

SCOPE OF WORK

PRIMARY LANGUAGE ARTS

GRADE 2

Subgoal 3: Demonstrate competence in writing and speaking, while skilfully applying grammatical and mechanical conventions.

WRITING

Objective: 3.1 Describe the steps in the writing process.

Content	Suggested Activities	Suggested Assessment	Resources												
Five steps in the Writing Process are: Prewriting- the writer plans their writing and gather ideas; Writing- the writer records ideas; Revising- the writer makes changes to improve the ideas; Editing- the writer checks the written piece for mistakes; and Publishing- the writer shares the piece with others.	Basic: Make a life-size “student” out of cardboard. Use soft chart paper to cut out accessories for the “student” and label them: hair-<i>pre-write</i>, shirt-<i>write</i>, pants-<i>revise</i>, socks- <i>edit</i>, and shoes-<i>publish</i>. Have students dress the “student,” putting parts on in the <i>appropriate order</i> according to how steps are sequenced in the writing process. Intermediate: Provide 5 “step” cards with each step of the writing process. Provide description cards that correspond with a particular step. Have students <i>match each step</i> card with the most appropriate description card. Advanced: Have students use key words to <i>describe the steps</i> in the writing process as they dress the cardboard “student”.	<i>Individual</i> Provide each student with a chart like this: <table><tr><th><u>Steps</u></th><th><u>✓ Did I do it?</u></th></tr><tr><td>Pre-write</td><td><i>I planned.</i></td></tr><tr><td>Write</td><td><i>I wrote my thoughts down.</i></td></tr><tr><td>Revise</td><td><i>I made changes.</i></td></tr><tr><td>Edit</td><td><i>I checked for capitals, question marks and full stops.</i></td></tr><tr><td>Publish</td><td><i>My writing is ready to be shared with the entire class, my principal and my family!</i></td></tr></table> Students complete the chart by describing what they did at each step.	<u>Steps</u>	<u>✓ Did I do it?</u>	Pre-write	<i>I planned.</i>	Write	<i>I wrote my thoughts down.</i>	Revise	<i>I made changes.</i>	Edit	<i>I checked for capitals, question marks and full stops.</i>	Publish	<i>My writing is ready to be shared with the entire class, my principal and my family!</i>	6+1 Traits of Writing (*Primary Grades) pages 46-65 Write Source (*Grade 1 Book) pages 14-25
<u>Steps</u>	<u>✓ Did I do it?</u>														
Pre-write	<i>I planned.</i>														
Write	<i>I wrote my thoughts down.</i>														
Revise	<i>I made changes.</i>														
Edit	<i>I checked for capitals, question marks and full stops.</i>														
Publish	<i>My writing is ready to be shared with the entire class, my principal and my family!</i>														

Objective: 3.2 Identify the qualities found in good writing.

Content	Suggested Activities	Suggested Assessment	Resources
There are several traits/qualities found in good writing: IDEAS- Good writers share exciting thoughts and interesting questions. WORD CHOICE- Good writers choose the best words to make clear pictures in the reader's mind. ORGANIZATION- Good writers put their words and sentences in order. SENTENCE FLUENCY- Good writers make their writing easy to read by having long and short sentences. VOICE- Good writers make their writing sound like they are talking to the reader. CONVENTIONS- They also carefully follow the writing rules.	Basic: Have the students to associate particular qualities of good writing with certain gestures or signals. Incorporate the gestures into a game of "Simon Says". (For example, "Simon says find good ideas; Simon says get organized; Simon says choose a good word etc..."). Have students write about their favorite quality and gesture. Intermediate: Have students recite various nursery rhymes like "Old King Cole." Have them discuss the qualities that make the nursery rhyme "good." They should explore how the writer of the rhyme uses the right words to help us picture his/her ideas. Have students draw a picture that illustrates the ideas from the rhyme or act out the rhyme. Have them write a rhyme about a big dilly tree. E.g. Limerick poem Advanced: Have students draw symbols for each writing trait based on the trait's description. Have them justify their choice of symbol verbally and in writing.	<i>Individual</i> Present students with the names of each of the six qualities/traits found in good writing and a description of each. Have them match the traits to their descriptions.	Scott Foresman, The Grammar & Writing Book (Grade 1) Pages 2-22 6+1 Traits of Writing (*Primary Grades) Write Source (*Grade 1 Book) pages 28 and 39 http://www.lantern tree.com/nursery rhymes/nurseryrhyme index.html?gclid=CKrTluOAupkCF ZuF7QodAFUg6g

Objective: 3.3 Use appropriate language to respond to the writing of an author.

Content	Suggested Activities	Suggested Assessment	Resources
It is important for writers to get feedback from their peers so they know if their ideas are clear. When responding to the writing of an author, we can focus on various traits: -the ideas they present, -the words they use to convey these ideas, -the way the pieces are organized, and -how the writing flows from one sentence to another. For good writing we can highlight the fine qualities that are evident. For example, we might say how the writer's ideas are clear and vivid, or how he/she used powerful words to bring the idea to life in the minds of readers. In our responses to authors, we can also suggest ways in which a piece can be made better. It is important to look for what is done right and what can be improved.	Basic: Present students with "quality/trait cards" depicting four traits (for example: ideas, word choice, organization and sentence fluency). Display one trait card at a time and have students talk about the piece (in a whole class discussion) highlighting positives and negatives with reference to the focus traits. Intermediate: Present the class with a piece that is weak in at least three traits. Divide students into groups. Distribute one "trait card" to each group. Have students respond to the piece focusing on their assigned trait. Have students in each group document the group members' responses to be shared in a whole class discussion. Advanced: Present students with a short video clip of an episode of a popular cartoon like Tom and Jerry (this can be retrieved from YouTube). Have them write a review based on the clip. Pair students with a partner and have them read their review to their partner. Partners should respond to the reviews commenting on the ideas shared, the words used and sentence order.	Present students with a list of descriptors for the traits of ideas, word-choice, organization and sentence fluency. After listening to/reading a given piece, have them the descriptor that best represent the piece of writing.	6+1 Traits of Writing (Primary Grades) pgs 55-56. http://www.youtube.com/watch?v=Ermbyl8GngY Write Source (*Grade 1 Book) pages 26 and 27 -Writing trait word cards -Video clip -Internet access

Objective: 3.4 Use a rubric to evaluate writing.

Content	Suggested Activities	Suggested Assessment	Resources																
A rubric lists the qualities of good writing and can be used to help a writer understand how their writing should be structured and what can be done to make the piece better. A rubric can be used to describe or clarify general comments often made about writing. Here is an example of a rubric that explains three general comments (great, good and keep trying): <table><tr><th><u>QUALITY</u></th><th>GREAT!</th><th>GOOD</th><th>KEEP TRYING</th></tr><tr><td><i>Ideas</i></td><td>One topic, interesting details.</td><td>One topic, some details</td><td>Needs one topic and details</td></tr><tr><td><i>Organization</i></td><td>Sensible order.</td><td>Some words and sentences in order.</td><td>Needs order.</td></tr><tr><td><i>Conventions</i></td><td>Follows writing rules.</td><td>Follows most of the writing rules.</td><td>Needs to follow writing rules.</td></tr></table>	<u>QUALITY</u>	GREAT!	GOOD	KEEP TRYING	<i>Ideas</i>	One topic, interesting details.	One topic, some details	Needs one topic and details	<i>Organization</i>	Sensible order.	Some words and sentences in order.	Needs order.	<i>Conventions</i>	Follows writing rules.	Follows most of the writing rules.	Needs to follow writing rules.	Basic: As a whole class activity, have students create a cluster map about what a clean room looks like (show a picture of a clean room). Have students use the cluster map to create a rubric for describing a clean room. Show several pictures of rooms in clean and dirty states. Have students grade the rooms as either great, good or keep trying. Have them justify the grades they give. Intermediate: Project a writing sample that is rich in ideas but weak in the traits of organization and word choice. Model how to evaluate the piece using an appropriate rubric. Project another writing sample and have students work in small groups to evaluate the piece using a given rubric. Advanced: Have students write a short advertisement for their favourite Bahamian fruit (e.g. guineps, dilly, hog plum). Let them swap papers when done, and use a rubric to evaluate the writing piece.	Have students use a rubric to evaluate their own writing or that of a peer.	Scott Foresman, The Grammar & Writing Book (Grade 1) Pages 26; 31; 36; 41 Write Traits Classroom Kit (writing samples) Scott Foresman, The Grammar & Writing Book (Grade 2)
<u>QUALITY</u>	GREAT!	GOOD	KEEP TRYING																
<i>Ideas</i>	One topic, interesting details.	One topic, some details	Needs one topic and details																
<i>Organization</i>	Sensible order.	Some words and sentences in order.	Needs order.																
<i>Conventions</i>	Follows writing rules.	Follows most of the writing rules.	Needs to follow writing rules.																

Objective: 3.5 Generate ideas for writing by participating in prewriting activities.

Content	Suggested Activities	Suggested Assessment	Resources															
Pre-writing activities may involve the use of videos, music, drawings and pictures, read alouds, drama, cluster maps, scenarios, object prompts etc. Pre-writing is the first step in the Writing Process. When you pre-write, you plan your writing. Good writing has strong, solid, interesting ideas. Sometimes arriving at good ideas can be very difficult. Pre-writing activities help authors to get ready to write. There are four steps that we can follow in the pre-writing stage: 1. Think- Talking about ideas is a great way to gather your thoughts. 2. List- Write good ideas when they come to you. 3. Choose- Decide which ideas you will use. Keep your topic in mind as you choose. These ideas must be about the topic. 4. Draw- Drawing helps the writer to further portray details about the topic.	Basic: As a class, brainstorm a list of ideas/words about a given topic. This may be done by putting students in groups and giving each group one minute to come up with as many words as possible about a given topic. At this stage children are encouraged to write more interesting words rather than the usual overused words when communicating their ideas. Following the minute, ideas can be compiled on chart paper and displayed in a prominent place for future reference. Intermediate: Complete a two minute chat with a partner about the topic. Each person has two minutes to say everything they know about the topic. Advanced: Using the ideas/words from the list that was brainstormed, have students use them by writing complete sentences. They can make “chain sentences” using colored paper and join them together to form a chain. The teacher can also decorate the classroom with these sentence chains.	Present students with a picture prompt. Have them get ready to write by following the steps in the pre-writing stage. Students can tick each step as it is completed. PREWRITING CHECKLIST <table><tr><td>1,2,3,4</td><td>STEPS</td><td>TICK</td></tr><tr><td>STEP 1</td><td>THINK</td><td></td></tr><tr><td>STEP 2</td><td>LIST</td><td></td></tr><tr><td>STEP 3</td><td>CHOOSE</td><td></td></tr><tr><td>STEP 4</td><td>DRAW</td><td></td></tr></table> Have students list their 3 best ideas for the topic.	1,2,3,4	STEPS	TICK	STEP 1	THINK		STEP 2	LIST		STEP 3	CHOOSE		STEP 4	DRAW		Scott Foresman, The Grammar & Writing Book (Grade 1) Pages 2-5; 72; 138; Write Source-Grade 1
1,2,3,4	STEPS	TICK																
STEP 1	THINK																	
STEP 2	LIST																	
STEP 3	CHOOSE																	
STEP 4	DRAW																	

Objective: 3.6 Formulate complete sentences using proper word order and appropriate word selection.

Content	Suggested Activities	Suggested Assessment	Resources
A sentence is a group of words. Sentences should make sense. Words should be in the right order. There are three rules that good writers follow. They are: 1. Sentences begin with a capital letter. 2. Sentences end with a mark. 3. Words in a sentence are spelled a certain way. Some sentences tell things. Telling sentences end with a period (.). Some sentences ask questions. Questions end with a question mark (?). When you write you should use both kinds of sentences. <u>Examples:</u> Not a sentence: swings the bat Sentence: The tall boy swings the bat. Not a sentence: Eats lunch. Sentence: The hungry girl eats lunch. Not a sentence: My favorite game? Sentence: Would you like to play my favorite game?	Basic: Read and display on a sentence strip, a mixed up sentence. Ask students what is wrong with the arrangement of the words. Ask students to state how you should have arranged the words in order for them to make sense. Intermediate: Place students in cooperative groups of fives or sixes and give each group a plastic bag with a group of words. Challenge each group to arrange the words to make sense, then write down the sentence they arrange. After each group is finished, they pass their bag to the other group until each group has deciphered all of the sentences. (This can be a timed, competitive activity). Advanced: Have students play a computer game called "Make a Sentence". In this game, students click on pictures to make sentences. The game is free and can be found online. http://www.englishonline.org.uk/beginners/beg1fun2.htm	Present students with a bank of words. Have them select words from the word bank to create sentences. Sentences should make sense and the three rules that good writers follow should be observed.	Scott Foresman, The Grammar & Writing Book (Grade 1) Pages 16-19; 50-59; 168; 92 http://www.englishonline.org.uk/beginners/beg1fun2.htm

Objective: 3.7 Write various paragraphs using topic sentences and supporting details.

Content	Suggested Activities	Suggested Assessment	Resources
Writers use words to create pictures in the minds of their readers. These words are ordered appropriately to form sentences that express complete ideas that make sense. A group of sentences that are used to tell about a particular topic or subject is called a paragraph. As words must be ordered correctly in a sentence, sentences need to be appropriately ordered in a paragraph. The sentence that tells the reader the topic or focus of the idea being expressed throughout the paragraph usually comes first. This sentence is called the topic sentence. The topic sentence prepares the readers for further information or clarification about the subject. The sentences that provide the information or clarification are called supporting details. All details in paragraph should be about the specific topic or subject introduced in the topic sentence.	Basic: Initiate a whole class discussion about flowers. Have students talk about color, texture, size, scent or aroma, where they normally see flowers and how flowers make people feel. During this pre-writing activity, have students create a topic sentence and supporting details about the subject of flowers. These can be recorded on a flower graphic organizer (i.e. petals = details; middle = topic sentence). Intermediate: Provide students with a picture of the lignum vitae and the yellow elder. Have them consider both photos and write a paragraph about one of them. Tell students that the topic sentence for their paragraph must state which flower they are focusing on. The detail sentences must all be related to the flower named. Advanced: After examining a photo of a Blue Marlin, students write a paragraph about how it looks. Tell them that the topic sentence could state their opinion of how it looks. E.g. <i>The blue marlin is a beautiful fish.</i>	Have students circle the topic sentence in their paragraph and underline the detail sentences. Provide students with a topic sentence. Have them write three supporting details for the topic sentence.	Scott Foresman, The Grammar & Writing Book (Grade 1) pg. 216

Objective: 3.8 Demonstrate a grasp of sequential order by writing clear directions and instructions.

Content	Suggested Activities	Suggested Assessment	Resources
We can show the order in which things happen by using time-order words. <i>First, next, then, and last</i> are time-order words. You can put ideas in order by telling what takes place first, next and last. Example: First we all stand at attention. Then the Bahamian flag is raised. Last we sing the national anthem. When we want people to do things sometimes we must tell them how they can get it done. We call this giving instructions or giving directions. E.g. Here are instructions for mailing a letter. 1. Write the letter. 2. Put the letter in an envelope 3. Take the letter to the mailbox.	Basic: Show students large cut-out pieces of the ingredients of a hamburger sandwich. As a whole class activity, have the students correctly assemble the hamburger sandwich. List the steps taken on the chalkboard and number them to show sequential order. Intermediate: Display a picture of a hamburger sandwich for all the students to see. Provide groups of students with each step of making the sandwich on sentence strips. Challenge students to arrange the sentence strips in sequential order to show how the hamburger sandwich is made. Advanced: Have students write explanations of how to make their favorite sandwiches or dishes. Encourage students to write complete sentences and to write and number the steps in their explanation in sequential order. Compile a class cook book and make a copy for each student.	Have students list instructions for purchasing lunch from the school's lunch vendor. Have them sequence the steps in the right order and number them.	Scott Foresman, The Grammar & Writing Book (Grade 1) pgs. 108,114

Objective: 3.9 Compose short pieces of writing using simple forms, and organize ideas in logical sequence.

Content	Suggested Activities	Suggested Assessment	Resources
Good writing has great ideas but these ideas must be organized. Organization is one of the most important traits of good writing. This means that we should always make sure that our thoughts and ideas are in an order that makes our writing easy to follow and understand. Some simple forms of writing include: <u>A list</u>, a group of words arranged in a special order <u>A poem</u>, a group of words, phrases or statements about a topic. <u>A paragraph</u>, 2-3 sentences about one main idea;	Basic: Present students with cards showing the months of the year. Have them put the months of the year in order, beginning with January. As a whole class activity, discuss things that are special about the months of the year and make a list of them on the chalk board. Have students number the items on the list in the order in which they would like to share the details with someone who wanted to know why the months of the year are so special. Intermediate: Have students arrange the days of the week, the alphabet or the letters in their name in sequential order. Have them make a list of things that are special about the days of the week, the alphabet or the letters in their name to create a poem. Then have students share their poems with the rest of the class. Advanced: Display a basketball or any other object of your choice. Invite volunteers to share some sentences about the object. Have the students complete a paragraph with a sentence starter about the object displayed.	Assess students' lists, poems or paragraphs for appropriate sequencing and organization of ideas.	Scott Foresman, The Grammar & Writing Book (Grade 1) Pages 108; 133; 139; 151 6+1 Traits of Writing (Primary Grades) pgs. 100-133

Objective: 3.10 Organize and express thoughts in a logical manner using graphic organizers.

Content	Suggested Activities	Suggested Assessment	Resources					
A graphic organizer is a picture or map of your thoughts and ideas on paper. Graphic organizers <i>help</i> you with brainstorming, planning and the structure of your writing. You should use specific graphic organizers to help with different forms of writing. Some common graphic organizers include: clusters or webs, sensory charts, story maps, 5 W's charts, etc <u>5W Chart</u> Fill in the chart with details that answer each question. <table><tr><td>What happened?</td></tr><tr><td>Who was there?</td></tr><tr><td>Why did it happen?</td></tr><tr><td>When did it happen?</td></tr><tr><td>Where did it happen?</td></tr></table>	What happened?	Who was there?	Why did it happen?	When did it happen?	Where did it happen?	Basic: Give each child a <i>cluster/web</i> form. Have each student write the name of his/her favourite cartoon character in the centre of the chart. Then have them complete the chart by adding details around it. Intermediate: Give each child a <i>sensory chart</i> with a symbol and word representing each of the five senses. Have students brainstorm for ideas about their favourite place. Then have them complete the chart by writing a word that describes something they see, <i>smell, taste, feel</i> and/or <i>hear</i> in that place. Advanced: Have students work in pairs to write about a particular community helper such as a nurse, police officer, doctor, etc. Give each pair a <i>5 W's chart</i> (a chart with rows labelled: Who? What? When? Where? & Why?) to brainstorm ideas about their topic.	Evaluate students' sensory charts to see if they wrote words that appropriately describe each sense. Check students' webs to see if they wrote appropriate details that relate to their favourite character. Assess 5 W's charts to see that details are specifically related to the topic chosen.	Write Source (*Grade 1 Book) pages 248-253 www.myhrw.com/nsmedia/intgos/html/ig_lessons.htm www.kimskorner4teachtalk.com www.eduplace.com/graphicorganizer/s/index... www.educationonline.com
What happened?								
Who was there?								
Why did it happen?								
When did it happen?								
Where did it happen?								