

LANGUAGE ARTS

ACKNOWLEDGEMENT

The Curriculum Development Unit is grateful to the following for their contribution in the realisation of the New Language Arts Curriculum Guide.

- Department for International Funding(DfID) consultant Lindsey Howard
- Curriculum Unit: Senior Education Officer –Nicholas Goldberg, Language Arts Officer – Cynthia White-Linton
- the Principals of the following schools:

St. Martin's Primary	Marigot Junior
Roseau Primary	Roseau SDA
St. Lukes Primary	Atkinson Primary
Penville Primary	Tete Morne Primary
Newtown Primary	Goodwill Junior

for releasing certain members of their staff on a regular basis to assist in preparation of curriculum material.

Ferne Brumant (Learning Support), John Bleau (consultant), past teachers and principals.

- Members of the Language Arts sub-committee:

Frances Toussaint -St. Martin's Primary School	
Muta Matthew-Atkinson Primary	
Philma Ambo -Roseau Primary	
Pastora Mills-Goodwill Primary	
Ivonja Isles-Roseau SDA Primary	
Cassandra Lavinier Tete Morne – Primary	Sarah Abraham/ Ettiene-Massacre
Theodora Hamlet – Marigot Jr.	
Jacinta Marcellin -Penville Primary	
Shermaine Bardouille- Newtown Primary	
- Teachers who participated in the Language Arts workshop during vacations, 2006 and who submitted items.
Muna Abraham, Karen Richards, Brinella Telemacque, Jistine Henderson, Pastora Mills, Joan Aaron
- Persons who assisted in the final draft and proofing of the Language Arts Curriculum:
General Editor- Raymond Henderson, Donna Klarin, Ted Serrant, Max Andrew, Secretaries - Ms. Gordon, Ms. Moses, Ms Matthews, Ms. Laville

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

K YEAR SUMMARY

TERMS	THEMES	TOPICS	TIME(WKS)/ hours (approximately)
FIRST TERM-Michaelmas September -December	1. Celebrations 2. Family	1. Family Traditions 2. Culture /Independence 3. Festivals of Light 1. Members of our Family 2. Family Needs 3. Things we do as Family	2 weeks/~ 10 4 weeks/ 20 1 week/5 3 weeks/15 2 weeks/10 1 week/5
SECOND TERM-Hilary January – March/April	3. My Body 4. All About Water	1. Parts of My Body 2. I Love Myself and Others 3. Protecting Me 1. Where Water Comes From 2. How We Use Water	2 ½ weeks/12 2 weeks/10 1 week /5 2 ½ weeks/12 2 ½ weeks/12
THIRD TERM-Trinity April – July	5. Travel 6. How Agouti Lost its Tail	1. Land, Air and Water 2. Going Places 1. Animal Farm 2. Wildlife and the Environment	4 weeks/20 1 week/5 4 weeks/20 2 weeks/10

GRADE K: CONTENTS OVERVIEW

Themes	Introductory	Pre-listening	Phonics	Pre-reading	Speaking	Reading	Vocabulary	Punctuation	Grammar	Writing
Celebrations	Song		Rhymes	(all)	Story-telling	reads words	Sight words	Full stops	Use of words "To Be"	Building words
	Poems		Initial sounds		Read aloud	letters and sounds	High frequency words	Capital letters		Labeling
	Jingles		Blends		Talk about pictures	read text	New celebration words			Uppercase letters
										Lowercase letters
										Graphic organizers
Family	Role play		Rhymes		Story telling	Choral reading	Unfamiliar words	Capital letters	Past tense	Story writing
	Drama		Phonemic awareness	Building words	Poems	Songs	Rhyming words	Full stops	Present/past continuous	Poems
	Song		Initial letter sounds		Oral expression	LEA	Sight words			Regular verbs – is/are
					DLTA	Action words				Handwriting
						Reading simple sentences	Naming words			
My Body	Songs	Listen to songs	Final/initial consonant		Oral expression	KWL chart	Naming words	Capital letters	Plural nouns	Labeling
	Poems		Sounds			Letter recognition	Sight words	Full stops	Synonyms	Simple sentences
	games	Giving instructions	Rhyming words	Story telling		Matching words				Proper nouns

Initial letter

Short vowel
sounds

Alphabet
names

Adjectives

Antonyms

Preposition
s

pronouns

Alphabet
formation

drawing

	Introductory Activity	Pre-listening	Phonics	Pre-reading	Speaking	Reading	Vocabulary	Punctuation	Grammar	Writing
All	LEA		Consonant sounds	Right them	dramatization		Make own words	Capital letters	Adjectives	Drawing
About Water	songs		Rhyming words		story telling	DLTA		Full stops	Verbs	Sentence making
	poem		Final/initial letter			Oral compre	Read labels		Has/have	Journal handwriting
	field trips		Rhymes							Letter formation
	resource person									
	video									
Travel	Resource person	recorded	Initial sound		Oral expression	Story telling	Matching words	Capital I	Preposition	Tracing
	Role play stories		Letter recognition		Alphabet names	Using simple sentences	Environmental print	Full stop	Past tense of regular verbs	Journal
	Field trip (LEA)		Consonant blends		Debate	IAE	Sight words		Plural of nouns	Sequencing
			Initial letter sound		Retell stories	Read words	Building words		Verbs To Be To Have	Write words
						DLTA				handwriting
						LEA				

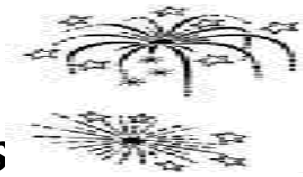
How	KWL – resource	Animal sounds	Alliterations	Oral expression	Poetry	Matching words	Capital letters	Use of apostrophe 's'	Sequencing pictures
Agouti	persons		Rhymes		LEA chart				
Lost	Field trips	Songs	Initial or medial short sounds	Telling stories	Names/ Places (nouns)	Environmental prints	Full stops	Adjectives	Sentence writing
Its Tail		stories	Short vowel sounds eg. l	Drama story telling	Story grammar	Sight words		Action word	Sentence structure
				think and search questions		Vocabulary development		Use of is/are 3 rd person singular	Journal writing
				right there		LEA words		Antonyms	
								Plural nouns	

SUGGESTED THEME OUTLINE 1

CELEBRATIONS

**Attainment Targets 1 – 3,
Learning Outcomes 1 – 5**

		<u>Sessions/hour</u>
1.	Family Traditions	
	i. Off to School	1
	ii. Birthdays,	1
	iii. Weddings,	1
	iv. Carnival, Emancipation	3
	v. Christmas	5
2.	Independence culture	
	i. National Symbols (songs, pledge)	4 3
	ii. Dress	3
	iii. Dance	4
	iv. Food	5
3.	Festivals of Light	
	i. Christmas	3
	ii. Divali	1
	iii. Hanukah	<u>1</u>
		35 sessions



THEME: CELEBRATIONS

TERM I

TOPIC 1: FAMILY TRADITIONS

TOPIC 2: CULTURE & INDEPENDENCE



TOPIC 3: FESTIVAL OF LIGHT

TIME: 30-35 sessions

CURRICULUM LINKS

MATHEMATICS (colour, size, shapes, how many), SCIENCE (healthy choices)
SOCIAL STUDIES (clothes, food, festivals) AGRICULTURAL SCIENCE (what do we
grow/produce for celebrations)
HFLE (healthy lifestyles), VPA (movement, songs and rhythm, folklore)



CELEBRATION THEME SKILLS

Listening and Speaking




- show and tell (using simple sentences)
- Retelling and dramatizing familiar stories(past tense)
- Following simple directions/instructions
- Self-directed Activity-learning center
- Phonemicawareness-
- ,oral discrimination (initial sounds b,f,m,c,d,r and vowel a)
- Vocational ideas/ Role play party, celebration activities
- Class visitor/resource person/field trips
- Rhymes and rhythm-loud and soft sounds

Reading

- Recognizing letters of the alphabet
- Matching words with pictures
- Telling story from picture (sequencing, present tense)
- Categorisation (objects, shapes, similar and different etc.)
- Visual discrimination of alphabet names, letter recognition
- Read sight words (e.g days of week environmental print/labels)
- vocabulary development (names, words from readers)

Writing

- Tracing lines
- Joining dots
- scribbling
- Writing-Formation of letters, names
- Journal writing

<p style="text-align: center;"> CELEBRATIONS</p>	<p>RESOURCES</p> 
<p style="text-align: center;"></p> <p>OFF TO SCHOOL-FIRST DAY SCHOOL CELEBRATION</p> <p>RECOUNT [3.3] Have a first day of school celebration. Involve parents. Have juices, fruits, cake and sandwiches... At the end of the day RECOUNT, WRITE and allow students to DRAW about the day. Take pictures of students and create a class book.</p> <p>Discussion(KWL) [1.1,1.2,1.4,2.1 , 2. 1,3.1] Have children talk about celebrations. Why do you want to celebrate coming to school?</p> <ul style="list-style-type: none">▪ Prepare a party/celebration corner▪ Talk about coming to new school as a celebration.▪ Introduce self and allow children to introduce themselves▪ Sing welcome song▪ Have children create a celebration. Draw things needed.▪ Talk about the best day for the celebration.▪ Repeat the days of the week.▪ Students use flash cards to match the days on the Days of the Week Chart. <p>🔴 EVALUATION: Match flashcards with chart (days of the week)</p> <p>🔴 Colour balloons for decorating classroom (red, blue, green and yellow)</p> <p>Alphabetical order/Name identification. [1,1,1.3,1.4 2.1,2.2, 2.3, 2,4,3.1]</p> <ul style="list-style-type: none">▪ Sing the alphabet song. Ask children whose names begin with called letters▪ Attach first-name tags on each child's desk (can be traceable.)▪ Teacher traces foot prints/hand prints with names written and children select their own names.	<p>Days of week chart</p> <p>Student name tags</p>

- Children identify their names on news items and Language Experience Charts.
 - Children sing **song** "My name is ... what is yours? While singing, they point to their individual names on desk or on bags, walls, charts.
 - Create several cards with each child's name and play "Cup and Saucer": Can include teacher's name.
- Version 1: Lay out all cards, right side up. Children one-by-one pick a card and if they can "read"/recognize his/her name, they keep the card. At end of game return all cards to the deck.
- Version 2: Lay out cards backside up. Children take turns turning over a card, and if they can recognise their name, they keep the card.
- Version 3: As #2, however if a children can recognise/read the name on the card they turn over, they keep the card.
- This game can be played daily and repetitiously until children recognise own name and those of classmates.
- Additional ongoing name activities:



EVALUATION:

- Show children the proper way to hold a pencil, position paper. Write children's name on a sheet of paper. Have them trace/copy/"write" own name with coloured markers to make a rainbow effect.
- Play/match name cards on own or in small groups
- Children search for their names from among other name cards.
- Children sing **song** "My name is ... what is yours? While singing, they point to their individual names on bags, walls, charts.



Word recognition: Days of the Week / verb "to be" [1.1,1.2,1.4,, 2.1,2.4, 3.1]

- Sing song-"Today is Monday"- as teacher points to the days on a chart.**
- Make a chart and word cards for the days of the week. Allow children to match the cards to the chart.
- Play days of the week game: Children are given a day of the week (card). Teacher calls on the day of the week and all the children with the matching card form a group - **word recognition**.
- Children match the days of the week to picture representing the activities that take place on the various days.
 - E.g. Rhymes:
 - On **Sunday** hit the church bell etc.
 - First Day of School is **Monday**.
 - Children will repeat sentences to tell the sequence of days
 - pointing to the words as they do.
 - Teach the **verb, "to be"** orally:

e.g.

Today is Monday

Tea cup and saucer
name cards

Name tags, markers
Plastic letters

Days of the week
chart
Letters
Sandbox

Yesterday was _____.

Tomorrow will be _____.

Song. (1) Today is Monday.

We come to school on Monday



EVALUATION

Children trace one word, e.g Monday

Matching exercise-This activity should be continuous throughout the year.

Children write first name in lower case with a capital letter to begin as an ongoing task throughout the year.

Similar activities may be adapted for months of the year

Develop morning circle time. Use chants/songs to re-enforce learning across the curriculum.

Word recognition/high frequency words/sequence: learning days of the week [1.1, 1.2, 1.4 , 2.1, 3.]

Storytelling/Parts of a book/prediction: what happens next[1.2, 2.1, 3]

- Find and present a story that tells about people celebrating (e.g. birthday/festival of lights): Introduce the book by showing the cover-- Read and show title, author's, illustrator's name.
- Show cover and/ or a few pictures and have students predict what the story will be about.
- Read and stop at critical points in the story to allow students to predict what will happen next, then continue and verify children's predictions.
- At end of story question children about who/characters in the story, where/setting, what/plot.



EVALUATION : Provide book cover frame for colouring.

Recounts/retell

Prepare a wall display/clothes line area in the classroom :

Teacher reads a story aloud to class.

Ask children to recall the story: who, where and what they liked most about the story.

- Ask children to recount times that they celebrated something.
- With the children's, name various types of celebrations. Write celebrations on charts.
- Children activity: Each child draws a picture about one part of the story that they remember or like the most.



EVALUATION: Allow each child to talk about his/her picture and what it represents. Make and attach a word strip under each picture that has the child's first name and the name/kind of celebration e.g. Steven – Birthday.

Display/hang the pictures and leave them on display.

Story book/Big book
Book covers

Vocabulary/ word identification/ word web[1.1, 1.3, 2.2, 2. 3 ,2.4,]

- Choose one celebration, e.g. birthday and create a KWL chart.
- Let children ask and answer questions: What do they know about birthday celebrations? Why do people celebrate birthdays? What do people do at the celebration? What do they eat? Who attends? What do people sing?
- Display alphabet chart/poster.
- With children, “read” celebration drawings on display and teacher makes a list of all the kinds/names of the celebrations as written on web
- Ask for additions to list, put first letter in coloured chalk. Post list for future referral.
- Allow children to “read” each other’s pictures and names.
- Read **words** in print, allow children to read with teacher.
- Have children name items in pictures. Words are placed with picture.
e.g. balloon



EVALUATION

Present sentences with pictures. Allow children to replace pictures with given words.

Trace around balloons for hand coordination activity.

Storytelling: Narrative analysis/story grammar/article is, the,[1.3,2. , 3. 1, 3. 2]

Introduce the book cover, author, illustrator; predict contents based on cover and picture;

- Have students look at the picture on the cover of the story. Read the title aloud and explain that the story is about...
- While reading stop at critical points in the story to allow children to predict what will happen next, record on chalkboard then continue and verify children’s predictions.
- Periodically stop and ask questions, check for understanding.
- Learn new vocabulary words and ask children to find the words in various subject areas. , follow print left to right with finger or pointer (emphasize letters, words, and spaces).
- At end of story, question children



EVALUATION

Colour pictures from story

Draw lines from left to right to develop hand/eye coordination.



EVALUATION

Allow students to complete a worksheet with round letter formation e.g. a, d, c

KWL chart

Story book/Big books

Descriptive language (adjectives)KWL/sounds/opposites [1.2, 2.5, 3]

Read the story, "The Ants Party" or similar party story

- Ask/discuss with children if they would like to celebrate the beginning of school, and how they might do that.
- Have children share what they think would make a good celebration in descriptive specific language and teacher records the data creating a list/chart of words with picture that children suggest: e.g. What they would like to do, eat, play, sing, dance? What special hat/sash they might wear? Who they would invite? How they would decorate the room? etc. Refer to the previously made KWL chart for ideas e.g. birthday: red balloons. What sort of music would you play? Express their opinions of parties, festivals, etc.
- Teach Loud/soft, noisy/quiet (music), happy/sad, etc. as opposites
- Refer to children's drawings of celebrations. Allow students to "read" each other's celebration drawings for ideas.
- Hang new list/chart, "read" and review.
- Refer to and "read" chart for planning of your class kindergarten celebration. Add to chart as children have new ideas.



EVALUATION: Ask children to draw a picture of themselves all dressed for the celebration. Draw the face they would wear. Allow them to show to class and describe what they would wear.

Numbers 1-5/ description (nice, sweet, tasty, red candles, pretty).

Present a picture of cake with candles

- Ask who likes birthday cake. When does someone/you get a birthday cake? How do you/ they feel?
- Talk about birth months (e.g. who was born in the month of September)
- trace and colour picture of birthday cake
- Sing 'Happy Birthday'.
- Count candles for the age of the children in class (5, 6, or 7 years) and write the number and word.
- Talk about experiences during birthday celebrations.
- Post chart with cake for marking names of children as birthday month's progress.



EVALUATION:

Have students draw a cake with the number of candles to represent their ages. Trace their names onto the cake. Recognise birthdays of children as the year progresses...celebrate whenever possible.

Address Identification/Reading environmental print/Transferring data:[1. 1, 2 .3, 3.3]

- **Sing "Where do you live?" (2x)Teacher writes addresses of community on flash cards. Each student identifies.**
- Create an invitation card by photocopying a frame.
- Allow students to talk about their village/town/community

Book – The Ant's Party
Word cards – opposites
Coloured crayons etc.

Picture of cake with candles on it

- Write names of communities on chalkboard and read with students
- Teacher allows the students to post invitations to other children in the classroom.



EVALUATION:

- Students identify their names and addresses through pointing on the wall, desk or in matching game.
- Have students decorate, "write" and "address" an invitation to a party.

Letter recognition, initial sounds and formation of letters. Have children identify lower case and upper case letters. [2 LO 3]

Teach one (1) to (2) letters per week according to the ability of the class. *return to this throughout the year.

Some ideas include: non-alpha:

- Introduce letters one at a time (sometimes this is done one per week according to ability of class.
- Sometimes it is best to teach lower and upper case letters separately unless upper and lower are the same.
- Trace and make straight lines and then trace and make straight line letters: l, i, t, k, v, w, y, x, z,
- Trace and make circles and then curve letters: o, c, s
- Trace and make lines and same directional circles together: e, d, a, g, u, q, f, h, n, m, b, p, r, j,

Some ideas for teaching letter formation: Use full body exaggerated motion in the air, trace big letters in sand/on a wall chart, make and trace tactile sand letters, finger paint trace letters. Dance to shapes of letters or use background music to create movement.



EVALUATION: Copy the letter of the day. Trace patterns

- Match the pictures provided with word which shows the correct initial letter (_all).
- Use a big book to tell a familiar story or story with repetitive patterns e.g. 'Chicka Chicka Boom Boom' allow students to point out letters.
- Discuss alphabets in story.
- Make and/or eat a food beginning with the letter e.g. l = lollipop , a=apple
- Teacher dresses in a costume e.g. nurse, baker

Initial /s/ S/ Phonemic Awareness [1.,2., 3.]

Sandbox
Letter chart

Big book costumes

Associate visual and auditory information and use phonetic analysis with the letter 's' in the initial form.

- **Present an object or picture beginning with a letter e.g. 's'.**
- Have students identify the object and give the **initial sound**. Have the students say the /s/ sound with you and tell them to repeat each time they hear it.
- Present story, e.g. "Sally sat on her seat" making use of picture/context clues.
 - e.g. Sally sells something that you wear on your feet (Sandals or socks). See Sally in the sun
 - Teacher calls words in pairs, students repeat both words then say which begins with 's' e.g. (Sun, Pins)
 - Sing song "*Sally Seal*" then have the students clap the number of words in each line
- Allow students to name other words that begin with the letter 's' e.g. students names, days of the week, objects in the classroom.
- Play a shopping game for items beginning with 's'. Write lower and upper case letters (Ss) words in basket and have children pick the correct one from among other words.
- Present the letters on a card. Have students **associate letter and sound** e.g. the sound of 's' is sss as in sun, soap.



EVALUATION:

Play the game "I spy".

Circle words beginning with s on worksheet.

Present the letter 's' among other letters. Allow individuals to identify and circle the letter.

Ask the children to write the letter that stands for the sound /s/ that they hear at the beginning of the word *sad*.

N.B. Teacher must ensure that there are sufficient concrete objects in the classroom to use with the letter she/he is doing.

Oral Reading comprehension: Main idea [1., 2. , 3.]

Read story/present illustrations about birthday party

- Have students look at the picture on the cover. Discuss the details.
- Ask questions to individual students about Main idea in story.
- Make an announcement of a birthday party.
- Teach **initial sound 'b' 'f'**. sand writing, air writing, worksheets. (birthday, bake, big, fun, fat, fig)
- Read and write high frequency words, from story, related to birthday.
- Ask students for possible titles/main idea of the story in a sentence

Ongoing practice

Letter cards

Story with pictures/big book sandboxes



EVALUATION: Have students identify the main idea, orally, from given options on sentence strips that teacher reads.

Put an X on the picture that does not belong to the story.

Children write patterns to copy movements of up and down to finish patterns.

WEDDING CELEBRATIONS

Supplying ordering/ initial letters/probable sequence [1., 2.2, 2.3, 3. 2]

- Present wedding pictures (photo album).
- Talk about weddings as celebrations and allow children to share experiences about weddings.
- Sing a wedding song *'Here comes the Bride'*.
- Role play 'wedding part' of Cinderella story.
- Allow children to give simple explanations of why certain things happened in the story.
- Teach initial sound 'm', 'c', 'l' (marry, May, celebration, Cinderella)
- Teach high frequency words beginning with 'm' Read 'Cinderella' story – complete words with letter m/c

Follow similar activities for teaching other celebrations



EVALUATION

Draw part of the wedding .

Shop from the Prince's bag for words. When the initial letter is found child calls it out

INDEPENDENCE

Vocabulary Development/writing labels/. [1.3,1.4,1.5, 2.1, 2.4, 3.5]

Prepare objects and pictures for *Show and Tell* using items related to independence.

- Label items. Talk about likes/dislikes. Have children work in groups around the different corners/stations to reinforce concepts.
- Prepare simple crafts (cup doll with Madras)-have students **identify shapes** square, round-from corners.
- Set up 'Independence Corner' (food, clothes etc).
- Present national symbols (real and pictures) and help students understand symbols.
- Write labels and read aloud (flag, independence,
- Have children colour in parrot on paper flags and talk about what the emblems stand for. Post flags on stick or string to display.
- Listen to National Anthem music and begin to learn the first stanza.



EVALUATION: Show words on cards and let students identify things that belong to National Celebration. Identify the

picture that does not belong.

Sentence strips

Wedding pictures

Craft items
National symbol
pictures
Dominica flag
Cassette of National
Anthem

Interviewing skills [1.2, 1.3, 1.5, 2.4, 3.4, 3.5]

Invite a resource person to teach a simple traditional dance

- Talk about Independence dances and develop vocabulary using LEA.
- Prepare questions with children to ask the resource person. Allow children to interview person. Have children talk in simple sentences.
- Teach initial **sounds** 'd', 'r' .dance, Dan/ran, rest etc. by using riddles.



EVALUATION

Complete Early Identification Checklist

FESTIVAL OF LIGHTS

Set up Christmas tree in the corner OR place candle stands. Display foods used at Christmas.

[1.1, 1.3, 2.4, 2.5, 3.3, 3.4]

- Listen to Christmas story and answer questions about story.
- Talk about the origin of Christmas.
- Have children talk about what they like/dislike about Christmas.
- Act out a celebration
- Make a Christmas card and write a Christmas message e.g. Merry Christmas to mummy/daddy
- Teach letter sounds beginning with 'g', 'h'.
- Teach songs while children visually discriminate between letters (g and j) (h and l).

(glad, gift, God, give/hand happy, holiday, help, home)



EVALUATION

- Circle pictures to discriminate between sounds. Answer questions and talk about the celebration in pairs.
- Have a show and tell. Ask questions about foods
- Listen to Christmas song – sing along. Complete cloze sentence:

I like _____ at Christmas time.

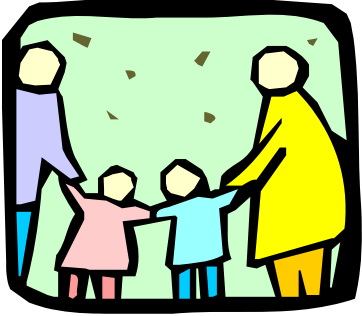
(Encourage children to draw a Christmas food). Read completed sentences aloud.

Christmas tree
Christmas cards
Paper/card
Crayons

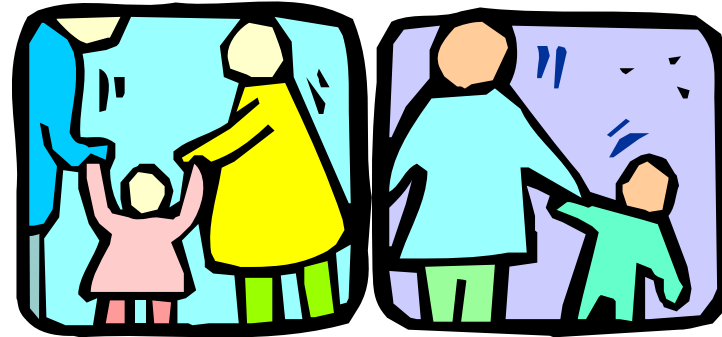
ONGOING ASSESSMENT	RESOURCES
<p>Match letter ID/sound ID checklists Phonic worksheets Writing samples Observation for oral: retelling, sequencing, comprehension -discussion and Participation</p> <ul style="list-style-type: none"> - handwriting, letter formation - clarity in speech <p>copying spelling</p> <ul style="list-style-type: none"> . Sequencing patterns and pictures . Phonics initial sounds <p>. Verb to be</p> <p>Listening to teacher, one another, to stories, rhymes, riddles</p> <ul style="list-style-type: none"> . Tell a story from picture . Ask questions aloud and clearly . Talk about past using 'ed' . Describe colours, shapes, objects . Retell stories/Act and predict out comes . Pre writing tracing copying letter, shapes and patterns formation of all lower case letters (capital letter, full stop) 	
<p>End of Theme Assessment</p> <ul style="list-style-type: none"> • Big Book Alphabet Book with Celebrations e.g. A= anniversary B=birthday C = cake • Making a simple class dictionary • Create a class story book with children's illustration • • Make birthday cards, weddings and Invitation cards 	

THEME 2: FAMILY

TOPIC 1: MEMBERS OF MY FAMILY



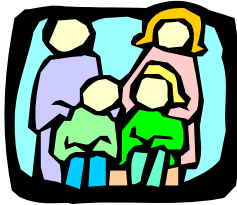
TOPIC 2: THINGS WE DO IN OUR FAMILY



TOPIC 3: WHAT FAMILY NEEDS

TIME: 5 weeks

CURRICULUM LINKS: **Mathematics** (size, shapes, colours, number order), **Science** (body parts, care), **Social Studies** (history, family tree), **VPA** (music and rhythm), **HFLE** (relationships)



THEME #2 FAMILY: SKILLS

Listening and Speaking

show and tell
 role play family activities
 Retelling familiar stories-past tense of regular verbs (Little Red Hen baked)
 Telling story from picture-simple continuous tense (cleans, cleaning/feeds, feeding)

Phonemic Awareness-, oral discrimination (initial sounds continued) Self-directed Activity-learning center(Family/House Corner)

Vocational ideas/ miming telephone and other conversations,
 Class visitor/resource person
 Songs/ rhymes
 Tally Marks, Counting how many 1-5
 Talking about emotions, feelings, courtesy


Reading

Matching words with pictures/word association
 Categorisation
 action words(clean, work, feed, play)/ naming words(mummy, daddy, brother, sister, etc.
 Personally significant words (names, words from readers)
 reading simple sentences
 KWL-resource person
 Visual discrimination of alphabet names, letter recognition
 Visual discrimination-shapes in pictures
 Environmental print/labels
 High frequency words

Writing

Tracing
 Journal writing
 Tally Marks, Counting how many 1-5
 Drawing
 Create a family tree

FAMILY

<p>Members of our family</p> <p>Suggested Activities</p>	<p>Resources</p> 
<p>Continue with family Celebrations such as birth of new baby, birthdays, anniversaries, etc</p>	<p>Family pictures</p>

Vocabulary Development/labelling [1.1,1.2,2.3, 2.5,3.1,3.2]

Have children bring family pictures, have a poster with family

- Talk to others about their family – **mummy, daddy, sister, brother.**
- Sing the song, “With Jesus in the Family” or “I’m Very Special”
- Let children copy the names of members of their family on pictures
- Create mobiles to decorate wall frieze



EVALUATION

Colour using crayons, pictures of the family. Write the word “family”.
Provide puppets or make paper bag puppets and act out members of the family.

Naming words(nouns) /short vowel sounds ‘ a’ as in axe, ‘o’ as in mop, []

Name things needed to carry out activities/chores at home, observe picture of tools e.g. To mop the floor – pail, mop, water, soap.

- Children will make drawings then write the names of the objects drawn.
- Present picture card with drawing of apple, axe etc.
- Call a list of words. Let students repeat the word or stand when they hear the ‘a’ sound
- Teacher repeats two words. Children listen for the /a/ sound. Clap when the sound is heard



EVALUATION: Complete an exercise with pictures. Children circle the picture with the /a/ sound from a list.

Reviewing Initial a []

Teacher presents pictures of pets (children bring pictures) and allows children to talk about their pictures.

- Children draw their pets.
- Clap the following syllables: ant, alligator, apple, and anteater. Ask, “are any of these pets?” Ask students what they notice about the sound.
- Hold up a card with the letter Aa, tell children the sound /a/. Ask them to make the sound the dentist asks for when he wants to see in their mouth-“ahhhhh”
- Have volunteers circle the beginning of words that say /a/. Write: Ann and Nan saw an ant at the park.
- Write other pets: dog, bird, fish-tell children that these do not have an /a/ sound
- Use ‘Anancy story to illustrate how family can be happy, sad etc. Make the sad sound “ahh”
- Recite the Poem, “Mary had a little lamb” and talk about how Mary might feel if...



EVALUATION: Create a simple rhyme with children using words that rhyme with ‘at’ and ‘an’-allow them to use nonsense words.

Talk about values from the stories. How might you feel if you were bullied? Cheated? etc

Pictures of household items

Role play of family scene e.g. role of mother, father, family members/action words [1.1, 1.2, 2.1, 3.1, 3.2]

- Talk about what family members do.
- Describe the tasks. Talk about how you can help at home.
- Teacher writes **actions** on the board.
- Write one sentence about the drawings showing task of family members (daddy feeding baby, mummy bakes cakes etc.)
- Talk about drawings
- Finger play (make a hand chart)
 - Thumb – This is the father who brings us the bread
 - Index finger – This is the mother who puts us to bed
 - Middle finger – This is the brother who plays with a ball
 - Ring finger – This is the sister who plays with her doll
 - Small finger – And this is the baby the smallest of all



EVALUATION Trace hand, join the dots, worksheet – label “**family**”.

Paint finger people onto sheets. Label them and make finger frieze for class wall.
Match family members with the task that they may most likely perform.

Emotions/Predictions of story(DRTA) [1.1,1.2, 1.3,2.1, 2.2, 3.2]

Create “house” activity corner

- Read the story of *Goldilocks and the Three Bears*, discuss and return to predictions
- Use wooden spoons with happy face/sad face to show emotions of Goldilocks
- Allow each child to role play how to answer the phone, introduce someone coming to the house etc.
- Present opportunities for pretend play, have children talk about each family member, telephone conversation, role play emotions.
- Children give simple sentences about how they feel about the story.
- Teacher writes simple sentences about roles of family (scribble own writing about family) as children read together and individually.



Evaluation: Observation of children at play. Complete *Early Identification Checklist*.

Retell/Sequencing [1.1, 1.2, 1.4,2.1,2.3, 3.1, 3.5]

Author’s Chair: Have children stand in front of class, or sit on chair each given the opportunity to talk about **himself/herself** and the story

Drawings, pictures of family members working

Book with story of ‘Goldilocks and the three bears’
Telephone/cellphone

- Other children ask questions to students in chairs (teacher models first) students copy names.
- Use a frame " My name is -----"
Song - 'Oh I'm very special' (bring in names of students or family members)
- Use seed instruments to shake to rhymes and rhythms made in class
Or
- Song - 'Everybody has a name' (children will say their names)
- Children will recall and retell the story of Goldilocks in two or three events in sequence, e.g. What happened first, next and finally.



EVALUATION: Retell their favourite part of the story. Place three pictures in correct story order.

Children talk about what they did at home e.g. for the weekend. Past tense verbs/recall and retain information [1.2, 1.5, 2.1, 2.3, 2.5, 3.1, 3.2]

- Children use appropriate sentence structure e.g. past tense, present/past (last week raked, climbed, "On Monday mummy baked / bake a cake').
- Teacher creates list of action words.
- Children play chain game; 3-4 children in a group (Mary walks to school: Mary walked to school)
- Given an oral message, each child will relate the message to take to another student.



EVALUATION:

Write a journal and draw pictures to show what happened in pictures.

Talk to teacher about an activity performed yesterday e.g. Today we wash our clothes but yesterday we _____our clothes. Use checklist to observe use of past tense verbs

Categorise present and past tense activities



EVALUATION:

Teacher begins a story and children complete the story.

Describe a situation and allow students to predict possible outcomes e.g Little Red Riding Hood

Role-play activities to show good morning, good-bye, good night, thank you. Dialogues/making announcements [.2, 1.3, 2.2]

Using picture of wolf and little Riding Hood, what might she have said to him? What do you think she would say to Grandma?

Song - 'We say thank you, we say please'

Poem - 'Only one can talk at a time'

Pictures of wolf and Little Red Riding Hood

- Present opportunities for children to make announcements/role play certain situations
- Children ask/answer questions from peers based on a family picture brought in.
- Complete puzzles of situations



EVALUATION: Speak in simple sentences. Ask questions in correct format. Make a simple announcement e.g “Only one person may talk at a time!”



THINGS WE DO IN OUR FAMILY

Explaining simple tasks

Children will take a field trip to observe / visit home in the community/view a video/LEA/verb ‘to be’ [1.1, 1.2, 1.3, 1.4, 2.1, 3 .5]

- Children will observe what each member of the family does. Children will ask questions to each member of that family. Use a variety of verbal and non-verbal skills.
- Imitate characters and delivery of speech
- Give each child a chance to share home experiences as to what they each do at home. Children explain how certain tasks (chores) are done e.g. washing a cup.
- Children arrange pictures with order of chores (e.g. making the bed).
- Supply appropriate endings to a given activity e.g. (Mother has the broom, she is sweeping.) Use of **is** – verb.



EVALUATION: Teacher records the students’ voices as they deliver an explanation of how a task is done.

Children dramatize a situation.

Complete an activity in workbook using captions, “This is mother.” “This is a house”

Categorisation/Initial letters/Listen to story of *Goldilocks*, answer questions

[1.1, 1.2,1.5, 2.1, 2.2 3.1, 3.2]

- Name objects in their group order e.g. things found in the kitchen.
- Given an activity sheet, children will make drawings of objects found in kitchen, bedroom, living room and dining room. Circle the odd one out.
- Have children complete worksheets - matching objects.
- Write the letter nN on the chalkboard and say /n/. Practice with various letters, e.g. Nick is our new neighbour. Invite a child to circle the letter Nn

Pictures/drawings of persons doing household chores

Activity sheet

- Give the initial sound of each object written.
Children will write the missing initial letter e.g. Nn for **nice** porridge



EVALUATION

Group objects and place under group headings e.g. kitchen [cup, spoon, pot]
Write the letter Nn or any other letter formed.
Ask children to give words beginning with Nn.
Complete the sentence by adding Nn. Neil has a new nose.

Give words that show action. Children will model/role play

what mother, father, brother, sister do at home. [1.1, 1.2 2.2, 3.1, 3.2,]

- Children will identify the actions from miming activity.
- Allow them to raise hands to answer
- Children copies names of actions shown e.g. iron, sweep, wash, cook mop, comb, as teacher makes word list.
- Sing song: 'This is the way we scrub the floor'. Have each child mimic the action.
- Presented with action drawn on a card children will give sentences using the action word. Teacher asks what each is doing in the picture e.g. What is mother doing? Mother is ironing.
- Action song: *'Everybody does this just like me or Who is in the Ring, Punchinella'*



EVALUATION: Flash cards of each action as they display the action. Complete an activity sheet.

Asking questions/

Observe picture of family going on a picnic (e.g.beach/ river). Children talk about the picture and link ideas to their own personal experiences.

- Children will ask questions to speak in correct manner e.g. When did you go? How did you feel?
- Give names of things they saw on beach e.g. shells, crab, sand, water.
- Give initial sound of words.
- Colour beach scene using red ball, blue sea, green tree, yellow sand
- Teacher gives initial sentences children will give words to complete e.g. 'I went to the picnic/beach. I had a basket with some sandwiches'/fish/cake".
- Each child gets a turn to give name of object in the basket.



EVALUATION: Teacher labels as children identify objects. Circle odd object from group

pray

Picture of family outing/picnic

Poster/picture of family praying

Present poster of 'Family Praying Together' with praying hands and captioned 'Family that prays together'. [1.1,1.3,1.4, 2.3, 3.3]

- Children will listen to talk from community person e.g. church member. Children will ask questions.
- Teacher will have discussion on the things that family does together.
- Role-play family praying at different occasion e.g. praying before meals, at bedtime. , line of Psalm_____.
- Sing, " *How sweet and pleasant it for the family to dwell in unity*".
- Children will draw their family praying and teacher will write a sentence about one thing to pray for.
- Children will begin to learn the rhyme 'Grace Before Meals' from a chart.
- Demonstrate rhythm of language, guide inflections where appropriate as they read together



EVALUATION: Have children recite the prayer as choral speech activity. This is ongoing but begins with one sentence at a time.

Tasks

Comprehension: predicting outcomes/story sequence/values

Children will listen to story 'Little Red Hen'. [1.1, 2.1,2.3, 3.1]

Observe picture and answer questions also predict outcomes based on story.

- Highlight sight words – 'the, to, and give sound of the letter 'r' – red hen. Other 'r' words based on story - rake, reap, ready, ran
- Give sequence of story (first, second, last).
- Draw Little Red Hen, then write the letter 'r' by tracing then follow dots, colour the hen in red.
- Discuss how children can help mother at home. Make a list of chores to help mother/father.



EVALUATION: Children gives new outcomes to change the ending of the story

Little Red Hen story/big book

What the family needs	Resources
------------------------------	------------------

Food

Oral presentation/show and tell/vocabulary development / Verb "to have"

[1.1, 1.3, 1.4, 1.5,2.2, 2.5,3.1]

- Children will bring food items to school. Allow them to talk about the item they have brought, label different food items, make drawings of food items.
- Talk about what children have brought. I have a banana. You have an apple. She has a bun.
- Teacher asks questions to elicit answers: What do you have?
- Listen to talk on importance of healthy foods (nurse).



EVALUATION: Complete worksheet with healthy and unhealthy food choices (circle unhealthy foods such as lollipops, sweets, corn curls).

Sharing opinions/Initial sounds and oral discrimination [1.1,1.2, 2.1, 3.4, 3.5]

- Present children with picture of family having a meal/wearing different clothing etc. Children will talk about the picture, explain/express how the family feels, say likes and dislikes of food/clothing types and why.
- Name/give foods beginning with 'b' e.g. breakfast, bread, bananas, bakes, breadfruit, biscuit, bun, brown-bread.
- Colour trace over letter 'b'. Use sand paper and sand to trace.
- Match picture with words/Match picture with initial letter



EVALUATION:
Complete an activity sheet. Colour or paint using primary colours-red, blue, green, yellow
Draw happy/sad face to show likes /dislike for some foods

Love

Children will listen to song on cassette (Broken Pieces).

- Answer questions based on song (Broken Pieces).
- Read story about a happy family ' *Jack and the Bean Stalk* ' or local story.
- Compare families and talk about the things families need-food, clothes, homes, love
- Sing song – *Jesus in the family or substitute child's name*. Give special names – use capital letters.
- Let students talk and write their family names, then read it. E.g. My name is _____. My surname is _____.



EVALUATION: Draw a picture of something seen at the store.

Same and Different: Talk, walk around the school neighbourhood and observe the different houses.

Children will observe pictures of houses then and now/sight words []

- Talk about different types of houses, children will answer about what they observe.
- Listen to make-up story of a boy who had no house/home to live. Make a drawing to show a house that they would like to live in. Talk about round house, square house, grass hut, mansion, concrete house, wooden house
- Children write, read sentence about their drawing/complete sentences
- Use of is in oral expression. Teacher writes 'is' on word card
- Children search word wall for the word 'is'

E.g. This is my _____.

Poem: " *I live in a home*"

- Children answer questions. Give the sound of the 'h' – house, he; sight words – home, has
- – Children will give sentences e.g. This is my house. This is his home.



Evaluation: Complete a worksheet to supply the word 'is' .

Food items

Worksheet

Picture of family eating
Sandbox
Sandpaper

Cassette/CD with song
'Broken pieces'
Story/big book "Jack and
the bean stork"

Pictures of different houses

ONGOING ASSESSMENT

Match letter ID/sound ID checklists

Phonic worksheets

Writing samples

Observation for oral: retelling, sequencing, comprehension, discussion and participation

- handwriting, letter formation
- clarity in speech

copying spelling

. Sequencing patterns and pictures

Shape recognition

. Phonics- initial sounds

. Verb "to be"

Listening to teacher, one another, to stories, rhymes, riddles

. Tell a story from picture

. Ask questions aloud and clearly

. Talk about past using 'ed'

. Describe using colours (red,yellow,blue, green) shapes, objects

. Retell stories/Act and predict out comes

. Pre writing tracing copying letter, shapes

and patterns formation of all lower case

recognition of letters/sounds (capital letter)

END OF THEME ASSESSMENT

- Prepare a class Family Album
- Prepare a collage of people in the same home
- Draw pictures of people in the home/family
- Create rhymes and jingles about the family-record on tape/CD

THEME 3: MY BODY



THEME: MY BODY

- TOPIC:**
- 1. Parts of My Body**
 - 2. I Love Myself and Others**
 - 3. Protecting Me**

TIME: 5 ½ weeks

CURRICULUM LINKS: Mathematics (How tall am I?) Science (what makes up my body, How do I grow?) HFLE(How do I take care of my body?) VPA (using my body for rhythm and dance-growth)



THEME # 3 MY BODY SKILLS

Listening and Speaking



- Oral Expression – show and tell
- Retelling familiar stories
- Telling story from picture
- Distinguishing between fact and fantasy
- Using simple sentences
- KWL-resource person
- Self-directed Activity-learning centre (science corner- Body describing self and others
- short vowel sounds
- Vocational ideas/ Role play party, celebration
- Rhymes and rhythm
- Counting how many (1-5), how tall
- Expressing feelings-sad, happy, angry

Reading

- Matching words with pictures
- Categorisation
- Phonemic Awareness-,oral discrimination (initial and final sounds)
- Visual discrimination of alphabet names, letter recognition
- Labelling-the body Sight words
- Position words-on, in, under
- Pronouns "I" "he" "she" "it"
- Special names
- compare and contrast-opposite and similar
- synonyms
- New vocabulary development (names, words from readers)

Writing

- Forming and ordering alphabet
- drawing self and others
- completing simple sentences
- Journal writing
- New vocabulary development (names, words from readers)

TOPIC 1: PARTS OF THE BODY Suggested Activities	RESOURCES
<p>TOPIC 1: WHO AM I ?</p> <p>Prepare KWL chart of the body. Fact and fiction [1.1, 1.2, 1.4, 2.1, 3.2, 3.5]</p> <p>Children will listen to story about “The Emperor’s New Clothes”</p> <ul style="list-style-type: none"> ▪ Talk about books that are made up stories and others which are about things that are true. ▪ Use Science text to show pictures of the body. Read a paragraph about the body (science). ▪ Children sing ‘Head, shoulders, knees and toes’. ▪ Use large poster of body. Read and spell parts aloud from body chart using flash cards. ▪ Describe and talk about parts of their body and their uses. <p> EVALUATION: Match body parts with names, copying parts of the body Children label body part (match flash card with names of body parts with picture of body parts)</p> <p>Picture recognition/matching sight words: [1.1, 1.3, 1.5, 2.1, 2.4 3.5]</p> <p>Recount the story of the Emperor’s New Clothes</p> <ul style="list-style-type: none"> ▪ Have child talk about clothing items (shirt, swimwear, etc.) and appropriateness for occasion (why choose certain clothes for different occasions). ▪ Complete a Dress-up puzzle and match each piece of clothing item to the appropriate part of the body e.g. shoes for feet; hat for head. ▪ Read parts of the body from a “body” chart <p>Have children make paper cut-outs clothing items and match to body part.</p> <p> EVALUATION: Colour clothing and draw lines to body part they belong (worksheet). Complete a “Where do you wear these?” chart. boot, glove, shoe, hat, earring</p>	<p>Body chart Book-The Emperor's New Clothes Poster/pictures of body crayons worksheet</p> <p>textbooks/workbook</p> <p>Dress up puzzles Body chart</p>



Adding 's' to make plural [1.1, 1.5,]

Recite poem about body parts e.g. "God gave me eyes", "I have ten little Fingers"

- Identify rhyming words in poem about body parts.
- Add 's' to form plural of body parts e.g. 1 hand – 2 hands. 1 eye -2 eyes
- Identify final consonant sound in names of body parts /s/.
- Create a rhyme together
- Draw pictures of body parts that have two e.g two hands, two eyes. two lips, two ears, fingers, hands etc



EVALUATION: Unscramble 3 words of body parts

E.g. sahnd – hands

Esye-

Labelling/opposites/verb"to be": I am, You are []

Have children lie on large sheets of paper as teacher draws their shape and measures height.

- Children use water colour to paint portraits of them.
- Copy words off chart as they label major parts of the body e.g. head, hand, foot, leg, toe.
- Teach opposites: long/short, big/little, big/small, tall/short, high/low, fat/thin,etc.
- Allow children to measure each other.
- Speak and write in complete simple sentences using the verb "to be" e.g. "I am short."
- Talk about self esteem/values



Evaluation: Draw self portraits and copy the sentence "I am _____." Below

Following directions/giving 2 step instructions/retell/possessive adjectives(our, your)

[1.1,1.3,1.4,]

Play "Simon Says" or "Here We Go Round the Mulberry Bush".

- Children identify initial letter in their names and surnames.
 - Children realize that special names and others begin with capital letters.
 - Children identify and circle special names from a list.
 - Allow children to compare each other and ask: Is Henry shorter than Josie? Is Sharon darker than Joan?
 - Children talk about things that make them sad, angry...
- Using paper plate faces/puppets, children express their feelings – happy, sad, angry-when they are called names other than their own, or when provoked. Discuss how they deal with the situation

Paper plates
Puppets

Paper plates
Markers



EVALUATION:

Pronoun 'I' riddles []

Discuss individual likes and dislikes.

- Use paper plate faces to show emotions.
- Use and identify the present e.g. I am happy.
- Teach pronoun 'I' using riddles. "I am short and fat and have a spout...What am I?
I am small, round, red and crunchy, children love to eat me. (Apple) What am I? I am long, and soft and yellow and my skin peels off. What am I? Banana.

Sing song about "Me".

- Talk about words that describe.
- Have students write simple sentences about "me".
- Make a paper bag puppet. Role-play about being special and different.
- Talk about God made me special-no one is exactly the same. If there are twins in the class let them stand for observation.



EVALUATION: Have children match word cards to pictures (items used in cleaning the body) Children complete worksheet with similar and different.

TOPIC 3: PROTECTING ME

COMPREHENSION/supply initial consonants []

Allow children to listen to poem 'Dirty Jim' and allow children to recite poem.

- Answer questions based on poem.
- List the things they (should) do to take care of their bodies.
- Sing "Every morning and every night"
- Read labels of items in health corner.
- Talk about how they take care of their bodies e.g. I use _____ to bathe. (soap, toothbrush).
- Role-play good habits and bad habits

From other people

Self-defense/protection – vitamins/people

ONGOING ASSESSMENT

spelling correctly

Match letter ID/sound ID checklists

Phonic worksheets

Writing samples

Observation for

-oral retelling

-oral sequencing

-oral comprehension

-discussion and

Participation

- handwriting, letter formation

- clarity in speech

copying spelling

. Sequencing patterns and pictures

. Phonics initial sounds

. Verb to be/to have

Listening to teacher, one another, to stories, rhymes, riddles

. Ask questions aloud and clearly

. Describe colours, shapes, objects

. Retell stories/Act and predict outcomes

-begin to write with capital letters and end with full stop

and patterns formation of all lower case

write special names with capital letters

End of Theme Assessment

- Compile booklet about 'Myself'
 - e.g. Children's picture on 1st page
 - Every other page will contain one sentence about child
- Picture collage
- Paint self portraits

THEME 4: ALL ABOUT WATER

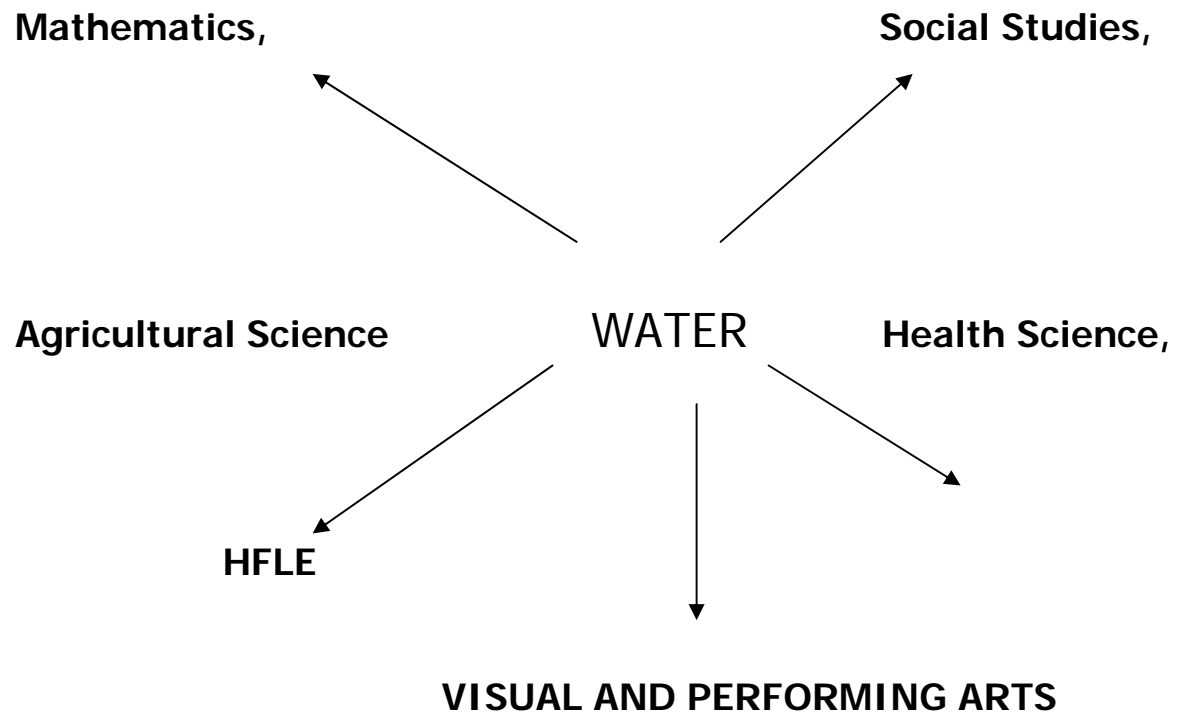
Topic 1: Where Water Comes From

Topic 2: How We Use Water



Time: 5 weeks

CURRICULUM LINKS





Theme #4 All About Water skills (complete skills)

Listening and Speaking

Reading

Writing

TOPIC 1: WHERE WATER COMES FROM? Suggested Activities	RESOURCES
<p>WHERE WATER COMES FROM</p> <p>Initial sound /w/ rhymes/sink and float Take students to visit a river or a water source/[1.1, 1.3, 1.5, 2.3, 2.3] Talk about where water comes from.</p> <ul style="list-style-type: none"> ▪ Children listen to poem 'Water Water Everywhere' and answer questions about poem. ▪ Chant poem with /w/ sound. ▪ Give initial sound of 'w' – water. Read a line from the poem 'water'. ▪ Allow students to float objects in a basin of water (pencil, stone, leaf, nail, paper) ▪ Talk about why some things sink to the bottom and some float on top ▪ Categorise objects into those that sink, and those that float ▪ Children make own oral sentences about water. <p> EVALUATION: Description/synonyms Take field trip to the Fresh Water Lake (or nearby river) or present picture of one of the lakes [1.2, 1.4, 2.1, 2.4, 2.5, 3.2]</p> <ul style="list-style-type: none"> ▪ Children listen to officer talk about the uses of lake. ▪ Talk about how the water in the lake is used (for electricity, drinking, tourism, boating activities). ▪ Give word to describe the lake e.g. quiet, large, deep, cold. <p> EVALUATION: Draw a picture of the lake and write a word to describe the lake. Write a word similar to meaning next to that word</p> <ul style="list-style-type: none"> ○ Read sentence to the class. Display work. 	<p>Water toys Water table</p>



EVALUATION:

Where Water Comes From: THE RIVER 1.2, 1.3, 2.3, 3.1, 3.4

Teacher tells a story about the river e.g. Indian River and shows a large picture of it

- Children will answer questions about the story and picture of the river. E.g. What is a river made up of? What kind of water is in the river? What do we use river water for?
- Children will also speak about their own experiences with the river.
- Show a video from Dominica about water pollution.
- Children draw and colour events that occur at/in the river and write a simple Sentence. Read about their drawings.
 - Phonics: 'f' – fish, food, fat etc.
 - Structure: has – The river has water etc.

Picture of Indian River
Video on water pollution



EVALUATION: Teacher assist students to stick pictures on chart showing the river and various activities which take place in it.

Take Children to observe water spring or present picture of water spring.

- Describe what a water spring is. Search for words from the word 'spring' e.g. sing, pig, is, in, ring, pin, sin.
- Use 'There is' and 'There was' in sentences (oral and written)

Picture of water spring

RAIN

Song – 'I love the pit pit patter of the raindrops'

Get children to observe a weather chart and through questioning lead them to talk about rain including uses

- List words related to rain e.g. water, wet, muddy, flood, umbrella, raincoat, paddle
- Students memorize rhyme jingle e.g. Rain Rain go away; Little _____ wants to play
- Students use their memory to read the same jingle posted on a chart and copy and complete the second line inserting their own names
- Use rhyming words : first identified in the jingle then telling others of their own
- Use letter sounds : identifying words have initial 'r' e.g. rain, river, rock

Weather chart



EVALUATION:

WELLS

Students observe the picture of a well in the story about 'The fox and the foolish Goat'. Read the story to them as they listen.



EVALUATION: : *supply initial letter "w" for words with picture clues. E.g. _ater, _et, _ell, _ear, _ood*
Categorise objects that sink and float

Draw the sea and write their sentences with teacher's guided assistance. Students' work is put up for others to read.

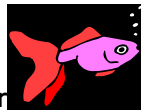
Culminating activity: Students bring things from the sea to set up a corner.
E.g. There is a stone by the spring. There was a stone by the spring.

- Question them and record their answers on the board. Allow them to read the recorded answers.
- They will also re-tell and dramatize the story
- Teacher leads students to focus on the well as a source of water.
- Teacher distributes worksheets with well for students to colour and write one sentence.
 - Phonics : Letter 'w' – water, well
 - Structure : Using has and have , get them to practice using the above structures following teacher model and making their own e.g. The well has water. We have water.



EVALUATION:

USES OF WATER



How do we Use Water



Collect empty bottles of spring water to place in water activity corner.

- Talk about where the water comes from.
- Visit spring water factory. Have students ask questions about how spring water is processed.
- Make drawing in sequential order to show how spring water is processed.

Story 'Goat and the foolish fox'

Worksheets

Empty spring water bottles

<ul style="list-style-type: none"> ▪ Students talk about life history of a bottle of water on the shelf of the supermarket. ▪ Read labels on the spring water bottle label. ▪ Paint posters with children. ▪ Students will give at least three (3) uses of the Fresh Water Lake. Presented with sentence rib, students will supply the appropriate ending. <ul style="list-style-type: none"> (i) Water in the lake is used for _____. (a) electricity/cooking (b) fishing/boating (c) tourism/family <p> EVALUATION: Discuss the uses of water.</p> <ul style="list-style-type: none"> ▪ Create a list: cook, wash, drink, baths, make juice, for life, wet plants, etc. ▪ Make a simple recipe (juice, jello), with children. ▪ Teach children how to wash hands in the proper way. Allow children to write two sentences in their journals <p> EVALUATION: ONGOING ASSESSMENT</p> <p>spelling correctly Match letter ID/sound ID checklists Phonic worksheets Writing samples Observation for oral: retelling, sequencing, comprehension -discussion and Participation</p> <ul style="list-style-type: none"> - handwriting, letter formation - clarity in speech <p>copying spelling</p> <ul style="list-style-type: none"> . Sequencing patterns and pictures . Phonics initial sounds . Verb to be <p>Listening to teacher, one another, to</p> <ul style="list-style-type: none"> stories, rhymes, riddles . Tell a story from picture . Ask questions aloud and clearly . Talk about past using 'ed' . Describe colours, shapes, objects . Retell stories/Act and predict out comes . Pre writing tracing copying letter, shapes 	Paints
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and patterns formation of all lower case
letters (capital letter, full stop)

END OF THEME ASSESSMENT:

Aquarium or fish pond for class-have children collect water creatures like crabs etc.

THEME 5 TRAVEL

TOPIC 1: TRANSPORT (LAND, SEA, AIR)

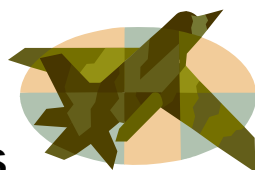


TOPIC 2: GOING PLACES



TIME: 5 Weeks

CURRICULUM LINKS: Social Studies (How do people get around), Mathematics (how much?), HFLE (what shall we pack?), VPA (dancing and singing from other lands), Languages (different voices), Science (how things move?)



THEME #4 TRAVEL SKILLS

Listening and Speaking

- show and tell
- Retelling familiar stories
- Telling story from picture
- 1st, 2nd, and 3rd person singular
- Using simple sentences
- Self-directed Activity-learning centre
- Phonemic awareness- oral discrimination
- Vocational ideas/ Role play party, traveller, tourist, flight attendant, pilot
- New vocabulary development (names, words from readers)
- Talk about road safety
- Singing songs about travelling /different languages
- Describe vehicles
- Following directions

Reading

- Matching words with pictures
- Categorisation
- KWL
- Visual discrimination of alphabet names, letter recognition
- Environmental print/labels
- Sight words
- New vocabulary development (names, words from readers)
- Counting how many 1-10
- Predict what books are about based on cover and pictures
- Participate in interactive reading
- Classify, match and sort
- Word building (an, at, etc.)
- Main idea (using pictures and stories)
- Naming words
- Action words (theme)
- 1st, 2nd, and 3rd person singular

Writing

- Tracing
- Journal writing
- Writing numbers
- Drawing dot to dots
- Naming words
- Colouring
- Spell words 1-10
- Construct vehicles using shapes
- 1st, 2nd, 3rd person singular

<p>TOPIC 1: MODES OF TRANSPORT (LAND, WATER, AIR)</p> <p>SUGGESTED ACTIVITIES</p>	<p>RESOURCES</p>
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This is one way to explore the modes of transportation. Teachers are encouraged to adapt according to materials available, the community, the needs of the students and teaching styles. For example, teachers could introduce this theme by having a bicycle or wooden truck in the classroom, by taking an outing to the mechanic shop, or examining the car dealership or even the cruise ship birth.

TEACHERS COULD COMBINE THREE SUBTOPICS (land water or air) OR FOCUS ON ONE SUBTOPIC PER WEEK

LAND

Context clues/telling sentences /recall information /retell story[]

- Listen to stories/ watch videos/ Present students with pictures about transportation on land or go for a walk: observes vehicles.

Ask specific questions about the story, video, or walk etc (What happened?)

- Sing song e.g. "Wheels on the Bus"
- Have students talk about experiences riding on buses in Dominica
- Brainstorm. "We travel in ..."write simple sentences which relate to types of transportation (bus, van, truck, car, train, motorbike, bicycle, jeep, jeep etc.)
- Answer questions based on the picture (develop comprehension). What do they all have in common? Why do you think so?
- Reread a sentence and ask children what type of sentence it is.
- Have children point to the beginning and the ending and to state what it begins and ends with
- Have children look at a picture and tell something about it.
- Talk about which picture they like/prefer-give opinions
- Students draw their favourite means of transportation and talk about it
- Classification activity. (Divide a piece of Bristol board into three sections-air, water and land. The children will place pictures of modes of transportation or toy vehicles on the board according to categories.
- Match word cards to different forms of transport by land. Complete sentence frame: I like the _____ (means of transport drawn)
- Reinforce capital **I** when writing sentences.



Evaluation: Work in pairs/groups to talk pictures of transport by land. Have children talk about pictures turned face downwards. (encourage the use of complete sentences in speaking.

Worksheet: Place a cross (x) on all the things that can fly.

Shapes of vehicles for tracing-land, water and air
Audio player-recorder, audio cassettes, CDs, listening centre, earphones etc.
Songs about travelling

Modes of transportation lace cards (to improve motor skills)

Pictures of land transportation

Rhyming words (blending consonant with vowels -cvc)/medial vowels e.g. 'a' []

Visit the school bus or teacher's car in parking lot. Ask children if they have ever been in a bus.

- Write new vocabulary: examine the car, name and show different parts of the exterior and interior of the bus (e.g. windshield wipers, horn, lights, seats, tyres, doors, seatbelts, lights horns, seats, mirrors, driver, fuel ,gas, horn, steering wheel)
- Allow children to go into car two at a time to observe parts
- Report to class what discussion was about (LEA)
- Write the discussion.
- Let children name and give the sound of the letters b=brakes, h=horn, p=people, r= r, s= seat
- Tell children that when you make juice you must blend some ingredients together
- Place consonant and vowels together to make a new sound-write on chalkboard (b-a = ba, r -a = ra)
- Continue to practice to create new words



Evaluation: Have children name the parts of the car(interior and exterior)

Circle pairs of words that rhyme: dog /log. kite/ mop, map/cap, rat/pig hat/flat can/fan

Final consonant 'n'/speak audibly []

- Give words to **an** family: Dan is the man with the fan in the van. Dan can put the pan in the van.
- Read aloud and model the rhythm of the language
- Make rhyme with children ("The man is in the ____")
- Give IAE sentence about the importance of each transport.
- Give initial sound of letter **v** as in **van**; students will give other words which begin with **v**; draw then write the letter **v** for objects which begin with **v** : __est, __ase, __iolin, __ine
- Read aloud the words



EVALUATION: Write words next to pictures beginning with Vv.

Review 'at' families

Teach rhyming words for 'en'-hen, pen, men, ten.

Observation checklist: Does the child seem interested?
 Can the child compare modes of transportation?
 Does the child participate in exploring the bus? In singing?
 Does the child use new vocabulary with understanding?

Categories/vocabulary building/Onomatopoeia (sounds) []

Listen and identify a variety of sounds made by various modes of transportation.

Pictures of nouns beginning with v

- Children sit in a circle. Each child draws an alphabet letter (a different one for each child or every other child, use capital letters to begin with then mix in lower case) out of a hat.
- Have them identify the letter as they draw it out of the hat and think of something that begins with that sound.
- Place letters on the floor and stand up. Play a musical march and children march around the circle until the music stops."
- Allow children to make the sound of music with instruments and mouth: "crash", "crunch", "hmmmm" "eeekkk"
- When the music stops, the children sit down by a new letter and repeat the above procedure. You can spot check to save time and have kids help each other if they don't know the letter.
- Trying it all together: repeat the procedure several times. You could use words, shapes, math facts anything you want to reinforce.
- Children like to play the game.



EVALUATION: Observation and recording child's attitude and attention

Adding es to make new words/is or are /listening comprehension []

Listen to story -

- Express feelings about the old/new forms of transport (make comparisons between the two)
- Display brochures, pictures of cruise ships etc.
- Spell sight words from story
- Answer questions based on story
- Formulate questions to ask about story. E.g. Why do they choose to travel by sea?
- Talk about singular nouns that end in s, Talk in singular sentence, e.g. I ride on a bus.
- Tell children that to make them more than one you add an 'es' e.g. I will ride on two buses to get to school.
- Give plural of words ending in s by adding **es** e.g. buses class__, glass__, dress__
- Make sentences with the words **buses, classes, glasses** e.g. Two **glasses** are on the table.
- Complete sentences by writing **es** to show more than one
- Use **are** when referring to more than one



EVALUATION: Complete an activity sheet to include 'es'. Share ideas.

Predicting likely outcome of events/traffic safety []

Game- Red Light, Green Light. A child (the traffic light) holds up a green or red sign. When the sign goes up the other children either walk or stop. The teacher calls out the instructions as the children move about the room. All movement is acceptable.

- Play this game until the children are confident about stop and go.

Letter cards, hat

Simple musical instruments (drum, rattle etc.)

Pictures of cruise ships

Red and green coloured cards

- Tell story about children crossing the road without care: predict outcome of story
- Teach traffic safety
- Allow children to colour using the colours, red, yellow, green and blue as you talk about the traffic lights
- Ask children to identify the ones seen on traffic sign. Explain the meaning of the colours



EVALUATION: Write "yes" or "no" on activity sheet for picture scenes of safety. Example: Child playing in the road

WATER

Sink and float/Differences/ verbs: was and were

Take students to observe the harbour, river, or Cruise Ship Berth or show picture travel by sea/river

Discuss different boats using pictures or toys (e.g. canoes, motorboats, sailboats, rowboats).

- Review sink and float-classify the objects that will sink on water and those that float
- Describe objects that will sink and float
- Have children fill a tub/basin of water to sink or float objects.
- Let them write which objects sink and which ones float. Fill out a worksheet with sink/float.
- Predict which objects may sink or float and talk about why.
- Discuss experiences from the visit to Cruise Ship Berth
- Use **was /were** correctly to show past tense: e.g. I was at the cruise ship.
- Undertake project – draw and write names of cruise ships that come to Dominica
 - Poem: 'Ships sail on the ocean'



EVALUATION: Create a paper boat to see if it sinks or floats

Circle on a worksheet all items that sink and those that float. Observe and record Teach sink and float.

Have 'spot the difference' page. Children are asked to identify the errors on one sheet.

Questions and Answers(interviewing skills) []

Interview a tourist who travels on a cruise ship

- Say why they would prefer to travel by sea
- Write questions to ask tourist
- Explain the use of the question mark at the end of a question.
- Pretend one is a tourist. Teach the inflections for raising end of sentence
- Use polite phrases to talk to tourists (excuse me, thank you, good day, may I help you)
- Pretend you have a tourist stand with items. Begin to introduce your items for sale
- Give initial sound **sh** (tell children to place fingers on lips and say "shhh" as in being quiet)

Red, green yellow , blue etc.
coloured cards

Pictures of travel by sea or
river
Pictures of different types of
boats

Buckets/basins with water
Variety of objects to test
sinking/floating

Paper

and words which begin with **sh**: **ship, shoe, shop, shirt, shells,**

- Students will read and write words



EVALUATION: Make drawings of **sh** words and supply initial **sh** to each

Does the child show self confidence? Complete Early Identification checklist,, periodically.

AIR


Word families/problem solving

Take field trip to the airport or picture of planes at airport, or pictures of air transport

- Relate experiences from trip
- Explain how it feels to be transported by plane or saying goodbye to others when travelling
- Name documents we need when travelling
- Solve problems that are encountered when travelling
- Give sequential order in travelling by plane, buying ticket, going to airport, check in, waiting for plane and describing how it feels to be in the plane

Observe picture of jet plane; talk about the jet plane/letter Jj/medial vowels and final consonants

Continue this activity at later dates to complete other families of 'at' 'eg' 'et' 'ig' 'og' 'ug'

EVALUATION:  Create planes using coloured shapes

- Role play the scene of travelling. Talk to children and join in when appropriate(May I go to Melville hall Airport, please)
- Draw/give other objects which begin with **j** : jug, jar, jacks, jeep and write the initial sound to complete the word ___eep; give final sounds
- Rhyme words for **jet** – pet, met, set, let, get, wet, bet, met
- Read the words of the **et** family



EVALUATION:

Main Idea and Details (comprehension)

- Remind children that main idea tells what the story is mainly/mostly about

Travel documents

- Read a short story and ask the children to tell what they think it is mainly about
- Invite children to read sentences with you . Write on chalkboard
- Have children tell which sentences give details about the main idea. Invite them to read the sentences that show some detail
- Have the children tell other details
- Read the following paragraph to children: My dad and I do a lot together
We go for bike rides, hikes and paints pictures. I like it most when my dad reads to me.

Have children tell the main idea, allow them to write it on the board

Evaluation: As children tell stories, assess their ability to identify main idea and supporting details-oral.



EVALUATION: Have children fold a sheet of paper in fourths. Ask them to then draw pictures of the four details. At the end, write the main idea under the unfolded picture.

Final Consonants (g)/

THEME: Going Places

DIRECTIONS

- Children will listen to teacher read aloud and follow guided reading.
- Teacher emphasizes 3rd person singular e.g. He walks, The bus drives
- Discussion about the uses of the print

EVALUATION; Make signs for the environment

Children will mark in some prints on a simple road map of the area and colour it, draw, colour items.



DIRECTIONS – UP & DOWN /left and right/sounds []

Teacher presents a large picture of an airport showing arrow signs for up and down and reads a story about a boy Roy who was travelling.

- Children listen and observe picture of the story then predict, compare, discuss it (guided by teacher).
- Children talk about where they have travelled to, what happens at the airport and the significance of the arrow signs.
- Make a jingle – **Up and Down** . Children will read along with teacher the verse of a poem. Dramatise the poem.
- Students will draw arrows of directions on their books and write the meanings by them after singing the **song 'The Grand Old Duke of York' or "How would you Like to Go Up in the Air"**



DIRECTIONS/PREPOSITIONS – LEFT AND RIGHT/FRONT/BACK/AROUND []

Children will play the action game 'Old Grady says". Teacher will give directions e.g. 'move to the front, move to the back etc.

- Children will listen to follow instructions. After the game they will observe pictures in groups and identify with ones show the front and back of various objects.
- Children will read the simple sentences attached to each picture then exchange pictures with other groups.
- Mini lesson on prepositions (in, on, behind, in front, under) Pay attention to capital letters and full stop.
- Sing and dance the "Hokey Pokey" with your children to practice the concepts of left and right.



EVALUATION:

Give students worksheets to trace pictures of items showing their, students will write the direction.

Different kinds of greetings /careers-imaginary roles []

- Talk about the different jobs that people who work with vehicles may have:
- Teach simple vocabulary -pilot, captain, hostess, crew members, astronaut, etc.
- Divide class into smaller groups. Give each group a different kind of greeting to practice. Use the present tense.
- When each child feels comfortable with his or her greeting ask each child to greet someone from a different group, using the

Picture of airport and travel signs

greeting they have just practiced. Teach thank you, please etc. in another language.

- Talk about the different jobs on these forms of transportation
- Demonstrate different ways people in other lands greet each other (shake hands, kiss on cheek, high five, rub noses, curtsy/bow, salaam)



EVALUATION: Colour pictures of persons in travelling careers. Have students demonstrate what they would like to be. Hang picture with the word beneath.

ONGOING ASSESSMENT

Letter ID/sound ID checklists

spelling correctly

Match letter ID/sound ID checklists

Phonic worksheets

Writing samples

Observation for

-oral retelling

-oral sequencing

-oral comprehension

-discussion and Participation

- handwriting, letter formation

- clarity in speech, use of more vocabulary

copying spelling

. Sequencing patterns and pictures

. Verb to be/to have

Listening to teacher, one another, to

stories, rhymes, riddles

. Tell a story from picture

. Ask questions aloud and clearly

. Talk about past using 'ed'

. Describe colours, shapes, objects

. Retell stories/Act and predict out comes

and patterns formation of all lower case
letters (capital letter, full stop)

END OF THEME ASSESSMENT

Create models of vehicle, using clay, cardboard, plastic, tin etc.

Have races in yard.

Design and fly kites.

POSSIBILITIES FOR VISITS AND OUTINGS

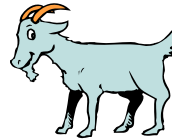
- **airport**
- **ambulance**
- **boat dock**
- **bus stop**
- **farm**

- | | |
|---|--|
| <ul style="list-style-type: none">▪ fire truck▪ garage▪ gas station▪ police station▪ school bus▪ train station▪ wheelchair stores | |
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THEME 6:

HOW AGOUTI LOST ITS TAIL

TOPIC 1: ANIMALS FARM (BIG AND SMALL, ANIMALS AND YOUNG)



TOPIC 2: WILDLIFE AND THE ENVIRONMENT



TOPIC 3: CARING FOR THE PETS (BATH, FEED, HOME)



TIME: 6 weeks

CURRICULUM LINKS: Mathematics, Science, Agricultural Science, Social Studies, VPA, HFLE

THEME # 6 HOW AGOUTI LOST ITS TAIL – SKILLS



Listening and Speaking

Reading

Writing

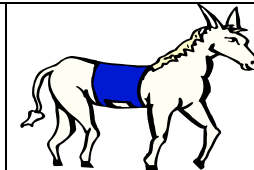
SUGGESTED ACTIVITIES**RESOURCES**

talk about books and types of sounds, colours, size, feelings
 Retelling familiar stories/poems
 Telling stories from pictures
 Imitate animal sounds
 Repeating rhymes and chants
 Tell riddles
 Use description orally of characters, etc.)
 Counting how many 1-10
 Naming animals
 Identifying animals through sounds
 Verb "to have" (grammar)
 Present simple tense(grammar)
 Use simple sentences with intonation
 Talk about mixing colours
 Vocational ideas/ Role play party,
 Use apostrophe "s' (possession)
 Comparative/superlative adjectives

Identifies book cover, author and illustrator
 Identify colours (red, blue, green, yellow, brown, orange), size etc.
 Matching words with pictures
 Matching sentences
 Sequence pictures
 Word recognition-compound words(phonics)
 Medial vowels (e, i, a)
 Use plurals
 Categorisation
 Comparative/superlative adjectives
 Alliterations
 Self-directed Activity-learning centre
 Phonemic Awareness-,oral discrimination (cvc)
 Supplying initial letters, medial letters
 Comparative/superlative
 Visual discrimination of alphabet names, letter recognition
 Environmental print/labels
 New vocabulary development (names, words from readers)
 Read fluently, grade level material
 Rhymes and rhythm

Complete sentences using capital letters and full stop with flashcards (cloze exercise)
 Copying words
 Using description in simple written sentences
 KWL-resource person
 Spells 75% of reading sight words
 Writes from left to right with spaces between
 Journal writing
 Write colour words

How Agouti Lost its Tail



Use picture clues to read stories.

- Open the book wide so children can observe front and back covers
- Name the parts (cover, title page,) of the book and the names of the author and illustrator located and identified
- Use the cover picture to orient children to the story e.g. use queries; *Why do you think the agouti has no tail? Where do you think they are going?*
- Allow children to ask questions and to volunteer information from their experiences
- Allow children to sit in a semi-circle setting, read the story to the class, point to words (left/right directionality)
- Identify key elements of the story during reading
- Stop at strategic points in the story, use queries to monitor understanding, allow children to ask questions and make comments, and discuss the pictures
- Encourage children to join in the repetitive parts of the story
- Model retelling of the story using key elements as anchors for recall



EVALUATION: Allow children to represent their response in choice of medium (drawing, painting, colouring)
Question and answer

Listen to stories and watch videos about small animals. Teacher should teach new songs, fingerplays and poems

Use picture clues to read stories. Understand story elements: title, setting, characters (act out characters).

Use simple sentence of past tense []

- **Use Story Map frame to show children the main parts of the story.**
- **Who are the people in the story, where does the story take place? What is the story about?**



EVALUATION:

Question and answers. Story map with pictures to circle: title, characters, place.

Answer simple who, what, when questions by selecting the most suitable response.

Big Books
Fact and fiction books on animals
Animals in danger
Posters of animals

Fact and fiction books on animals

Naming animals in the story and other animals/comparatives and superlatives/ in my head" type questions (who, what, when) [1.2, ,1.4, 1.5,2.1 3.2, 3.5,].

Read the story 'How Agouti Lost its tail' (Keskidee Reader 1)

- Have children compare and contrast the characters (agouti was foolish/smart etc)
- Assist them in making comparisons of body (big, bigger, biggest/small, smaller, smallest)
- Discuss other objects that are long, short, sharp. Read long, longer, longest and ask what the others should be.
- Measure animal tails to show differences in length. Write on board
- Talk about the values(dishonest, tricky, etc.) of the different animals (Agouti, Dog, Cow)
- Choose a favourite character and explain why it is most liked
- Pair reading of the story to each other.
- Short vowels 'a' 'o' (medial) d_g, c_w, (cow, horns, not, come, dog) (can, have, happy)
- What is the morale of the lesson? Do you think Agouti was right?



Evaluation:

Draw picture and colour to produce a class poster of the animals in the story.

Write a sentence using a sentence frame such as: Agouti was _____ than Brer Cow. (smarter/smaller)

Write the name of the animal and underline the middle vowel (/a/ or/ o/)

Teach the comprehension skills (predicting, making comparisons, sensing emotions as separate lessons

Use other stories such example, Lion and the Mouse to:

- **compare situations and predict outcomes(what would they do to change the situation or if the situation was different)**
- **sense emotions (Use puppets to show feelings-why do they feel sad at certain points?)**
- **show similarities and differences between characters (both helped each other)(lion stronger than mouse)**
- **examine characters (Lion was smart and kind, mouse was afraid)**



Evaluation: Answer "in my head" type questions by choosing the best option.

Oral presentation

Story 'How agouti lost its tail'.
– Keskidee Reader 1.

Picture/poster of animals in
Dominica



Animal Homes /"right there" questions [1.2, 1.3, 2.3, 3.2]

Refer to story 'Why Agouti has no tail'

- Read selection while children follow or read along. Then read with all children.
- Tell children to read one sentence at a time and question e.g. "Here is Brer Anansi. He likes to make trouble"
- What does Brer Anansi like to make?
- Answer oral questions about the story
- Compare Brer Anansi's behaviour with children in the class. Talk about values.
- Name homes of animals in the story and other animal's homes
- Read flashcards with names of homes with children
- Sing about animal homes
- Teach apostrophe 's on chalkboard...allow children to read aloud in turn
e.g. A pig's home is a _____.
- Reinforce short 'a' and 'o' (medial)-give mini lesson if necessary
- Recite alone and together 'A dog lives in a kennel'



Evaluation: Have children take turns with using possession: *This is Mary's home.*

- Matching pictures of animals to names of homes. Write the names of the animals in homes.
- Join the dots of letters of the alphabet to complete a picture of a house. Write the number of the house

Descriptions/Sounds of animals/high and low [1.2, 1.4, 2.1, 2.4, 2.5, 3.1, 3.3]

Visit a farm or take a nature walk.

- **Ask children to listen for animal sounds (insects and bigger animals)**
- Observe insects and smaller animals-number of legs, colour etc.
- listen for animal sounds (high sounds and low sounds)
make sounds of cows-moo, sheep-baa (low), birds-tweet and insects(high)

*On that farm, he had a little **pig***

Gruff, gruff, listen to the pig on Mr. Joe's farm

- Ask the children to talk about the walk. Did they have to go up (high) and down (low) to get to the place? Elicit sentences in general and specific language-We walked up a big hill vs. We walked up a big green hill.
- Prepare and read LEA chart about trip
- Read alone and then together with class-underline new vocabulary

Story: Why agouti has no tail
– Keskiee Reader 1.


Flash cards of home names.

Prepositions/Using 'ing'

• Sing song


Ten Little Monkeys Jumping on the bed,
One fell off and bumped his head...

- Talk about where the monkey was, why do you think they liked jumping?
- Have children count backwards using the song
- Write the word, j-u-m-p-**ing** on the chalkboard
- Display pictures showing actions. Talk about what is happening in the pictures to elicit 'ing'
- Present action words on flash cards-walk, sing, run, jump, climb
- Ask children to perform the action as teacher questions, "What is he/she doing?"
- Play game, 'I come to see Janey' as teacher lists Janey's actions
- Highlight '**ing**' with coloured chalk
- Form new sentences using examples of 'ing' words on the board.
- Allow children to read the sentences

 **Evaluation:** Play wheel game where children will build words by spinning the wheel. Children will call out the word that they see in turn.

bus
fish (talk about this being used as an action/verb and a noun)
church
glass
walk
run

Use this wheel game for teaching endings, 's', 'es', also. Do not use words which require doubling or are irregular.

 **Evaluation:** Match the name of each animal/thing to a picture that rhymes with it.

Create simple rhyme with teacher:

- cat on a
- hen in a
- fun in the
- pig in the
- dog on a

Pictures showing actions




CARE OF ANIMALS_

Answer questions about story/ comprehension" read between lines"[1.2, 1.3, 2.1, 2.2, 3.2]

Listen to story 'Peter takes care of his puppy' (created by teacher)

- Children relate experiences how they care their own animals (demonstrate)
- Complete sentences, write names of foods eaten by animals e.g. Puppies eat _____.
- Read a prepared chart on things to do to care self
- Teach action words e.g. eat, bathe, and wash. Sing the song "This is the way we feed the pup" to the tune of "Here we go around the Mulberry Bush"
- Reinforce short vowel 'u' , tell children something is stuck in throat and you cannot breath 'ughhh"
- Let them repeat sound
- Ask children for other words that rhyme with 'pup'
- Discriminate /o/ from /u/ as in pop and pup

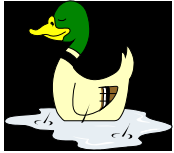
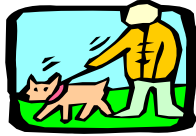
 **Evaluation:** Look at the letter in each column. Cut out the picture and glue it under the correct /u/ sound. [sun, pie, bun, dog, etc.]

Complete a web for all the things needed to care for puppy/

Teach all vowel sounds with similar style.

Teacher made story – Peter takes care of his puppy.

PETS/YOUNG ANIMALS/USES



Resource person, preferably a vet talk to children/watch a video about animal care

Picture study distinguish fact from fiction/compound words [1.3, 2.1, 2.5, 3.2, 3.3]

- Naming animals in picture
- Answering questions about picture (have items in picture that would depict objects that are compound words-flowerpot, backyard, coalpot,)
- Give clues/riddles to allow for children to bring out examples of compound words and to form meanings
- Allow children to form sentences to bring meaning, e.g. A pot which has flowers= flowerpot. A brush you use to clean your teeth= toothbrush. A bag you take to school = schoolbag
- Have children match words to appropriate pictures (sunflower, sunlight, football, ice-cream)
- Create as a class a short story with the new words.



- **EVALUATION:** Matching activity to create compound words-use pictures
Locating words on a list


Single words in bigger words/spelling []

Ask the children to look for animals that that have young as they go along also look for other weather signs as they move about. Take children for a walk to identify animals with their young

- In class: Talk about the animals they might have seen on walk e.g. cow=calf, sheep= lamb, hen =chick
- Children cut word cards to share single words that they would have observed with the weather such as raindrop, rainbow, sunshine, sunflower
- Reinforce oral expression of consonant sounds (initial and ending)
- Read a teacher-prepared paragraph based experience
- Read-aloud chart with names of animals and their young e.g. A baby pig is called a ...piglet.....explain that this is not a compound word
- Reinforce use of 'is' as reading continues.

Picture(s) of animals


Compound word cards related to weather etc.

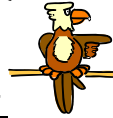
 **Evaluation:** Pet afternoon. Bring pets to school and talk about them. Take photos if a camera is available. Create collage of young and old animals.
Spell the names of some animals

Visual discrimination/word building/high frequency words[]

Play "I Spy" game to teach visual discrimination

Teach children how to identify words that are hidden in other words
Find the little words that are hidden in the big words (wait, find, this, little, behind, etc.)
Children count how many words that they find in the bigger words.

 **Evaluation: Word Search puzzle**
Spelling activity (teach children how to spell)



TOPIC: WILD LIFE AND THE ENVIRONMENT_

Endangered species and things that hurt the environment
Resource person: Bring in a resource person from Forestry Division to speak about Wildlife (hunting season, turtles, the endangered crapo).
Visit Botanic Gardens to view parrots – Sisserou and Jacko
View a video of wildlife

Talk to children about protecting the wildlife and the environment.
- (e.g. littering)
- How to keep the resources safe (safe water, soil protection)

FORESTS

Punctuation/Telling sentences []


Take students on a trip to the forest/backyard/gardens or use a picture of forest

- Talk about and develop vocabulary using LEA e.g. The parrot was sleeping.
- Draw a picture of something seen on the trip
- Write 1 or 2 sentences about the experience
- Read sentence moving your hand under it as you do so. Allow children to read
- Talk to children about telling sentences (Telling sentences begin with a capital letter and end with full stop)
- Allow children to repeat the sentences as they look at the mark at the end. Have them point to the mark

Pets
Camera

Video of Dominica's forest animals


- Allow children to walk around the class to identify full-stop marks. Allow them to find them in the texts.
- Ask children what the full stop looks like (a dot).

 **Evaluation:** Allow children to place a dot (full stop) at the end of a sentence they have given. Use coloured chalk. Let children read with correct intonation.

Word recognition in sound and shape/ final consonants/word families []

Ask children to be extremely quiet because they are going to listen carefully for animal sounds. Tell them that the sounds may be familiar ones or ones from animals in other countries

- Listen for sounds of forest animals on trip or on video (The Jungle) and predict who makes what sound
- Identify names of forest animals (by sound)
- Teach final consonants (t, parrot, goat, boat), use in sentences
- Teacher writes names as the animals are identified and sounds out the ending sound
- Read names (on cards) of animals with teacher
- Reinforce initial letter sounds as each animal is identified


 **Evaluation: Activity:** The rainforest at the zoo is full of leaves. Colour the – leaves green, the – leaves yellow, and the –leaves red. Find the hidden animals and write the first letter sound.

Teach other final consonant sounds. Have students clap whenever they hear the particular sound/g/, /b/, /n/, /l/, /k/.

“Let Us Work Together to Protect Dominica’ s Wildlife”

Invite forest officer to the class: video on the forest animals.

- **Read sentences/supplying adjectives []**
- (opposites- **long or short, wild/tame, big/little, long/short**)
- Identify the animals in our forest (wild pig, parrots, frogs, birds, lizards, etc.)
- Discuss animals which live in the forest/discuss their uses
- Read names of forest animals on prepared chart
- Talk about their tails if they have-which ones have short tails, which ones have long tails
- Writing short sentences about any chosen forest animal
- Teach use of ‘are’
- Write a story together. Post in classroom and allow children to attach pictures of the animals
- Song: ‘In the woods, there was a tree’ call names of animals from the forest.

 **EVALUATION:**

Draw a picture of an animal with long hair or short hair/ ears/tail or any other body part big/little, long/short legs.

Video of Dominica’s forest animals

Chart of animal names

PROTECTION/CARE/HOME

Simple sentences/adding ' s' 3rd person singular present tense []

Teach a song: *'In a cottage in the woods'*

- Students answer questions about the song
- Read words of song on chart
- Write slogans/captions about how to protect wild life e.g. "Save Our Birds" Don't kill the birds
- Identify the medial vowels as you read with the children
- Read names of homes for wild animals on word cards
- Writing simple sentences using present tense of homes of pictures of animals

The bird lives here.

The spider lives here.

The agouti eats leaves.

The bird eats seeds.

The Snake likes mice.



Evaluation: Complete an activity sheet with a three to four step process –How to grow a bean plant.

Write the activity in third person-e.g. 1. Kizzy puts a bird in a cage.

Reviewing Fact and Fiction []

Read a true story such as, "My first Day of School"-explain with children

- Discuss structure of the story: beginning, middle, ending –explain that this is a true story
- Retell story in sequence
- Read words which name foods eaten by wild animals (vocabulary: berries, seeds, leaves, flowers etc.) Tell that these are true things not make believe
- Write simple sentences using 'has', e.g. The bird has a mouth full of berries
- Read information on teacher prepared charts about animals and their food
- Match foods eaten by wild animals –tell that all these are true stories called FACTS
- Create together a short story using the information above



EVALUATION:

Provide 4 pictures so that children can put into story sequence.

Act out the story of How Agouti Lost Its Tail and use a checklist to observe participation of each child.

Pictures of animals

Teacher prepared chart on animals and the food they eat

Ongoing Assessment

- As you observe during class and homework: notice if children use capital letters to begin sentences and full stops to end
- Use appropriate spacing between words
- Use the correct initial and final consonants in their spelling

End of Unit Assessment:

Class produces a 'Big Book' with pictures and names of farm animals A 'Big Book' with pictures of homes and names of animals

Produce a class play, allow children to dress up