Both	It is tiny.			X	It is smooth.		X		It is red.	X			<p>Select two objects. Have students state how they are the same and how they are different.</p>	<p>Literacy Resource Handbook page 232</p> <p>Boardman Moen Christine, <i>Better Than Book Reports</i>, (Scholastics Inc, 1992)</p> <p>Silver Graff, Rhonda <i>First Graphic Organizers: Reading</i> (Scholastics Inc 2003)</p> <p>Lapp, Dr. Dianne &amp; Flood, Dr James <i>Comprehension Plus Level B</i>. (Modern Curriculum Press Level 2002)</p>
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