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INTRODUCTION

English as part of Dominica's Cultural Heritage

Historically, English has been the officially recognized spoken and written language of Dominica since its colonial link with Britain, and now as a full member of the British Commonwealth of Nations and it represents the linguistic and cultural lifeblood of that grouping.

Dominica plays an important role in this linguistic, cultural and economic world of diversity and therefore, communication, trade and cultural exchange are essential within a global context.

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.

A vast majority of Dominican children speak a dialect or some form of Creole 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 the school system. This guide is designed to enable all students to be competent in the use of English at local, regional and international level.

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 practice 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 outcomes listed in this curriculum guide describe the specific language knowledge, skills, and strategies that students should develop. These outcomes, through **success criteria** form a developmental continuum and guide the teacher in planning units, daily instruction, and classroom activities. The success criteria also guide student/teacher assessment and evaluation.

Curriculum Guide Overview

The English Language Arts (LA) Curriculum emphasizes the role of language in communication and learning. Students need to become confident and competent users of all three language arts strands, with opportunities to listen, speak, read and write. Success criterias are listed to help teachers to meet the requirements of the Learning Outcomes in each strand of the Programme of Study.

*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:***

- ***Attainment Targets***
- ***Learning Outcomes***
- ***Success Criteria***
- ***Suggested Activities***
- **Assessment Strategies**

A NOTE TO THE TEACHER

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 at least one hour blocks for the teaching of the subject.

Instructional units of study weave language learning and opportunities to use language within specific topics or themes. Relevant units can be planned based on curriculum objectives and a thorough assessment of students' interests and needs.

Organizing the school year into manageable blocks of time by using cohesive units provides both a focus and a sense of direction. However, it is important to remain flexible to allow for any necessary changes in either focus or direction, according to individual student interests and needs, as each unit progresses. Opportunities to individualize some activities or instructional and assessment strategies emerge in response to feedback and continuous assessment of students.

Each theme is sub-divided into three topics from which **sample activities** are derived. These activities reflect the integration of the different language strands **listening & speaking, reading and writing**. The sample **activities** are intended to give guidance to the teachers but they should not be limited by them. Teachers are therefore encouraged to make necessary changes and/or adjustments to cater to the needs of the pupils. A few resource material were suggested however teachers are encouraged to use additional resources (newspaper, subject text, other informational text, poems etc.) The assessment procedures are in the form of oral and written product and process and may be used to gather information about students' progress and assist teachers to adapt their teaching to cater for the individual needs of students. Teachers are advised to refer to the **Programme of Study** to ensure that success criteria are covered and Learning Outcomes in each strand are achieved.

Suggestion to teachers in teaching the units

- Read through the entire unit
- Consider students' needs, interests, and abilities:
- Plan and modify activities/lesson
- Identify appropriate initial and culminating activities to begin/end each unit
- Select appropriate success criteria from those stated in the curriculum guide:
- Choose the instructional and assessment strategies to be used during the course of the unit
- Identify and gather appropriate resources:
- Identify possibilities for student reflection:
- Identify possibilities for teacher reflection:
- Ensure the desired learning outcomes are achieved

TERMS USED IN THE CURRICULUM GUIDE

Attainment target	includes the knowledge, skills and understanding which students of different abilities and maturities are expected to demonstrate at the end of Key stage 4.
Learning Outcomes	basic levels that a student should achieve at the end of each grade level and key stage
Successes Criteria	describes what the learner must know, be able to do, attitude they must display to indicate that they have attained the learning outcome .
Skills	the capacity to do something well. (technique/ability) They are usually acquired or learned. They are what pupils will be able to do during the unit
Strategy	is a plan of action designed to achieve a particular goal.
Assessment	It is used to determine what student know or can do. It measures progress toward established learning outcomes, and provides a basis for reflection, and feedback to improve teaching and learning.
Resources	anything used by teachers and students to assist in the learning process. e.g. people, equipment, facilities, reading text
Key vocabulary & Concepts	some of the key terms that will be discussed during the course of the unit and it is hoped they will become part of pupils written and oral vocabulary

General Learning Outcomes for Grade 4

Listening and speaking	Reading	Writing
<p>COMMUNICATING PERSONAL IDEAS, EXPERIENCES & FEELINGS</p> <ul style="list-style-type: none"> ➤ Participate with some confidence in group and class discussion on topics of personal and social interest using appropriate conversational skills 	<p>MAKING MEANING AT TEXT LEVEL</p> <ul style="list-style-type: none"> ➤ Use vocabulary and grammar to read view and understand the meaning of print and visual text. Focus on report and instruction 	<p>PRODUCE PERSONAL TEXT</p> <ul style="list-style-type: none"> ➤ Engaged in writing short stories and personal text appropriate to the purpose and audience at home and abroad.
<p>PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES</p> <ul style="list-style-type: none"> ➤ Use sounds, words and grammar of IAE to create and interpret different oral texts for selected audiences. Focus on report and explanation 	<p>MAKING MEANING USING CONTEXT</p> <ul style="list-style-type: none"> ➤ Use background knowledge and experiences to recognize and begin to analyze social, moral and cultural values in materials used in grade 4 class, and relate to own life 	<p>PRODUCING TEXTS FOR DIFFERENT PURPOSES & AUDIENCES</p> <ul style="list-style-type: none"> ➤ Use graphics, grammar and vocabulary to plan, organize, produce and edit texts collaboratively and independently.
<p>COMMUNICATING FOR DAILY LIVING</p> <ul style="list-style-type: none"> ➤ Ask and respond to questions, listen, respond. And give instructions, messages and explanation in IAE for various audiences 	<p>MAKING MEANING AT WORD LEVEL</p> <ul style="list-style-type: none"> ➤ Use context clues, phonic and sight recognition skills to read letter combinations and Grade 4 sight words including some personally significant and high frequency words 	<p>TRANSFERRING DATA</p> <ul style="list-style-type: none"> ➤ Transfer data in written texts, used in Grade 4 from one form into another for different purposes and audiences
<p>DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE</p> <ul style="list-style-type: none"> ➤ Listen, respond, perform, create and talk about different oral text from global cultures that are appropriate to the interest of Grade 4 students 	<p>DEVELOP POSITIVE ATTITUDE TO READING</p> <ul style="list-style-type: none"> ➤ Demonstrate enjoyment in selecting, reading and responding independently or with others to a variety of texts 	<p>DEVELOP POSITIVE ATTITUDE TO WRITING</p> <ul style="list-style-type: none"> ➤ Demonstrate initiative to design and produce a range of texts in a variety of forms and share with others for pleasure
<p>LISTENING AND SPEAKING ACROSS THE CURRICULUM</p> <ul style="list-style-type: none"> ➤ Use vocabulary and grammar of Grade 4 subjects to talk, think, solve problems, process & use information for learning across the curriculum. 	<p>READING ACROSS THE CURRICULUM</p> <ul style="list-style-type: none"> ➤ Read and view Grade 4 text to think, reason, solve problems, process and use information for learning across the curriculum. 	<p>PRODUCING TEXTS ACROSS THE CURRICULUM</p> <ul style="list-style-type: none"> ➤ Use vocabulary and grammar of Grade 4 subjects to talk, think, solve problems, process and use information for writing across the curriculum

GRADE 4 YEAR SUMMARY

Term	Themes	Topic	Duration
<p style="text-align: center;">1</p> <p style="text-align: center;">September – December</p>	<p style="text-align: center;">Caribbean Culture</p>	<ul style="list-style-type: none"> ➤ Caribbean Music ➤ Languages spoken in the Caribbean ➤ Famous Caribbean Cultural Heroes 	<p style="text-align: center;">6weeks</p>
	<p style="text-align: center;">Visitors to our Island</p>	<ul style="list-style-type: none"> ➤ Who they are ➤ Why they come ➤ How do we treat our visitors 	<p style="text-align: center;">6weeks</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">January – March/April</p>	<p style="text-align: center;">Friendship</p>	<ul style="list-style-type: none"> ➤ School friends ➤ Demonstrating friendship ➤ Special friendship 	<p style="text-align: center;">6weeks</p>
	<p style="text-align: center;">Marine Life</p>	<ul style="list-style-type: none"> ➤ Sea creatures ➤ Preserving our marine life ➤ Tales under the sea 	<p style="text-align: center;">6weeks</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">April – July</p>	<p style="text-align: center;">Folktales</p>	<ul style="list-style-type: none"> ➤ Local stories ➤ Familiar folktales ➤ Tales from around the world 	<p style="text-align: center;">6weeks</p>
	<p style="text-align: center;">Things I Can Do</p>	<ul style="list-style-type: none"> ➤ Creative minds ➤ Favourite hobbies ➤ Familiar inventions 	<p style="text-align: center;">6weeks</p>

Language Arts

Term 1

Duration: Six Weeks

Unit 1

THEME 1: Caribbean Culture

Topics

- Caribbean Music
- Languages spoken in the Caribbean
- Famous Caribbean Cultural Heroes

Unit 2

THEME 2: Visitors to our Island

Duration: Six Weeks

Topics

- Who they are
- Why they come
- Where they come from

Grade 4 Success Criteria Term 1 By the end of the units pupils will be able to:

Reading	Writing	Vocabulary/Word Study	Language Structure
<p>Read texts at grade level with fluency, appropriate intonation, expression and pacing to show understanding.</p> <p>Identify unfamiliar words using syntactic (grammar) semantic (meaning) cues</p> <p>Use the blurb to determine its usefulness and relevance of the text</p> <p>Use prior knowledge and information presented in a text to make predictions</p> <p>Read and review information in a text to confirm predictions made about it.</p> <p>Use features of a reading selection, e.g., the title, and illustrations to make predictions about its content.</p> <p>Identify the speaker or narrator in fiction and non-fiction text</p> <p>Read grade level text to answer literal, inferential and evaluative questions</p> <p>Identify and use information at the a) literacy level e.g. recall details, sequence events b) inferential level e.g. drawing conclusions c) critical level e.g. making judgments</p>	<p>Write complete, clear and coherent sentences.</p> <p>Write organized paragraphs that focus on a central idea.</p> <p>Write a short summary of a selection.</p> <p>Organize an expository paragraph expressing a proposition in a topic sentence and presenting supporting information for the topic.</p> <p>Use the basic elements of narrative structure in writing stories.</p> <p>Write an expository paragraph to present the cause(s) and effect(s) of an incident or event.</p> <p>Write friendly and formal letters</p> <p>Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources</p> <p>Compose effective paragraphs by using basic patterns appropriately (e.g., chronological ordering, order of importance, compare and contrast, process order etc.)</p>	<p>Use the dictionary to find out the origin and derivation of new / unfamiliar words encountered in reading.</p> <p>Determine the roots and affixes (prefixes and suffixes) of words.</p> <p>Use knowledge of roots and affixes to determine the meaning of an unknown / unfamiliar word in an extract.</p> <p>Use new words to convey the intended meaning in writing.</p> <p>Use a thesaurus to determine words with related or opposite meanings. (e.g. synonyms and antonyms)</p> <p>Identify new words presented in a oral communication or listening text and determine the meaning, using the information and context given.</p> <p>Incorporate new words learned in planned oral presentations.</p> <p>make connections between words with similar spellings; apply knowledge of vowel patterns to new words;</p>	<p>Write complete sentences with proper capitalization and end punctuation</p> <p>Capitalize- proper names, geographic names, holidays, special events, names of books, magazines, first words in direct speech etc.</p> <p>use the simple present and past tense of regular and irregular verbs</p> <p>Use the past continuous tense of verbs e.g. They were feeding the birds when the fire broke out.</p> <p>Use the future tense of verbs e.g. He will go fishing tomorrow.</p> <p>Use appropriate subject/verb agreement in written and oral speech</p> <p>Write sentences using the parts of speech correctly e.g. nouns, verbs, adjective and adverbs etc.</p> <p>Know and use correct modifiers.</p> <p>Use the possessive pronouns “mine, ours, yours, his, hers, its, theirs” to show possession</p>

Grade 4 Success Criteria Term 1

Reading	Writing	Vocabulary/Word Study	Language Structure
<p>Select and examine opening sentences that set scenes, capture interest etc.</p> <p>Use QAR strategies to locate answers to questions about a reading selection.</p> <p>Determine the sequential or chronological order of presentation of information in an expository passage.</p> <p>Use features of expository materials e.g. charts and diagrams to clarify the meaning of an expository text.</p> <p>Distinguish between fact and opinion</p> <p>Identify the topic sentence in a paragraph and locate relevant details given to support the topic sentence</p> <p>Show understanding of terms used to describe the elements of story grammar.</p> <p>Identify the reason(s) for an action (or the behavior) of a character in a literary text.</p> <p>Reads and respond to narrative, recount and instructional texts using graphic organizers</p> <p>Read instructional text and</p>	<p>Write the descriptions of objects, people, places (within narratives also), using sensory and concrete detail.</p> <p>Write responses to literature about stories read, about characters and events comparing stories and characters</p> <p>Write a paragraph explaining a simple process</p> <p>Write notes of different kinds (e.g., thank you, apology).</p> <p>Use the conventions of Standard English appropriate to grade level in writing.</p> <p>Use learned strategies to spell high frequency and familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent reading texts; words used regularly in instruction across the curriculum)</p> <p>Use a dictionary, thesaurus as an aid in writing.</p> <p>Respond to print and visual text that they have enjoyed</p> <p>Use a journal/diary for recording personal information</p> <p>Write fluidly and legibly in cursive or manuscript leaving margins at the edges of the paper</p>	<p>Identify and use blends, digraphs, clusters, sight words appropriate to grade</p> <p>Use context clues for vocabulary comprehension</p> <p>Understand and use elements of structure e.g. Contractions, compound words, syllabication, inflectional endings.</p> <p>applying basic spelling rules (e.g., drop the <i>silent e</i> and add <i>ing</i>, change <i>y</i> to <i>i</i> and add <i>es</i>)</p> <p>develop personal word lists of the following to focus attention on need for correct spellings:</p> <ul style="list-style-type: none"> ➤ words frequently misspelled in own writing ➤ new vocabulary encountered in literature and in various areas of study ➤ words from any source that are of personal interest or challenge <p>Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.</p>	<p>use various sentence patterns (e.g., simple, compound, complex, interrogative, and exclamatory)</p> <p>Combine simple sentences into compound and complex sentences for effectiveness and clarity of communication</p> <p>Use the coma</p> <ul style="list-style-type: none"> -in complex sentences e.g. When I was ten years old, I had my first birthday party. -to divide direct speech from the rest of the sentence e.g. "I have finished all my Juice," said Peter. -around a phrase for modifying the preceding noun e.g. Miss Joseph , my class teacher, will take us to the zoo next week. <p>Use the auxiliary verbs "was, were, has, have, will, shall" to seek information e.g. Were you doing your chores when we called?</p> <ul style="list-style-type: none"> -Has he seen this picture? -Have you ever been to America? -Will she join us after the meeting?

<p>distinguish between the main idea/topic sentence from the supporting details and understand the difference between relevant and irrelevant information</p> <p>Predict the meaning of unfamiliar words using different types of cues, including: prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);</p> <p>Read over writing to revise, edit and improve it.</p> <p>Make inferences about texts using stated and implied ideas from the texts as evidence</p> <p>Read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy</p> <p>Preview text (title, headings, chapters, cover, table of contents) to set a purpose for reading</p> <p>Use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message on packaging for a video game:</p> <p>Identify who produces various media texts and the reason for their production (e.g., GIS</p>	<p>Use a variety of media such as print and electronic, when writing</p> <p>State a main idea, theme or opinion and provide supporting details Use relevant examples, reasons and explanation to support ideas</p> <p>Choose vocabulary that communicates their messages clearly and precisely</p> <p>Collect information from various sources and present it in one simple format e.g. wall chart, labeled diagram</p>	<p>Spell two –syllable words containing double consonants e.g. bubble, kettle, common</p> <p>Build from other words with similar patterns e.g. medical, medicine</p>	<p>Use the connectives “because, since, although, so, so that, when, while, therefore, first, next, then, if, unless, either... or, neither... nor” e.g. I’m late because I missed the train. -Since the rain is so heavy, we can only stay indoors. -Although Jane is tired , she does not sit down .</p>
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Term 1

Theme 1 Caribbean Culture

Topics

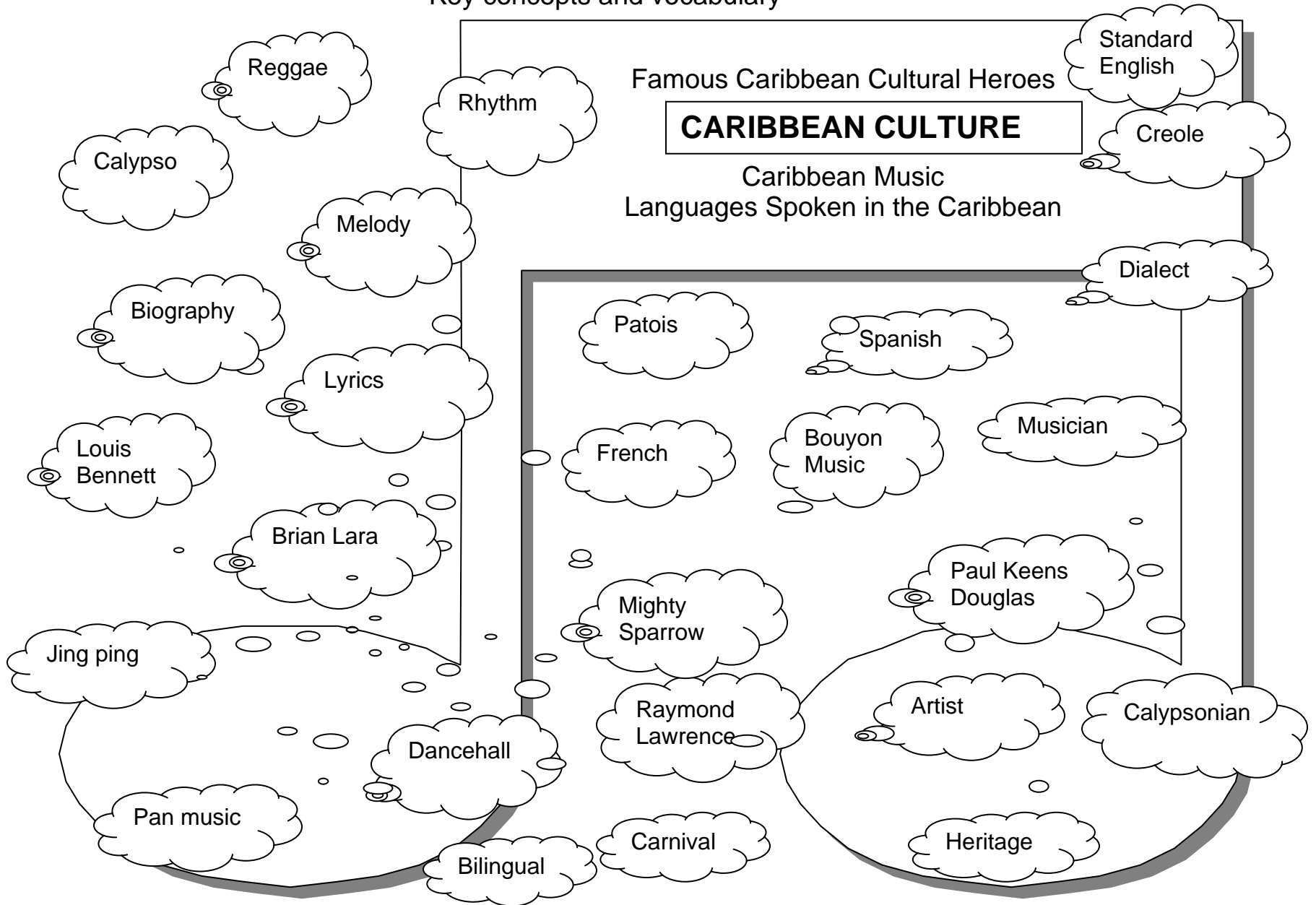
- **Caribbean Music**
- **Languages spoken in the Caribbean**
- **Famous Caribbean Cultural Heroes**

The Caribbean Region is made up of a chain of islands. Though each island is unique in its own way, cultural and linguistic influences forge a common bond which brings them as one. This unit will focus on three aspects of Caribbean culture: Caribbean Music, Languages Spoken in the Caribbean and Famous Caribbean Heroes.

Students will be introduced to local as well as regional music artist, appreciate linguistic unity within the Caribbean and identify famous local and regional cultural heroes. Students will also develop positive self-esteem, and pride as a Caribbean national.

N.B All activities should be used as a vehicle for developing language skills.

Key concepts and vocabulary



Sample Activities Term 1 Unit 1 Theme 1: Caribbean Culture – Music

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Categorize and talk about the various Caribbean music/artist researched.</p> <p>e.g. Read aloud about steel pan music in Keskidee workbook 5 pg 50 for discussion</p> <p>Play videos/ tape of recorded music and have pupils listen/view to identify the genres, talk about them and the artists</p> <p>Talk about similarities and differences in music (negative and positive)</p>	<p>Read information about the different music researched; Collect and interpret data, facts and ideas from information</p> <p>Compare and contrast any two genres of music</p> <p>Read about the different Caribbean artists and the genre of music they produce and: Identify details, -words associated with theme e.g. jazz, reggae, socca, bouyon etc</p> <p>Focus on comparative adjectives/adverbs</p> <p>Complete KWL chart</p>	<p>Use a graphic organizer to compare and contrast any 2 genres of music</p> <p>Write about any Caribbean music researched e.g. the origin, the island it is most popular in, any popular artist who sings it, (gather and organize ideas and information to write for an intended audience.</p> <p>Use graphics/media text to enhance presentations</p> <p>State main idea or theme and provide supporting details</p>	<p>Reading /Comprehension:</p> <ul style="list-style-type: none"> ➤ Main idea ➤ KWL strategy ➤ Compare/ contrast ➤ Make judgment ➤ Use of graphic organizer ➤ Analyzing, interpreting data ➤ Categorizing ➤ Read aloud ➤ Identify authors' message, themes <p>Language Structure</p> <ul style="list-style-type: none"> ➤ Adjectives/adverbs ➤ Synonyms ➤ Punctuation
<p>Talk about popular music in Dominica e.g. calypso, bouyon</p> <p>Listen to local and regional popular calypso and express opinions about them. Talk about hidden messages in lyrics</p> <p>Compare and contrast the lyrics/melody /make judgments</p> <p>Put a tune to the calypso on pg 49 and sing in groups</p>	<p>Read text e.g. Keskidee 5 pg 49</p> <p>Identify: main idea and details -authors message - vocabulary/spelling words at grade level</p> <p>Read other popular calypsos and identify the theme, hidden messages/rhyming words and figurative speech</p> <p>Analyze the language of songs & identify phrase and sentences in local dialect</p>	<p>Choose a theme to write a calypso or any genre of choice</p> <p>Focus on the message that needs to be told and the audience</p> <p>Develop a personal voice in writing</p> <p>Use written calypsos or other songs as a guide to assist in writing</p> <p>Use figurative language in writing</p>	<p>Writing</p> <ul style="list-style-type: none"> ➤ Sequencing ➤ Expository writing ➤ Reports ➤ Songs ➤ Phrases/ sentences ➤ Figurative language <p>Vocabulary/ Word Study</p> <ul style="list-style-type: none"> ➤ Synonyms ➤ Rhyming words ➤ Words associated with music
<p>Create and use local musical instruments e.g. used in cultural performances</p> <p>Do presentation in song/dance using any genre and talk about it Eg: type of music, origin, etc.</p> <p>Pupils responses to questions judged using a rubric for oral speaking</p>	<p>Read local calypsos or any genre of music composed</p> <p>Identify the theme, message -correct words/sentences for local dialect -Identify synonyms for words used</p> <p>Focus on choice of words used to bring out intended meaning</p>	<p>Do procedural writing e.g. how to make a drum/guitar/ etc.</p> <p>Write lyrics to the tune of any popular Caribbean song</p> <p>Write an article critiquing lyrics of song played e.g. on radio</p> <p>Edit writing for use of correct punctuation</p>	<p>Listening and Speaking</p> <ul style="list-style-type: none"> ➤ Oral presentation ➤ Singing ➤ Dramatizing ➤ Giving /following instructions

Sample Activities Term 1 Unit 1 Theme 1: Caribbean Culture – Languages spoken in the Caribbean

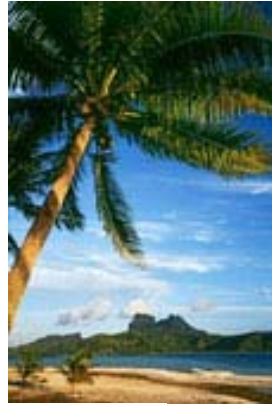
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Use background knowledge to discuss different dialects used in their country.</p> <p>Ask questions orally about information presented and give opinion</p> <p>Listen to tape recorded or resource person e.g. Felix Henderson tell jokes/stories in e.g. patios/cocoy</p> <p>Tell stories/jokes poems in local dialect</p>	<p>Read text e.g. <i>Keskidee Pupils bk. 5 pg. 33 and 35, pupils book 6 pg, 1-4</i></p> <p>Identify details/main idea -phrases and sentences</p> <p>Translate sentences to standard English, vice versa</p> <p>Highlight specific words in local dialect and translate to standard English</p>	<p>Write jokes using speech bubbles in their local dialect with emphasis on speech marks.</p> <p>Translate dialect sentences to standard English</p> <p>Create word bank in local dialect and English translation</p> <p>Write a poem in any known local dialect</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Identifying details ➤ Main idea ➤ Interpreting ➤ Literary devices ➤ Retelling ➤ Inferences ➤ Facts and opinions ➤ Summarizing ➤ Translation ➤ Read aloud <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Speech marks ➤ Phrases and sentences ➤ Auxiliary verbs ➤ Grammatically correct Sentences ➤ Quotation marks <p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Poems ➤ Paragraphs, ➤ Jokes ➤ Speech bubbles ➤ Labeling <p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Word bank with words pertaining to theme ➤ Creole words <p><u>Listening and speaking</u></p> <ul style="list-style-type: none"> ➤ Dramatize ➤ Read aloud ➤ Jokes ➤ Listen to interpret dialect
<p>Listen to various Caribbean writers speak in their dialect (tape/video)</p> <p>Read orally (decoding) different texts in any Caribbean dialect</p> <p>Focus on tone, diction, etc.</p> <p>Listen to interpret the same sentence read in 3 different dialects</p>	<p>Research information from different sources about various dialects spoken in the Caribbean</p> <p>Present stories, poems ads, reports etc written in dialect ` e.g. Felix Henderson ads, Attempt to interpret dialect e.g. Jamaican, Antiguan, Dominican dialect</p> <p>Highlight words/sentences from text and use them to teach correct form in Standard English</p> <p>Determine the meaning of unfamiliar dialect words from research/Creole dictionary/resource persons, newspapers</p>	<p>From text read, write sentences phrases or words written in local dialect from any Caribbean country and rewrite in IAE</p> <p>Build word bank.</p> <p>Create word search puzzle from passage.</p> <p>Label objects in dialect form.</p>	
<p>Dramatize using aspects of different dialect forms/language. Sing/choral speech using dialect form</p> <p>Retell story/as in their dialect form (folktale, Creole stories)</p>	<p>Read script, songs speech or poems</p> <p>Identify instances of e.g. figurative languages, metaphors, personifications, alliterations, onomatopoeia from text read</p> <p>Answer different levels of questions from texts</p>	<p>Write figurative language in poems and paragraphs written in local dialect</p> <p>Publish items written in class newspapers.</p>	

Sample Activities Term 1 Unit 1 Theme 1: Caribbean Culture – Cultural Heroes

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Talk about people in the country who have contributed to culture.</p> <p>Interview a resource person e.g.: cultural elder.</p>	<p>Research information on a local icon e.g. Alwin Bully/Raymond Lawrence.</p> <p>Read biography texts about any cultural hero in Dominica or in the Caribbean – e.g. Language Tree 5 pg 6</p> <p>Focus on text structure in informational text -format of the biography text.</p> <p>Make inferences and draw conclusions</p> <p>Identify: descriptive words - the past tense of verbs</p>	<p>Write a summary about any local cultural icon</p> <p>Use resource person’s experiences to stimulate writing</p> <p>Write about the activities of any local icon</p> <p>Use graphics in writing</p> <p>Use effective words in writing</p> <p>Use guided writing strategies</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Guided reading ➤ Making inferences ➤ Drawing conclusion ➤ Main ideas and Supporting details ➤ Fact and fiction ➤ Facts and opinion ➤ Interpreting data ➤ Analyzing text <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Proper nouns ➤ Relative and possessive Pronouns ➤ Past and future tense ➤ Adjectives ➤ Antonym
<p>View pictures of various cultural persons/icons in the Caribbean</p> <p>Talk freely about the area of culture they have contributed to</p> <p>Give opinions and make valued judgments</p>	<p>Collect and interpret data, facts and ideas about cultural heroes from library or media text etc.</p> <p>Read text e.g. Keskidee Reader 5 pg. 58-60 or pupil’s bk. 5 pg. 81.</p> <p>Identify main idea, supporting details, facts and opinions</p> <p>Focus on adjectives, relative pronouns, the past tense of verbs</p>	<p>Create a poster or scrap book of different icons local/regional.</p> <p>Write simple biography about any Caribbean cultural hero in reference to researched information</p> <p>Use a word processor to create a booklet (Cultural Icons) for reading</p> <p>Edit writing for presentation</p>	<p><u>Writing</u></p> <p><u>guided writing</u></p> <ul style="list-style-type: none"> ➤ Biography, ➤ Posters, journals ➤ Summarizing ➤ Creating scrapbooks ➤ Writing process <p><u>Vocabulary/study skills</u></p>
<p>Talk about any aspect of culture they would like to contribute to</p> <p>Dress like any cultural icon and make oral presentation on character</p> <p>Ask questions to cultural icon</p>	<p>Read about any aspect of Caribbean culture and the persons who have contributed to e.g. sports, music, storytelling, dance etc.</p> <p>Draw conclusions, make judgments</p> <p>identify details, facts and fiction, high frequency words at grade level, proper nouns, adjectives, possessive pronouns and the future tense</p>	<p>produce clear, well organized explanations of any aspect of culture that they would like to contribute to (In essay/paragraph form,</p> <p>Make journal entry of their future aspirations</p> <p>Design a mural of outstanding cultural icons</p>	<ul style="list-style-type: none"> ➤ High frequency grade Level words ➤ Antonyms ➤ Context clues ➤ Dictionary skills <p><u>Listening /Speaking</u></p> <ul style="list-style-type: none"> ➤ Discussing ➤ Interviewing ➤ Role-play

Assessment	Resources

Term 1

Theme 2 Visitors to our Island

Topics

- **Who they are they/where do they come from ?**
- **Why they come**
- **How do we treat our visitors**

It is not uncommon to see one or more cruise ships in the harbour on a typical day during the tourist season. Every year, thousands of people from all walks of life visit the island. Who are they? Where do they come from? Why do they come and how should we treat them? This unit will help answer these questions.

Through various exercises, students will see the need to demonstrate positive attitude towards visitors to the island, develop appreciation for their interest in different aspects of island life and show hospitality towards visitors.

Key concepts and vocabulary



Sample Activities Term 1 Unit 2 Theme 2: Visitors to Our Island - Who are they? /where they come from?

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Talk about people who come to our island</p> <p>Use riddles to identify country of origin</p> <p>identify the visitors and the country from which they originated based on the flag</p> <p>Use appropriate words to identify or to describe visitors. Eg: American, investor, Reggae Star, Cricketer, etc</p>	<p>Categorize the persons who come to the island</p> <p>Read documented information about visitors to the island</p> <p>Use text features e.g. graphs, tables, to understand and interpret information</p> <p>Highlight proper adjectives and capitalization</p> <p>Locate countries from which visitors come from on a map and answer high order questions</p>	<p>Design a poster depicting visitors</p> <p>Use appropriate media to assist e.g. scan/print pictures,</p> <p>Write paragraphs giving summaries, reports, and description of persons who visit our island</p> <p>Write riddles that will identify visitors to the country</p> <p>Summarize information presented in graphs/tables</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Categorizing ➤ Using text features ➤ Interpreting ➤ Locating information ➤ Facts/opinion ➤ Making prediction ➤ Inferences <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Adjectives ➤ Capitalization ➤ Adverbs ➤ Subject/verb Agreement
<p>Interview a visitor e.g tourist, business man, artist etc. using appropriate questions to clarify and obtain information</p> <p>Introduce, welcome, give vote of thanks to the visitor</p> <p>Have visitor talk about where they come from and what they do</p>	<p>Compile information gathered from interview for reading</p> <p>Highlight new vocabulary words and find meaning using a dictionary</p> <p>Identify details; facts and opinion</p> <p>Identify synonyms/antonyms</p>	<p>Write thank you notes to resource person</p> <p>Compile information from interview in an appropriate form for reading using correct conventions</p> <p>Focus on the use of subject/verb agreement in writing</p> <p>Use appropriate vocabulary e.g. use other words for overused words</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Poster ➤ Summaries ➤ Thank you notes ➤ Reports ➤ Riddles <p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Synonyms/antonyms ➤ High frequency words
<p>Recite poems created on the theme</p> <p>Do choral reading</p> <p>Give facts & opinions based on information on the graph</p>	<p>Present information on a graph about persons who come to our island. (e.g. over a two year period)</p> <p>Interpret information on the graph</p> <p>Ask high level questions</p> <p>Make prediction/inferences</p> <p>Focus on adverbs of time and similes</p>	<p>Write word walls with new vocabulary</p> <p>Create a poem inviting persons to the island</p> <p>Make journal entries</p>	<p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Choral reading ➤ Interview ➤ Riddles ➤ Recite poems

Sample Activities Term1 Unit 2 Theme 2: Visitors to Our Island - Why did they come

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Discuss why people come to the country giving facts and opinion</p> <p>e.g. business, sports, sight seeing,</p> <p>listen to a visitor e.g. peace corps talk about purpose of being in the country</p>	<p>Read local brochures and magazines, internet sites telling why visitors come to the island</p> <p>Locate specific information and answers to questions</p> <p>Identify reasons relating to why persons come the island</p> <p>Make judgments and draw conclusions</p> <p>Use dictionary/thesaurus to find meaning of new words</p>	<p>Write an advertisement in order to persuade someone to come to your island</p> <p>Design a brochure (Use pictures)</p> <p>Write accounts giving reasons why people come to the island</p> <p>Pretend to be a visitor. Write a composition giving reasons for your visit</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Locate information ➤ Make judgments ➤ Draw conclusion ➤ Categorizing/classifying ➤ QAR ➤ Author's purpose <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Prepositional phrase ➤ Preposition ➤ Past participle of verbs
<p>View a documentary about the island and discuss observations</p> <p>Describe places on interest on the island</p> <p>Dramatize a scene e.g. a tourist coming to the island for a specific purpose</p>	<p><i>Read text e.g. pg.79 Language Tree 5</i></p> <p>Classify/categorize information from text</p> <p>Focus on synonyms, preposition and positional phrase</p> <p>Generate vocabulary words through discussion</p>	<p>Write a newspaper article to promote the island as a place where visitors need to come</p> <p>Write an essay persuading someone to come to your island</p> <p>Pretend to be a tourist. Write about your experience in the Island</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Advertisement ➤ Develop composition by Giving reason ➤ Persuasive essay ➤ Invitation letter ➤ Songs/poems ➤ Email
<p>Sing local songs , recite poems about the island</p> <p>Sing/ recite the song "O Island in the Sun"</p>	<p><i>Read text e.g. pg 1 Reading & Writing Everyday- gr. 4</i></p> <p>Identify the authors' purpose</p> <p>Use QAR strategy to answer questions about the text</p> <p>Focus on the past participle of verbs</p> <p>Highlight new vocabulary words</p>	<p>Write a letter of invitation /email to a specific person inviting them to do something in the island</p> <p>Create songs/poems telling why your island is a place people need to visit</p>	<p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Dictionary skills ➤ Words from text ➤ Synonyms <p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Drama ➤ Song ➤ Poetry ➤

Sample Activities Term 1 Unit 2 Theme 2: Visitors to Our Island- How do we treat our visitors

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>View film, documentary or advertisement on how visitors to the island need to be treated</p> <p>Role play situation where visitors are treated badly/well</p> <p>Discuss literal and figurative use of language</p>	<p>Read text <i>Keskidee pupil's bk. 5 pg. 33</i>. Draw conclusion, make inferences identify and irrelevant information</p> <p>Identify the authors purpose for writing the text</p> <p>Make connection to self</p> <p>Convert words/sentences from dialect to International Accepted English, and from direct to indirect speech</p>	<p>Write a composition e.g. telling about the treatment you have received as a visitor to the country</p> <p>Edit writing focusing on irrelevant details, proper use of writing conventions,</p> <p>Draw cartoons, write speech bubbles and dialogue using information from text read</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Draw conclusion ➤ Make inferences ➤ Author's purpose ➤ Making connection ➤ Details ➤ Cause and effect ➤ Compare & contrast ➤ Summarize ➤ Main idea ➤ Story elements
<p>Listen to a resource person e.g. from tourism office, taxi operator etc. talk about how to treat visitors</p> <p>Ask questions to resource person to clarify ideas or to obtain information</p> <p>Listen to excerpt from radio programme "To Serve With Love"</p> <p>Give personal opinions</p>	<p>Read newspaper clippings, magazines, etc about service to visitors to the island</p> <p>Identify details, cause and effect relationship</p> <p>Use dictionary/suffixes an prefixes to find the meaning of new words</p>	<p>Write cause and effect paragraphs</p> <p>Write recommendations to service providers</p> <p>Write formal letters of complaints and apologies</p>	<p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Direct/indirect speech ➤ Past tense of verbs ➤ Speech marks <p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Writing conventions ➤ Draw cartoon ➤ Editing ➤ Dialogue/speech marks ➤ Formal letters ➤ Story email ➤ Journal
<p>Listen to the story e.g. . "Boundless Grace" to critique, emphasize and give opinion</p> <p>Make predictions before during and after reading</p>	<p><i>Read text e.g. "Boundless Grace"</i></p> <p>Summarize the main idea in the story</p> <p>Compare and contrast information</p> <p>Make personal connection</p> <p>Identify elements in the story</p> <p>Focus on: past tense of verbs, -contractions -compound words -spelling patterns</p>	<p>Write a response to the story e.g. summarize main points, write a thank you letter to Grace's father, write an email to the family after the visit etc.</p> <p>Write a story fiction/non-fiction about an experience visiting a relative in another country</p> <p>Illustrate parts of the story and write sentences about it</p> <p>Make journal entry</p>	<p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Compound words ➤ Spelling patterns ➤ Contractions ➤ Dialect word ➤ Suffix/prefix <p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Role play ➤ Giving opinion

Assessment	Resources

LANGUAGE ARTS

GRADE Four

Term 2

Duration: Six Weeks

Unit 1

THEME 3: Friendship

Topics:

- School friends
- Demonstrating friendship
- Special friendship

UNIT 2

Duration: Six Weeks

THEME 4 Marine Life

Topic

- Sea creatures
- Preserving our marine life
- Tales under the sea

Grade 4 Success Criteria Term 2

By the end of the units pupils will be able to :

Reading	Writing	Vocabulary/Word Study	Language Structure
<p>Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives (e.g., identify words or phrases that reveal the point of view presented;</p> <p>Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience</p> <p>Read instructional text and discuss the organization, language structure and punctuation of the text</p> <p>express opinions about the ideas and information in texts and cite evidence from the text to support their opinions</p> <p>Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., "I think this documentary about my country is one-sided"</p>	<p>Produce imaginative stories and personal narratives that show insight, development, organization, and effective language</p> <p>Use resources such as personal experiences and themes from the text to stimulate own writing</p> <p>Respond critically to literature and other stimuli (oral language and reading)</p> <p>generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>Write a composition of more than one paragraph which has:</p> <ul style="list-style-type: none"> ➤ An introduction that indicates the topics. ➤ Supporting paragraphs in which sufficient information is provided to support the topic. ➤ Concluding paragraph that summarizes main idea <p>recognize and use, when appropriate, figures of speech and figurative language (e.g., similes, metaphors, personification, idioms,)</p>	<p>Add a range of suffixes to nouns and verbs to make adjectives e.g. wash washable, hope hopeful, child like, shock shocking</p> <p>Spell words by analogy with other known words e.g. light, fright</p> <p>Distinguish between the spelling and meaning of common homophones e.g. to/two, They're/their/there, piece/peace</p> <p>Use knowledge of roots and affixes to determine the meaning of a complex word.</p> <p>Use knowledge of synonyms and antonyms to determine the meaning of words and phrases in a passage.</p> <p>Identify words that have more than one meaning and interpret their use in a passage.</p> <p>Choose words carefully to present information clearly and accurately in planned oral presentations.</p>	<p>Use the general determiners "a few, a little, both, each, enough, several, too many, too much, plenty of" to show quantities e.g. A few boys in my class wear glasses. I found a little jam in the refrigerator.</p> <p>Use the present perfect tense to relate past events to the present e.g. I have done my exercise already. Paul hasn't sent the present yet.</p> <p>Use the future tense to talk about future events, actions and processes e.g. He will go fishing tomorrow. It is going to rain.</p> <p>Use the plural forms of nouns with 'y' changed to 'i' and 'f' to 'v' before adding 'es'</p> <p>Use plural and possessive forms of nouns and pronouns</p> <p>Use basic sentence types including negative and interrogative form e.g. has, hasn't, do, don't, does, doesn't</p>

Grade 4 Success Criteria Term 2

Reading	Writing	Vocabulary/Word Study	Language Structure
<p>Identify / recognize and sound out complex letter clusters, and read accurately the words in which they occur.</p> <p>Distinguish between common forms of literature e.g., poetry, drama, fiction, non-fiction</p> <p>Generate questions about the text based on prior knowledge and the information given.</p> <p>Compare and contrast information derived from several sources on a selected topic.</p> <p>Use part of a book to locate specific information e.g. the table of content chapter headings, glossary, illustrations, captions, and index</p> <p>Identify, discuss, and compare story structure including characters, setting, plot and theme and determine character's traits and motivations by what they say and do and how the author portrays them</p> <p>Identify the main events of the plot, their causes, and the influence of each event on future actions. Identify the cause of a particular</p> <p>Read to identify author's purpose or underlying theme in fiction and non-fiction and support with details from text</p>	<p>Write a story based on an imagined or real experience.</p> <p>Use dialogue in a story</p> <p>Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work</p> <p>Use regular and irregular verbs correctly in sentences.</p> <p>Use coordination conjunctions correctly in writing.</p> <p>Revise writing to correct mistakes in word order and sentence formation.</p> <p>Use inverted commas to indicate direct quotations.</p> <p>Use the apostrophe appropriately in writing</p> <p>Use quotation marks to indicate the titles of articles, poems, stories.</p> <p>identify and respond to distinctive features of oral language e.g. songs, stories, poems</p> <p>identify the topic, purpose, and audience for a variety of writing forms</p> <p>Write an expository paragraph, using comparison and contrast to organize the information.</p>	<p>Decode multi-syllable words using knowledge of common roots derived from Greek and Latin and affixes e.g. inter-, intra-, un-, re-, pre-, bi-, and use this knowledge to analyze the meaning of complex words e.g. nation, nationality, international, thermometer</p> <p>Identify and use words that double the final consonant before adding ending e.g. "stopping", "planning"</p> <p>Identify and use words that drop the final 'e' before ending e.g. 'coming'</p> <p>apply knowledge of letter patterns and rules for forming regular and irregular plurals and possessive contractions; identify roots in related words: explore, explorer, exploration;</p> <p>Recognize and spell words with common prefixes and suffixes e.g. (dis, in, mis, anti, non, com, con, pre, sub, tri, post, de, pro, ex), (-ship, -hood, -ness, -ment)</p> <p>Use knowledge of the origin and derivation of a word to determine its meaning in a particular context.</p>	<p>Identify noun types e.g. collective, masculine/feminine, proper/common and use nouns as subject words in sentences</p> <p>Use noun substitutes 'he', 'she', 'it', 'your', 'mine', 'theirs'</p> <p>Use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses</p> <p>Use quotation marks to denote direct speech e.g. "How was your first day at work?" asked Mrs. Chan</p> <p>Use the apostrophe to indicate the possessive case in nouns e.g. to refer to a point in time I have to hand in the project in a week's time.</p> <p>Extend sentences using conjunctions adjectives and adverbs</p>

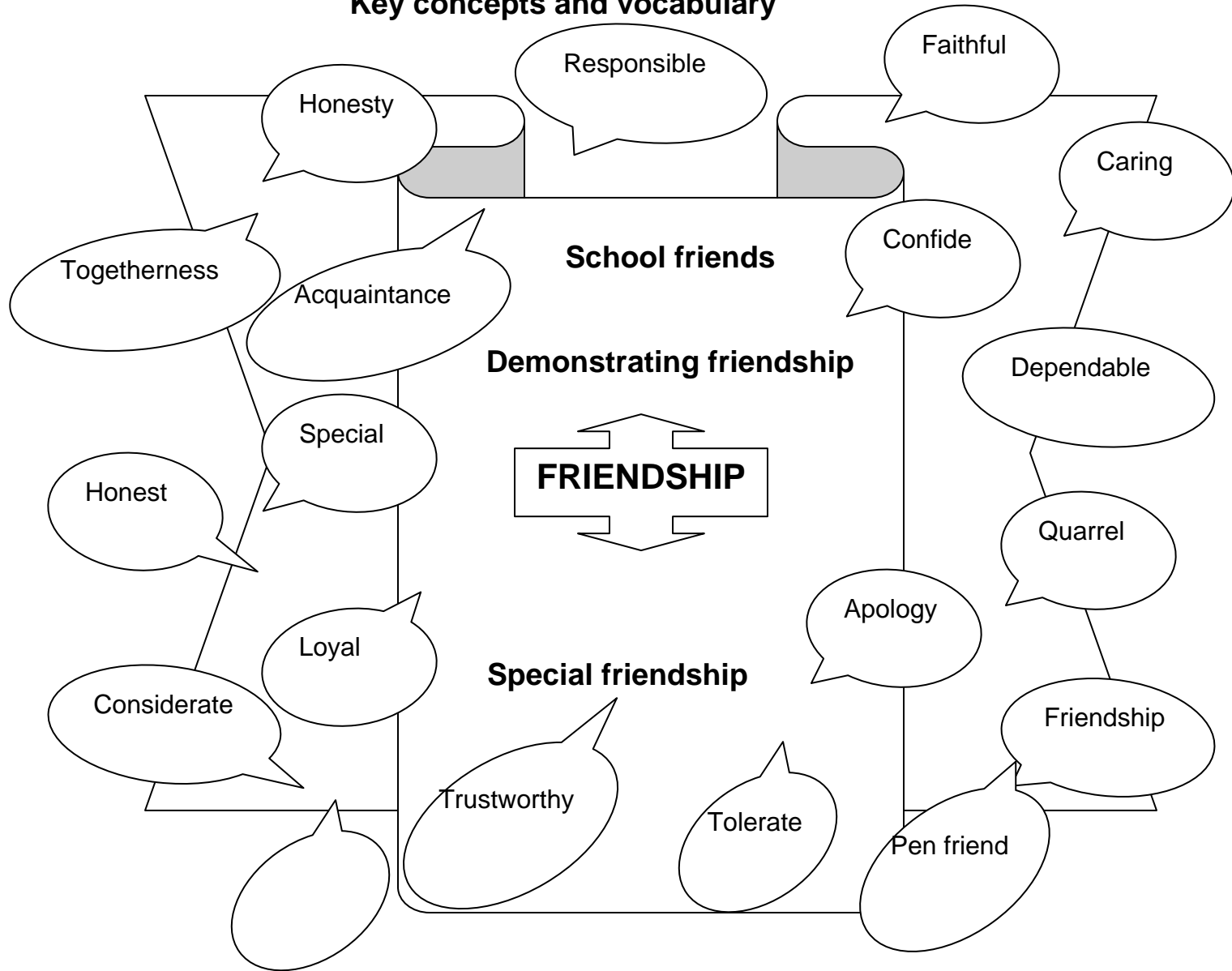
<p>Identify structural patterns found in informational texts e.g. compare and contrast, cause and effect, sequential or chronological order, proposition and support</p> <p>Evaluate texts by identify: -the author purpose -whether events , actions, characters and /or settings are realistic -Important/unimportant details -statement of fact, opinion and exaggeration with assistance</p> <p>Identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used (e.g., in an advertisement</p> <p>recognize the format and language features of a variety of text types, e.g. journals, letters, menus, reports</p>	<p>Respond in writing to prompts that follow the reading of literary and informational text</p> <p>Compare and contrast ideas and information from two sources</p> <p>Use technology as a tool to gather, organize, and present information.</p> <p>Use appropriate literary terms to refer to elements of narratives in writing about them.</p> <p>Write a report e.g. about school events or incidents from a story -include headlines -use IT to draft and lay out report -organize writing into paragraphs</p> <p>Present point of view in writing e.g. in the form of letter , report, scripts etc. linking points persuasively and selecting style and vocabulary appropriate to the reader</p> <p>Write formal letters including address, date, salutation, body, closing and signature</p> <p>Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (e.g., a poster advertising a school science fair; a flyer to encourage students to participate in the fair)</p>		<p>Use adverbs or adverb phrases to: -express degree e.g. <i>Don't make so much noise.</i> <i>The uniform is too small for me.</i> -express frequency e.g. <i>Susan always goes to school by car.</i> <i>My teacher often visits us.</i> <i>My sisters sometimes go camping</i></p> <p>Use comparative and superlative adjectives or adjective phrases to make comparisons e.g. <i>John's hair is longer than Tom's.</i> <i>This dress is more beautiful than that one.</i> <i>John is the tallest boy in the class.</i></p> <p>Use the indefinite pronouns e.g. someone, anyone, everyone, no one, somebody, anybody, everybody, nobody, something, anything, everything, nothing" to refer to people, events and objects in a general and indefinite way e.g. <i>-Somebody has left a green umbrella in the room.</i> <i>-There's no one outside.</i> <i>-Is there anything in that box?</i></p>
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Term 2**Unit 1****THEME 3: Friendship****Topics:**

- **School friends**
- **Demonstrating friendship**
- **Special friendship**

In this unit, students explore the concept of friendship with peers as well as with animals. They share their thoughts and feelings about having and being a friend. This unit provides a familiar context in which the students learn to develop personal responsibility in their everyday dealing with their friends. The classroom experience suggested in the unit should help develop qualities such as loyalty, trustworthiness and dependability. Pupils should also understand that special friendships need to be treasured since they can play a part in nurturing the kind of persons they become.

Key concepts and vocabulary



Sample Activities Term 2 Unit 1 Theme 3: Friendship - School Friends

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>View and discuss films/stories about friendships</p> <p>Express opinion about situation in the text giving evidence from text</p> <p>Discuss the term 'friendship'</p>	<p>Read text e.g. <i>Keskidee Reader 5 pg27</i></p> <p>Make predictions/inferences based on information from text</p> <p>Identify use of exclamation marks,</p> <p>Use dictionary and context clues to identify unknown words.</p> <p>Form new words from root words e.g. sympathy- sympathetic</p> <p>Focus on the use of contractions</p>	<p>Draw and write descriptions of their friends</p> <p>Write about how they make friends at school.</p> <p>Use pre-writing strategies e.g. semantic webs, to organize ideas and plan for writing</p> <p>Draw pictures depicting friendships and write sentences.</p> <p>Make journal entries</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Make prediction/inferences ➤ Context clues ➤ Making connection ➤ Story elements ➤ Draw conclusion <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Contractions ➤ Quotation marks ➤ Adverbs ➤ Adjective
<p>Talk about relationships with friends at school</p> <p>Do chorally reading of poem</p>	<p>Read poem about friendship e.g. <i>Swing into English 3 pg 35</i></p> <p>Identify the author, tone, mood, the theme</p> <p>Form new words by adding suffix e.g. -able, -ment, -ness etc</p> <p>Identify words with vowel diagraph ea and high frequency words at grade level.</p> <p>Focus on dialogue and conversation and the use of quotation mark</p> <p>Read friendship pie/recipe (<i>see appendix</i>)</p>	<p>Write a poem about your best friend at school – (acrostic/ cinquain etc.)</p> <p>Draw cartoons showing friendships and use speech bubbles to write dialogue</p> <p>Write friendship pie/recipe</p> <p>Write a paragraph about what true friendship means</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Drawing ➤ Journal ➤ Speech bubbles ➤ Paragraph-descriptive, expository ➤ Friendship pie/recipe ➤ Dialogue <p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ High frequency words ➤ Suffix-able –ment -ness ➤ Inflectional endings
<p>Share their feelings about their best friends and discuss things friends do together</p> <p>Participate in a play – <i>Language Tree 4 pg. 66</i></p> <p>Speak with expression, volume, pace and appropriate gestures to bring out intended message</p>	<p>Read play e.g. <i>Language Tree 4 pg. 66</i></p> <p>Make personal connections to the text</p> <p>Identify character, setting, moral, values, and draw conclusions</p> <p>Focus on comparative/superlative adverbs e.g. later than, more slowly than</p> <p>Identify high frequency words at grade level</p>	<p>Write play/skit/story</p> <p>Use dialogue to create short play.</p> <p>Write journal entries.</p>	<p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Share feelings ➤ Choral reading ➤ Express opinions

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>'Friendship is a two-way street' Explain the saying in your own words. Give personal experiences about such situations.</p>	<p>Read text e.g. pg 56 New Caribbean Junior English 3</p> <p>Use questioning strategy make meaning</p> <p>Focus on the use of synonyms/antonyms for other words/phrases</p> <p>Compare / contrast behavior of characters</p> <p>Make judgments based on text</p> <p>Identify connectives in sentences</p>	<p>Write an account from the point of view of any character from the story e.g. Martin.</p> <p>Write a letter of apology</p> <p>Write an alternate ending to the story.</p> <p>Write compositions with friendship themes</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Question strategy ➤ Compare and contrast ➤ Make judgments ➤ Evaluate ➤ Analyze ➤ Story elements ➤ Text structure <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Connectives ➤ Phrase and sentence ➤ Past tense of verbs
<p>Talk about friends who have moved away. Discuss feelings</p> <p>talk about ways by which friends can keep in touch with each other near and far e.g. letter and email, text, signs etc,</p> <p>Communicate to a friend e.g. via Skype, telephone etc.</p>	<p>Read text e.g. Language Tree bk.4 pg 70. Evaluate the content of the different texts.</p> <p>Use comprehension strategy before during and after reading</p> <p>Identify the purpose and audience</p> <p>Compare and contrast different text type</p> <p>Focus on: words, phrases and sentences and the proper format -the format of letter, email, text messages</p> <p>Identify character words</p>	<p>Write text, email, letters, poems</p> <p>Write for specific purpose and audience</p> <p>Pretend that a good friend has gone away and would like to hear from you. Write your friend a letter/email about why you miss him/her and the good times you used to have together.</p> <p>Write responses to texts read</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Story ➤ Letter of apology ➤ Text messages ➤ Email ➤ Report ➤ poems <p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Synonyms/antonyms ➤ Character words ➤ Connectives
<p>Role play a situation where a new kid try to gain acceptance into a friendship group</p> <p>Discuss how it felt to be the new kid and how it felt to become part of the group."</p> <p>share similar personal stories</p>	<p>Read text e.g. New Boy - Language Tree 4 pg. 116</p> <p>Identify literary elements e.g. setting, , character, plot</p> <p>Analyze ideas based on prior knowledge and personal experience</p> <p>Focus on the past tense of verbs</p>	<p>Write a different plot for the story</p> <p>Write a response to the story e.g rewrite the story telling what happened</p> <p>Write letters to any character in the story etc.</p> <p>Conduct research and write a report about peer pressure or values in friendship</p>	<p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Discussion- Share personal stories ➤ Role play

Sample Activities Term 2 Unit 1 Theme 3: Friendship -

Special Friendship

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Discuss the saying '<i>Dog is man's best friend.</i>'</p> <p>Talk about special animal/human friends.</p> <p>Listen to and discuss stories about special friendship.</p> <p>Discuss this scenario: "Suppose you were invited to a birthday party but your best friend was deliberately left out. What would you do? Why?"</p>	<p>Read stories about special friends. Give their opinions and make judgments about stories read. e.g. <i>Androcles and the Lion, David and Jonathan, Lion and the Mouse</i></p> <p>Identify author's purpose, morals, values in stories</p> <p>Make personal connection and inferences</p> <p>Identify fiction/nonfiction text -vocabulary words pertaining to friendships.</p>	<p>Choose an animal as a best friend and write a real or imaginative story</p> <p>Focus on writing summaries and different endings to stories</p> <p>Use the writing process to write an essay "Dog is Man's Best Friend."</p> <p>Give personal point of view in writing</p> <p>Write an essay "To have good friends you must be a 'good friend'"</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Making connections ➤ Fiction/non-fiction ➤ Literary devices ➤ Critique ➤ Main ideas/details <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Adjectives ➤ Relative pronouns <p><u>Writing</u></p>
<p>Read cartoons and poems and choral read written poems based on special friendship</p> <p>Discuss friends in pictures doing something special</p> <p>Role play friends arguing or getting angry and making up later</p> <p>Make friendship bracelet and talk about it Sing a song e.g. That's what friends are for.</p>	<p>Read poems/view DVDs about special friendship (<i>see poems and friendship pie in appendix</i>)</p> <p>Identify literary devices e.g. simile, metaphor, personification</p> <p>Focus on adjectives</p>	<p>Write cartoons, jingles, poems about special friendships.</p> <p>Complete sentences e.g A friend doesn't have to be My friend isn't perfect because..... We are friends because</p> <p>Write journals.</p> <p>Write their own friendship pie using qualities of a friend</p> <p>Make a collage of friendship pictures and write sentences, slogans or mottos to describe them</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Narratives ➤ Essay ➤ Cartoons ➤ Poems/jingles/slogans ➤ Journal ➤ Collage ➤ Letters ➤ Scrap book <p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Words relating to theme ➤ High frequency words at grade level
<p>Share/relate their experiences about being a special friend.</p> <p>Discuss "To have good friends, you must be a good friend."</p> <p>Give reasons for either agreeing or disagreeing with it</p> <p>Discuss the term "pen friend or</p>	<p>Read letters from pen friends</p> <p>Read text e.g. <i>Language Tree' 3 pg. 96</i></p> <p>Critique information from text</p> <p>Identify the main idea and details,</p> <p>Focus on the use of relative pronouns e.g. whom, whose, whomever etc.</p>	<p>Write a letter inviting a pen friend to visit you</p> <p>Write about your experiences in visiting a pen friend</p> <p>Do a scrap book on your pen friends</p>	<p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Discussion ➤ Singing ➤ Role play ➤ Poems ➤ Read aloud

pen pal' and what makes these friendship special	-letter format/ parts of a letter -capitalization, use of comma	Pretend a classmate is a pen friend in another country. Write letters to him/her. (do not reveal your identity)	
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Assessment**Resources**

Term 2

Unit 1THEME 4 Marine Life

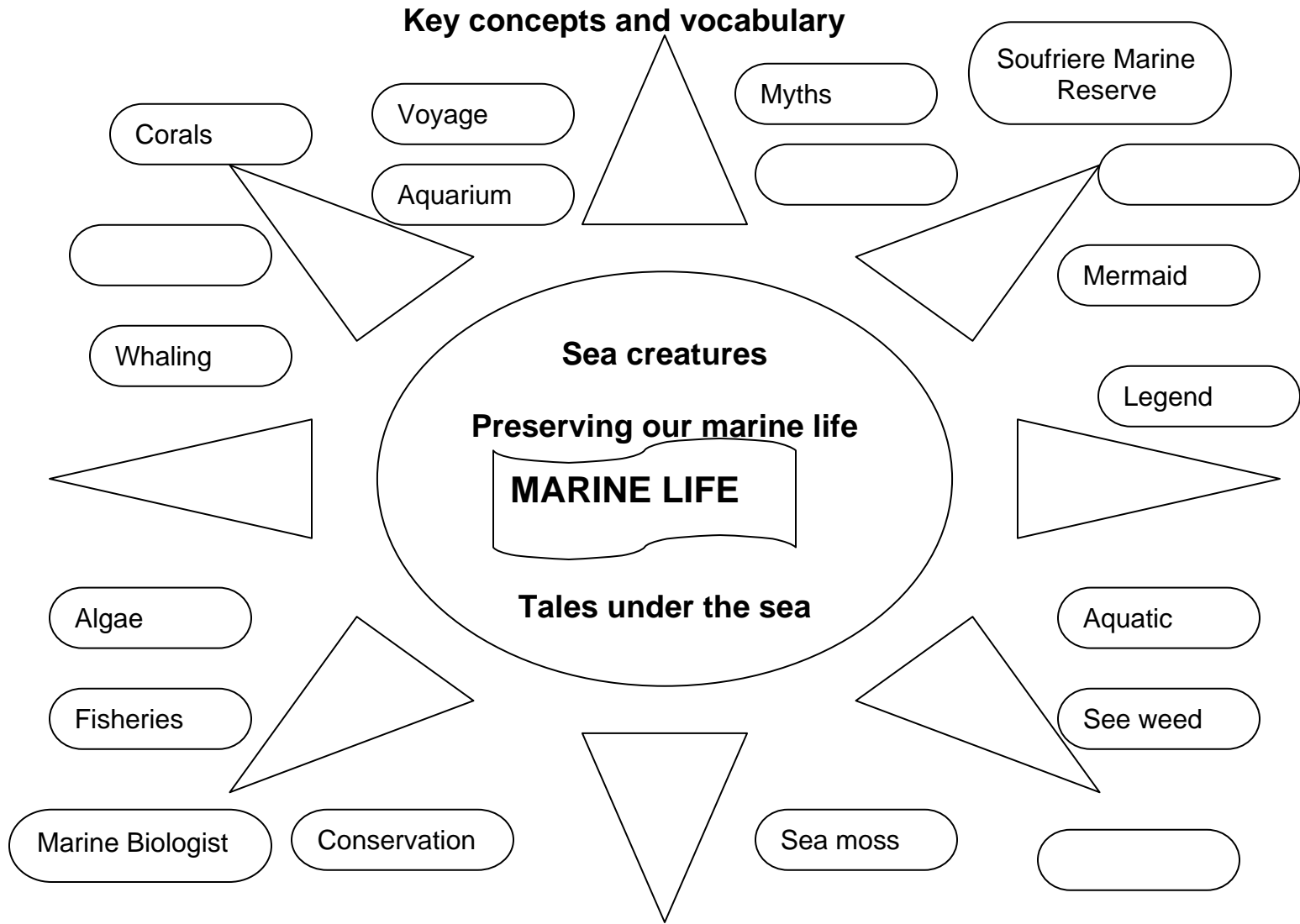
Topic

- **Sea creatures**
- **Preserving our marine life**
- **Tales Under the Sea**

The seas and oceans are teeming with a variety of life forms from minute organisms to the great whale. Underwater scenes have fascinated marine life experts as well as amateurs.

In this unit, students will explore various aspects of marine life and appreciate the need to preserve such heritage. Tales associated with marine life should stimulate interest in the subject.

N.B Teachers should view all activities as vehicles for developing language skills.



Sample Activities Term 2 Unit 2 Theme 4: Marine Life - Sea Creatures – (plants/animals)

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Talk about the various types of plants found under the sea using back ground & research information</p> <p>Compare and contrast species of plants/animals</p> <p>Talk about strange creatures under the sea</p>	<p>View video/film to gather information on animals and plants under the sea</p> <p>Identify unfamiliar words/terms using a dictionary</p> <p>Categorize marine plants/animals</p> <p>Focus on adjectives, nouns (singular/plural/collective)</p>	<p>Write descriptive/expository paragraphs about specific plants and animals found under the sea.</p> <p>State a main idea and support it with details</p> <p>Write at least 3 paragraphs essay</p> <p>Make a word wall of marine terms</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Research ➤ Categorize ➤ Main idea/details ➤ Literary devices <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Singular/plural ➤ Collective nouns ➤ Adjectives ➤ Verbs ➤
<p>Listen to a marine official give a talk about using the home of marine plants/animals</p> <p>Ask questions to clarify and obtain information</p> <p>Talk about the different ways the underwater is used e.g. tourist attraction</p> <p>Read poem aloud</p>	<p>Read poem "<i>The Diver</i>" pg. 16 – <i>Keskidee Pupil's book 6</i></p> <p>Identify verbs, simile, metaphor, rhyming words, the author, tone etc.</p> <p>Ask different levels of questions about the poem</p> <p>Research meaning of unknown terms used in the poem</p>	<p>Imagine you are a tourist exploring the marine under world. Write about your experience.</p> <p>Draw picture of marine plants/animals and label parts</p> <p>Choose any sea creature and write a poem (haiku , acrostic, cinquain</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Expository-descriptive ➤ Writing from experience ➤ Poems ➤ Summary ➤ Poster ➤ Scrap book
<p>Observe corals and ask and answer questions about them (use of the five ws: what, when, why, where, who)</p> <p>Visit a coral reef e.g. in Soufriere and talk about the experience</p>	<p>View documentary based on corals. Find meaning of new vocabulary words appropriate to grade.</p> <p>Read the text e.g. <i>Our Planet Home (Read Awhile) "The Coral Reef"</i></p> <p>Identify details, compound words</p> <p>Focus on syllabication to identify new words</p> <p>Use dictionary/thesaurus to find meaning of words</p>	<p>Write a summary on corals</p> <p>Write a poem about corals</p> <p>Create and labeled scene under the sea and write about it</p> <p>Make and label a scrap book of creatures under the sea</p>	<p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Word relating to theme ➤ Syllabication ➤ Compound words ➤ High frequency words <p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Asking questions ➤ Discussion ➤ Read aloud poetry

Sample Activities Term 2 Unit 4 Theme 4: Marine Life -

Protecting our marine life

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Take a field trip to the beach/marine reserve</p> <p>Listen to a resource person talk about rules governing marine life in the country</p> <p>Discuss the rules giving opinions</p> <p>Talk about fairness in rules</p>	<p>Using available resources, locate information about different rules for protecting our marine life</p> <p>Read the text e.g. <i>Our Planet Home (Read Awhile) "Caring for Coral Reef"</i></p> <p>Identify facts/opinions, cause & effects</p> <p>Ask and answer different levels of questions to make meaning of text</p> <p>Use a dictionary to find meaning of unfamiliar words</p>	<p>Write a cause and effect paragraph on protecting our marine life</p> <p>Write about the importance of marine life to us</p> <p>Focus on traits of writing e.g. voice, sentence fluency, word choice and conventions</p> <p>Write a list of marine rules on a large poster to publish</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Research ➤ Facts and opinion ➤ Cause and effects ➤ Facts and opinion ➤ Critique ➤ Main idea/details ➤ Themes <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Verbs ➤ Adjectives
<p>Talk about different ways in which marine life can be damaged or destroyed</p> <p>Read aloud poem, newspaper article, reports</p>	<p>Read newspaper clips/ reports/magazines on debris in the marine environment and use information at the critical level.</p> <p>Detect bias in text</p> <p>Spell words using spelling strategy</p> <p>Read samples of persuasive reports to assist in writing</p>	<p>Write a report, article, persuasive essay on protecting our marine life</p> <p>Write to government officials, community persons, friends</p> <p>Write responses to texts read by giving personal opinions and supporting details.</p> <p>Publish work on the internet e.g. you tube or web page</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> ➤ Traits of writing ➤ Poster ➤ Expository ➤ Cause and effect paragraph ➤ Songs/jingles/poems ➤ Advertisement <p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Suitable spelling strategy ➤ Words relating to theme ➤ Dictionary skills
<p>Sing songs, raps jingles, read poems composed locally</p> <p>Listen to advertisement from radio/TV</p> <p>Dramatize advertisement using correct tone, fluency</p>	<p>Read advertisement, brochures, posters made to protect out marine life</p> <p>Identify the main idea, details, theme, of poster/advertisement or brochures</p> <p>Focus on vivid verbs, adjective used</p>	<p>Write poems, songs, jingles about marine life</p> <p>Create a poster/advertisement to protect out marine life</p> <p>produce an advertisement for radio/TV</p> <p>Use available technology to publish work</p>	<p><u>Listening/Speaking</u></p> <ul style="list-style-type: none"> ➤ Drama ➤ Songs ➤ Rap ➤ Read aloud

Sample Activities Term 2 Unit 2 Theme 4: Marine Life - Tales of the sea

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>View a movie e.g The Little Mermaid or 'Finding Nemo') and sing the songs "Under the Sea" etc.</p> <p>Respond orally to questions based the details of the movie.</p>	<p>Identify literary elements in the movie such as setting, plot and character with assistance.</p> <p>Identify details, make inferences, predictions</p> <p>Highlight unknown words and use a dictionary to find meaning</p> <p>Focus on the past tense and past participle of the verbs - adjectives/adverbs</p>	<p>Complete story frame based on film viewed.</p> <p>Write an imaginative story as a sea creature e.g. write about your life</p> <p>Use checklist to edit written work</p> <p>Write a story pretending you are a mermaid. Write an account being captured</p> <p>Publish written work</p>	<p><u>Reading/Comprehension</u></p> <ul style="list-style-type: none"> ➤ Literary elements ➤ Make predictions/inferences ➤ Main idea/details ➤ Story elements ➤ Visualize ➤ Draw conclusion ➤ Morals <p><u>Language Structure</u></p> <ul style="list-style-type: none"> ➤ Adverbs/adjectives ➤ Past tense/past participle, past continuous tense
<p>View pictures of under the sea Discuss the dangers of under the sea</p> <p>Retell the story</p>	<p>Read the text e.g. <i>"Peeta of the Deep Sea" New Caribbean Junior English 3 or the text 'Big AL" – Andrew Clements Yoshi</i></p> <p>Sequence activities in the story</p> <p>Use QAR strategy to answer questions</p> <p>Focus on the past and past continuous tense of verbs</p> <p>Focus on preposition</p> <p>Identify vocabulary words in context and find suitable synonyms or phrase giving meaning</p>	<p>Sequence parts of a story.</p> <p>Write a response to the story read</p> <p>Rewrite the story from the point of view of any character in the story</p>	<p><u>Writing</u></p> <p><u>Vocabulary/Word Study</u></p> <ul style="list-style-type: none"> ➤ Synonyms <p>Listening/Speaking</p>
<p>Dramatize a story that took place on the sea, using appropriate tone and making proper use of IAE</p>	<p>Read story e.g. <i>Reading & Writing Everyday 4 pg. 77</i></p> <p>Identify story elements</p> <p>Visualize events in the story</p> <p>Identify details, draw conclusions make</p>	<p>Pretend you are Ted' write the story in your own words</p> <p>Identify audience for writing</p> <p>Write a similar adventure story. Make it exciting</p>	

	<p>inferences</p> <p>Focus on adverbs, synonyms</p> <p>Find meaning of words in context and phrases</p> <p>Identify the lesson learnt</p>		
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<p>Assessment</p>	<p>Resources</p> <p>Reading and writing everyday pg. 77 Sea Adventure</p>
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LANGUAGE ARTS

GRADE Four

Term 3

Duration: Six Weeks

Unit 1

THEME 5: Folktales

Topic

- Local stories
- Familiar folktales
- Tales from around the world

UNIT 2

Duration: Six Weeks

THEME 2 Things I Can Do

Topics:

Grade 4 Success Criteria Term 3 By the end of the units pupils will be able to :

Reading	Writing	Vocabulary/Word Study	Language Structure
<p>Read automatically high frequency words and irregularly spelled content words and words of personal interest or significance in a variety of reading contexts (e.g., words from grade level texts;</p> <p>Read and respond to themes and topics taught in order subjects</p> <p>Distinguish between the plot structure of different types of narrative, such as fables, folk tales, fairy tales, myths and legends.</p> <p>Read and use illustrations, titles topics sentences, important words, and foreshadowing clues to identify and discuss social, moral and cultural values in different texts</p> <p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes (e.g., magazine or newspaper articles to research a current issue, instructions or information about how to play a computer game)</p> <p>Predict the meaning of unfamiliar words using different types of cues, including: word order; language patterns such as those for regular and irregular plurals, possessives, and contractions; punctuation);</p> <p>Read for meaning, fluency and enjoyment</p>	<p>write more complex texts using a variety of forms (e.g., a storyboard using captions and photographs or drawings to recount a significant event in their life</p> <p>Write with a focus on using words and stylistic elements that convey a specific mood such as amusement</p> <p>Use process strategies for: prewriting, drafting, revising and editing to produce an acceptable composition.</p> <p>Use a journal/diary for recording personal information</p> <p>Write personal greetings, messages, friendly letters to family and friends</p> <p>draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>Use a variety of strategies to prepare for writing e.g. brainstorming, making list, mapping, outlining, grouping, related ideas, using graphic organizers, diagram, charts etc,</p>	<p>Decode multi-syllable words using knowledge of common roots derived from Greek and Latin and affixes e.g. -ology, -er, -est, -ful and use this knowledge to analyze the meaning of complex words</p> <p>Use knowledge of homophones, homographs and idioms to determine meaning of words and phrases</p> <p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose e.g. locate words in online and print dictionaries using alphabetical order, entry words, guide words, pronunciation,</p> <p>Vary use of words in writing to present informative narrative and other literary material in an interesting and lively way and with clarity.</p> <p>spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling</p>	<p>Use commas in dates, locations and addresses, items in a series, apposition and in joining sentences with coordinating conjunction to form compound sentences and in direct quotation</p> <p>Use the conventions of Standard English appropriate to grade level</p> <p>use punctuation appropriately to help communicate their intended meaning</p> <p>Write complete, coherent and well-formed sentences</p> <p>Use quotation marks for titles or articles, poems, short stories, songs, and chapters in books</p> <p>Use the reflexive pronouns “myself, ourselves, yourself, yourselves, himself, herself, itself, oneself, themselves” e.g. -The boy cut himself when he was preparing dinner. -You must finish the work yourself by Thursday.</p> <p>Use prepositions or prepositional phrases e.g. - Miss Lee lives in the house with the red door. -Walk along this street and you will find a fast food shop. - I have put the key on the top of the shelf.</p>

Grade 4 Success Criteria Term 3

Reading	Writing	Vocabulary/Word Study	Language Structure
<p>Use reference text e.g. dictionary, atlas, thesaurus as resources for finding information</p> <p>Identify various comprehension strategies and use them appropriately before, during, and after reading to understand texts (e.g., activate prior knowledge through brainstorming; ask questions to focus or clarify reading; use visualization to clarify details make and confirm predictions based on evidence from the text; synthesize ideas during reading to generate a new understanding of a text)</p> <p>Identify various elements of style including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures – and explain how they help communicate meaning (e.g., alliteration and rhythm can help convey a mood or sensory impression)</p> <p>Compare and contrast stories and story themes from diverse cultures and tell why they are similar tales in diverse cultures</p> <p>Identify the common punctuation marks including commas, semi-colon, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading Analyze texts and explain how specific elements in them</p>	<p>Use available technology and self instructional programs to improve writing in different subjects</p> <p>Write labels, and captions for graphics to convey information with assistance</p> <p>Design an advertisement/poster, write jingles making use of linguistic and other features learnt from reading examples</p> <p>Identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view</p> <p>Identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features (e.g., logical organization, depth of content)</p> <p>gather information to support ideas for writing using a variety of strategies and print, and electronic sources (e.g., identify key words to help narrow their searches; cluster ideas; develop a plan for locating information; scan texts for specific information,</p> <p>Choose the form of writing that best suits the intended purpose and audience for whom it is intended. e.g. personal letter, poem, report, narrative etc.</p>	<p>Recognize common suffixes (e.g., ness, ment, able, ish, ant),</p> <p>Use alternative word and expressions which are more accurate or interesting than common choices e.g. nice, good</p> <p>Spell words with common letter strings but different pronunciation e.g, tough, through, plough, hour, journey, could, route</p> <p>Classify words with common roots e.g. phone, telephone, invent, prevent, press, pressure</p>	<p>Use “-ing” adjectives to describe effects that something has/had on one’s feelings e.g. <i>This storybook is interesting. The football match was exciting.</i></p> <p>Use “-ed” adjectives to describe feelings that someone has/had about something e.g. <i>All of us are interested in the game. The children were excited about the trip.</i></p> <p>Use the relative pronouns “<i>which, who, that, whose, where</i>” to link ideas or add information to a noun or noun phrase e.g. <i>The boy who usually waters the plants is called John.</i></p>

<p>contribute to meaning (e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement)</p> <p>recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts (e.g., comparison in an advertisement; cause and effect in a magazine or newspaper article)</p> <p>Make oral and written presentations using visual aids with an awareness of purpose and audience.</p>	<p>Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (e.g., use legible printing and some cursive writing;</p> <p>Use a variety of font sizes and colours to distinguish headings and subheadings from the body of the text;</p> <p>Supply detailed labels for diagrams in a report; include graphs such as a bar graph or a pie graph)</p> <p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., flyers, advertisement (produce electronically), pictures on a newspaper article etc.</p> <p>Write multiple paragraphs in compositions with inviting introductory paragraph that establishes and supports a central idea with a topic sentence supporting paragraph with simple supporting facts and details presenting ideas in sequential or chronological order, provides details and transition to link paragraph and concludes with a paragraph that summarizes the main point (approx. 250 words in length</p>		
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Term 3

Unit 1

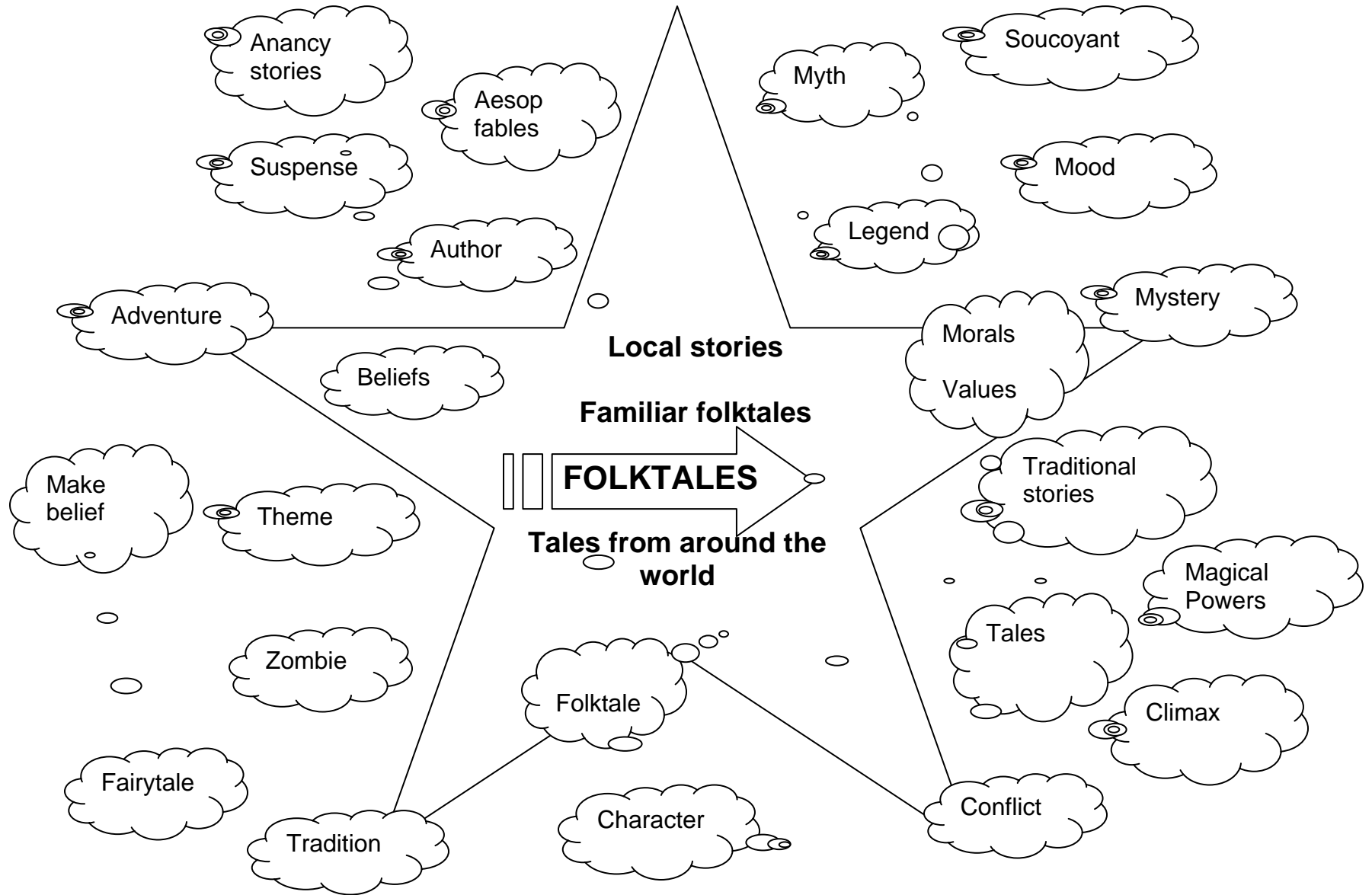
THEME 5: Folktales

Topic

- **Local stories**
- **Familiar folktales**
- **Tales from around the world**

Storytelling is a tradition transmitted from one generation to the next. Each story comes with added flavour and adaptations from the story tellers. In this unit, pupils are given the opportunity to read, tell and listen to familiar and unfamiliar folktales from various parts of the world. The activities in this unit should give pupils a wider understanding of different genres of folktales and the structure of them, the human beliefs, cultures, concerns and the fantasies transcended. Pupils should also develop their comprehension of narratives and writing skills.

Key concepts and vocabulary



Sample Activities Term 3 Unit 1 Theme 5: Folktales - Local Stories

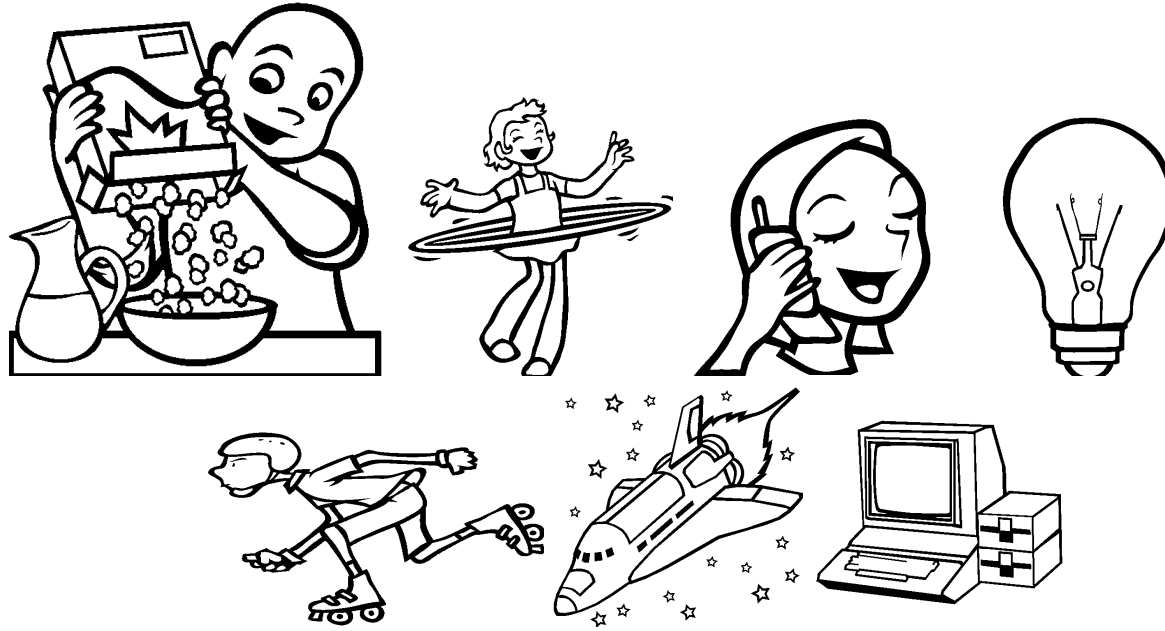
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Pupils re- tell stories they have heard from parents/grandparents in local dialect</p> <p>Read local story e.g. ‘Snake King’</p> <p>Read text at a sufficient rate with expression to convey sense of text.</p> <p>Other pupils question pupils about stories</p>	<p>Read local story e.g. ‘Snake King’</p> <p>Identify and describe characters and the role they play.</p> <p>Identify the setting, characters, in the story</p> <p>Identify specific words and phrases used to create an intended impression (e.g. comparative adjective such as scarier, gloomiest)</p> <p>Use context clues to identify synonyms for new words</p>	<p>Write a character sketch describing their favorite character, villain/hero</p> <p>Make journal entry in first person making association with the text</p> <p>Write their favorite part of the story and give reasons why they chose that part</p> <p>Write an imaginary story</p>	<p>Reading/Comprehension</p> <p>Language Structure</p> <p>Writing</p> <p>Vocabulary/Word Study</p> <p>Listening/Speaking</p>
<p>Listen to story by professional storyteller/resource person.</p> <p>Analyze and critique story e.g. characters, tone, theme, mood</p> <p>Listen to stories on tape</p>	<p>Visualize and Illustrate the story told by resource person to show understanding</p> <p>Show elements of the story from illustrations</p> <p>Read sentences written</p> <p>Identify words from speaker needing clarification e.g. duppy, zombie, soucoyant</p>	<p>Write sentences to illustrate elements of the story using strong verbs and vivid adjectives/adverbs</p> <p>Ensure proper use of grammar in sentences</p> <p>Write a story from a particular character point of view</p>	
<p>talk about/share favourite local story</p> <p>Dramatize using props and costumes to tell a particular story.</p> <p>Identify most dramatic character (group/whole class) and give reasons</p>	<p>Read local stories written by pupils.</p> <p>Read to identify story elements</p> <p>Use story checklist to determine effectiveness of story E.g. Have they included dialogue? Or used exciting verb?</p> <p>Use a thesaurus to find synonyms</p>	<p>Rewrite familiar story in the past tense</p> <p>Use punctuation appropriately to help communicate their intended meaning etc quotation marks to indicate direct speech-</p> <p>Sequence events in the story</p> <p>Complete cloze exercise to practice spelling and use of high frequency words mentioned in story</p>	

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Retell familiar stories in their own words Make puppets of familiar folktale characters to use in retelling</p> <p>Share similar personal experiences to characters' experience in the stories</p> <p>Express personal views/opinions about situation in the stories with reasons</p>	<p>Read familiar folktales e.g. Anancy story, Little Red Riding Hood etc and make personal connections</p> <p>Discuss character traits</p> <p>Identify literary elements using a graphic organizer</p> <p>Use a thesaurus to find synonyms to traits that are common to characters in the story.</p>	<p>Draw and write a character sketch describing their favorite folktale character</p> <p>Rewrite any familiar folktale to reflect what they would like it to be</p> <p>Write different endings to familiar stories Complete reading log</p> <p>Write notes/letters to characters</p>	<p>Reading/Comprehension</p> <p>Language Structure</p> <p>Writing</p> <p>Vocabulary/Word Study</p> <p>Listening/Speaking</p>
<p>Listen to each other read parts of the story (Read aloud)</p> <p>Focus on fluency, tone, diction, expression</p> <p>Discuss values and morals in the story</p>	<p>Read e.g. story pg. 20 Reading & Writing Everyday 4 and answer inferential and higher order questions</p> <p>Use any suitable comprehension strategy to make meaning of text before, during and after reading</p> <p>Focus on: -proverbs and the meanings -adjectives/adverbs/preposition -past tense of regular/irregular verbs -words with double consonant</p> <p>Find meaning of unknown words in context</p>	<p>Rewrite and illustrate similar story Paying attention to paragraphs, and conventions of writing</p> <p>Use checklist to edit writing and publish writing for classmates to read</p> <p>Create a large group poster for display depicting favourite folktale characters</p> <p>Complete cloze passages using new vocabulary words</p>	
<p>Have impromptu speeches on favorite folktale characters.</p> <p>Sing songs/jingles about favorite folktale character Sing along with tape recorder</p> <p>Dramatize folktales using scripts</p>	<p>Read favourite folktales</p> <p>Identify: bias in stories quotation marks and dialogue</p> <p>Explore the use of possessive nouns and the apostrophe</p> <p>Focus on punctuation marks e.g. semicolon, hyphen,</p>	<p>Use a variety of strategies to prepare for writing e.g. outlining, mapping, graphic organizers</p> <p>Write an original folktale</p> <p>Write a letter of invitation inviting your favorite folktale character to your birthday party Create a scrap book of any favourite folktale. Use computer to assist</p>	

Sample Activities Term 3 Unit 1 Theme 5: Folktales - Tales from Around the World

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Conduct research on folktales.</p> <p>Talk about the countries of origin and other information about the stories</p> <p>Perform readers theatre using tales e.g. Cinderella, Thumbelina, Ariel</p> <p>View movie e.g. frog princess etc. discuss character plot, theme, values</p>	<p>Compare and contrast two stories (read or viewed) e.g. country of origin, characters, morals etc,</p> <p>Identify social, moral and cultural values, plot, theme,</p> <p>Highlight interesting words phrases and sentences in stories</p> <p>Examine and discuss titles, illustration, captions, and other visuals and how they help bring out meaning</p>	<p>Write a composition comparing and contrasting 2 stories from a different country</p> <p>Draw characters from folktales and write descriptive sentences about them .</p> <p>Create a word bank of interesting words used to describe characters</p>	<p>Reading/Comprehension</p> <p>Language Structure</p> <p>Writing</p> <p>Vocabulary/Word Study</p> <p>Listening/Speaking</p>
<p>Listen to individual pupils read Story using correct tone, fluency etc.</p> <p>Question other pupils about story</p> <p>Retell tales using the “Authors chair”</p> <p>Participate in shared retelling of story</p>	<p>Read story of choice</p> <p>Identify antonyms/synonyms in sentences.</p> <p>Make predictions before, during and after reading</p> <p>Identify/spell words with spelling patterns</p> <p>Identify: the moral in the story high frequency words in</p>	<p>Recreate an original tale by changing the end/beginning of the story.</p> <p>Creating their own version of an original tale(use illustration and interesting words)</p> <p>Spell unfamiliar words correctly in their writing.</p>	
<p>Listen to a tale on audio cassette or tape to recount events in story</p> <p>Discuss and sequence events in the story</p> <p>Discuss these terms and differentiate between them e.g. fables, folktales, fairy tales, myths and legends.</p>	<p>Read along with tape Use knowledge of idioms to determine the meaning of words in stories.</p> <p>Distinguish and interpret words with multiple meanings using context clues</p> <p>Identify dialogue, relative pronouns and connectives in sentences in the story</p> <p>Differentiate between fables, folktales, fairy tales, myths and legends.</p>	<p>Write stories placing special emphasis on use of conjunction, relative pronouns</p> <p>Rewrite tales in cartoon form and using speech bubbles</p> <p>Compile and publish a book of folktales</p> <p>Use different media</p>	

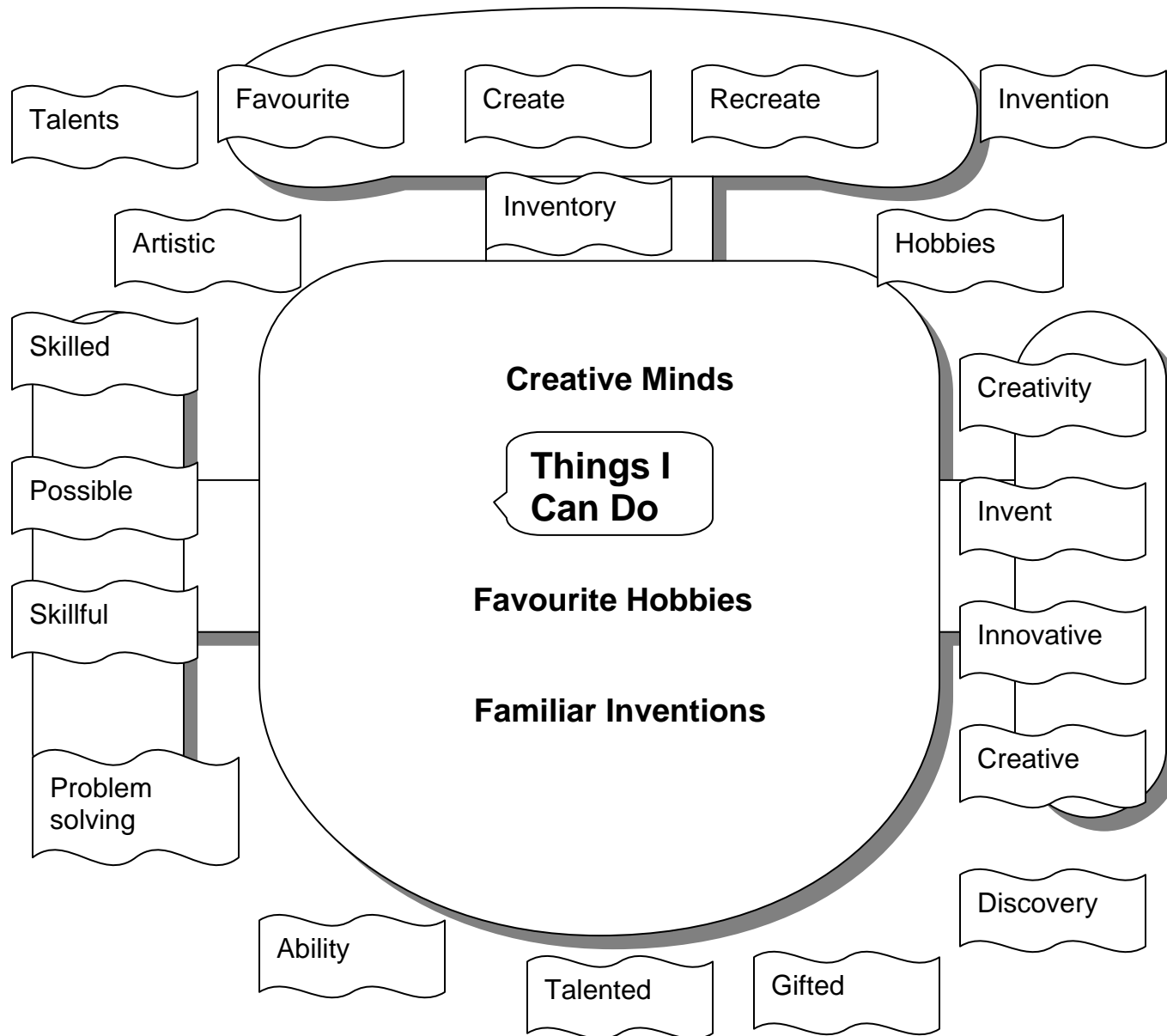
Assessment	Resource

Term 3THEME 6: Things I Can Do

Topics:

- Creative minds
- Favourite hobbies
- Familiar inventions

Key concepts and vocabulary



Sample Activities Term 3 Unit 2 Theme 6: Things I can Do - Creative minds			
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Discuss a problem situation e.g. how to solve a crime problem in the community</p> <p>Share opinions and ideas in groups</p>	<p>View pictures, videos newspaper clippings depict criminal acts</p> <p>Read text e.g. Riot Area pg. 114 Swing Into English 4</p> <p>Make inferences Make valued judgments Express opinions Give solution Use adjectives, adverbs nouns</p>	<p>Write about a crime problem in a community - use vivid words</p> <p>Write solutions to the problem</p> <p>Create posters, slogans, signs to assist in solution</p>	<p>Reading/Comprehension</p> <p>Language Structure</p> <p>Writing</p> <p>Vocabulary/Word Study</p> <p>Listening/Speaking</p>
<p>Talk about anything interesting a classmate or anyone has made that has made an impression</p> <p>Distribute items e.g. plain paper, an egg, an empty box etc.</p> <p>Talk about the items created in sequence</p>	<p>Read any text from book or or media text on how to make any item. eg. Language Tree bk 4 pg. 86-87</p> <p>Focus on sequencing/steps in text</p> <p>Focus on part of the text or media e.g. captions, illustration and other visual to understand and interpret information</p> <p>Focus on connectives and the past tense of verbs in text</p>	<p>Encourage the use of creativity to create any item of choice</p> <p>Do procedural writing to explain how the item was made</p> <p>Focus on sequencing</p> <p>Write a report about your experience in making the item</p> <p>Write a journal entry</p> <p>Keep a portfolio</p>	
<p>Read the story "Anansi does the Impossible"</p> <p>Discuss messages/values in the story</p> <p>Do show and tell activity</p> <p>Talk freely about anything they can do well or anything they have created</p> <p>Ask and answer questions</p>	<p>Read the story e.g. "Anansi does the Impossible"</p> <p>Identify, main idea,</p> <p>Make inferences and personal connection to events in the text</p> <p>based on information in text</p> <p>Use questioning strategy to assist in understanding text</p>	<p>Write steps in creating items made</p> <p>Explain how item will be used Label parts of the items made Write feelings about items made</p> <p>Write a similar story</p> <p>Design a book cover for published writing</p>	

Sample Activities Term 3 Unit 2 Theme 6: Things I can Do - Favourite Hobbies

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Talk about favourite hobbies</p> <p>Have a resource person e.g. grandparents, talk about hobbies e.g. making baskets</p> <p>Questions resource person</p> <p>Talk about persons viewed doing things they love</p> <p>Give opinions, make critical judgments</p>	<p>Read text e.g. "The kite Competition" – (Read Awhile)</p> <p>Use any comprehension strategy to make meaning of text</p> <p>View other persons doing things they love e.g. playing football, dancing, skydiving swimming etc.</p> <p>Summarize and make conclusions about information viewed</p>	<p>Write about favourite hobbies Use illustrations where possible</p> <p>Focus on writing traits</p> <p>Summarize information from resource person</p> <p>Write facts and opinions about other person's hobbies</p>	<p>Reading/Comprehension</p> <p>Language Structure</p> <p>Writing</p> <p>Vocabulary/Word Study</p> <p>Listening/Speaking</p>
<p>Compare and contrast favourite hobbies</p> <p>Read aloud story "Amazing Grace"</p>	<p>Read text about other person's hobbies</p> <p>Interpret information on bar or pie charts depicting various hobbies</p> <p>Compare and contrast hobbies Use comparative adjectives Use personal pronouns</p>	<p>Create pie/bar/pictorial graph to show information</p> <p>Write to explain to your friend about your favourite hobby</p> <p>Write journals on favourite hobby</p>	
<p>Dress to depict hobbies e.g. cricketer, footballer, artist etc. and talk about it</p>	<p>Read pupil's created text, journal, portfolio on favourite hobby</p> <p>Make judgments, draw conclusions</p> <p>Identify facts and opinions</p>	<p>Do a scrap book on a favourite hobby</p> <p>Create a booklet with illustrations or pictures from internet</p> <p>Use internet font to present work</p> <p>Keep a journal and write a portfolio on best pieces of writing on favourite hobbies</p>	

Sample Activities Term 3 Unit 2 Theme 6: Things I can Do - Familiar Inventions

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Talk about researched information on familiar things that were invented e.g. the cell phone, light bulb etc.</p>	<p>Read text e.g. “Reading and Writing Everyday Bk. 4 ” pg. 33</p> <p>Identify details/analyze information to find supporting evidence, draw conclusion and make judgments</p> <p>Use KWL strategy to extract information</p> <p>use context clues to identify unfamiliar words</p> <p>Identify words with similar patterns e.g. invent, invention, create, creativity</p>	<p>Write about the usefulness of any invention in a report form</p> <p>Use the writing process to create an essay on any invention stating how it was invented</p> <p>Use the process approach in writing</p> <p>Begin a scrap book on any invention(s)</p>	<p>Reading/Comprehension</p> <p>Language Structure</p> <p>Writing</p> <p>Vocabulary/Word Study</p> <p>Listening/Speaking</p>
<p>Share ideas on how any invention can be made better</p> <p>Talk about something that you would like to invent in the future using illustration</p>	<p>Read about any invention researched</p> <p>Identify details and cause and effect relationship</p> <p>Read own writing on future inventions</p> <p>Focus on the future tense</p>	<p>Write a letter to an inventor telling about the invention and how it could be improved</p> <p>Write a report on something you would like to invent in the future giving reasons</p>	
<p>Read aloud a poem on any invention</p> <p>Talk about an item invented during a mini exhibition</p> <p>Use Standard English when speaking</p>	<p>Read about your inventions</p> <p>Draw conclusions, make judgments</p> <p>Highlight specific vocabulary words that help to bring out meaning</p> <p>Read poems on any invention</p>	<p>Write about something that was invented e.g. how it was done and the feelings doing it</p> <p>Write steps to making the item</p> <p>Write a poem on any invention</p> <p>Complete scrap book on inventions</p>	

Assessment

Resources

Reading and Writing Everyday 4 pg. 33

Friendship poem

**A friend is like a flower,
 a rose to be exact,
 Or maybe like a brand new gate
 that never comes unlatched.
 A friend is like an owl,
 both beautiful and wise.
 Or perhaps a friend is like a ghost,
 whose spirit never dies.
 A friend is like a heart that goes
 strong until the end.
 Where would we be in this world
 if we didn't have a friend. - By Adrienne S**

RECIPE FOR LOVE

2 Hearts Full of Love
 2 Heaping Cups of Kindness
 2 Armfuls of Gentleness
 2 Cups of Friendship
 2 Cups of Joy
 2 Big Hearts Full of Forgiveness
 1 Lifetime of Togetherness
 2 Minds Full of Tenderness
 Stir daily with Happiness, Humor and Patience.
 Serve with Warmth and Compassion, Respect and Loyalty.

FRIENDSHIP PIE

1 cup courtesy
 1/2 cup patience
 1/4 cup forgiveness
 2 cups understanding
 1 cup friendly words
 a pinch of praise
 a dash of wit and humor
 No baking, steaming or stewing needed
 Season with the spice of life, serve
 in generous portions topped with kindness, love, respect
 and loyalty.

Gliding

Gliding
 Swiftly floating
 Deep down in calm oceans
 Where we meet colorful beings
 Observing our every move with interest,
 We least expect irksome events
 Where I would want to be
 Being a fish,
 Gliding

Hello world**Dan coppersmith**

I'm amazing incredible me
celebrating the being I choose to be

I am uniquely spectacular I am one of a kind
creativity oozes from my heart and mind

I'm stupendous, tremendous
I stand out from the crowd
I do things that aren't allowed

I am inspired, desired I am wonderfully weird
I am unbridled passion I am highly revered

I am outrageous courageous I am daring and bold
I am honoured and cherished I'm a treasure to hold

I am gifted uplifted I am endlessly blessed
I am sought out for the skills I possess

I'm delightful insightful I am loved and adored
I live a charmed life I'm renewed and restored

I am grateful elated I am centered and wise
I'm wealthy and worthy I am god in disguised

I declare my brilliance it won't be denied
the world cries out for what I provide

I am powerful masterful I am focused and clear
life beams brighter because I am here

I am blazing amazing I can't be contained
I'm a glorious fabulous radiant flame

I choose to exclude all this and much more
my wings are spread watch me soar