

Language Arts: Grade 1

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INTRODUCTION

The selection of Internationally Accepted English (IAE) as the idiom of language instruction in Dominica is based upon the following facts:

1. **English as part of Dominica's cultural heritage**

Historically, Dominica has been part of the English-speaking world, first as a colony of the British Empire, and since the attainment of political independence (1978) as a full member of the British Commonwealth of Nations. English is the official language of the Commonwealth of Nations and it represents the linguistic and cultural lifeblood of that grouping.

2. **English as the language of international exchange**

The rapidly changing world is characterized by increasing globalization and growing interdependence among diverse nations and peoples. In such a global context communication, trade, and cultural exchange are increasingly complex. Expectedly, the Commonwealth of Dominica must respond to this complexity and global phenomena. Mastery of English will undoubtedly contribute to such exchange, as this language is most global of all.

3. **English as the language of regional examinations**

Dominica is a founding member of the Caribbean Examinations Council (CXC), the agency charged with the administration of formal examinations at the regional level. With English being the language of instruction, it is also the language of educational assessment.

Upon completion of primary level education graduates will be life-long learners who are able to make effective use of Internationally Accepted English (IAE), as well as reasoned and appropriate use of local language varieties in order to function as creative and flexible individuals who are environmentally conscious, tolerant and contributing members of their developing society.

In our Dominican society, a vast majority of Dominican children speaks a dialect or some form of Creole. These languages are used to communicate with others to express thoughts feelings and experiences. Such diverse linguistic repertoire, in many ways, poses certain challenges (e.g. grammar and comprehension) for the student in the school system. This guide (recognizes such challenges and) is designed to enable all students to achieve an acceptable level of competencies in Standard English to be able to compete with the global environment.

The “thematic approach” has been incorporated to present the children with structures in meaningful contexts while integrating language with other subject areas, viz. Social Studies, Science, Visual and Performing Arts etc.

In language arts, at the Key Stage 1-6 level, students should:

- Listen to, read, and view a range of grade-level appropriate oral, print and other media texts in a variety of situations for a variety of purposes; and speak, write, and represent to express their thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
- Learn about and practise the skills and strategies of effective listeners, speakers, readers, writers, (viewers, and presenters).
- Assess their own personal language growth and set goals for future growth.

The learning objectives listed in this new LA curriculum guide describe the specific language knowledge, skills, and strategies that students should develop. These objectives, now referred to as **success criteria**, form a developmental continuum and guides the teacher in planning units, daily instruction, and classroom activities. The success criteria also guide student assessment and evaluation.

Curriculum Guide Overview

The renewed English language arts (LA) curriculum emphasizes the role of language in communication and learning. Students need to become confident and competent users of all four language arts strands with opportunities to listen, speak, read and write. Success criteria are listed to help teachers address each language strand and to build a balanced LA program in their classrooms. A balanced program:

- focuses on language and emphasizes the communication and construction of meaning
- recognizes the interrelated and interdependent nature of the language strands (i.e., listening, speaking, reading, writing, incorporating the viewing, representing) - ability in one area strengthens, and supports growth in the other areas

- integrates and balances experiences with all the language strands
- creates meaningful contexts, purposeful activities, and a supportive environment for students to learn the language skills and strategies
- employs a range of effective teaching-learning approaches and strategies including direct instruction, guided instruction, and independent activities, and models the before/during/after skills and strategies that effective communicators use
- uses appropriate assessment, evaluation, and reporting procedures
- attends to all the language cueing systems (i.e., pragmatic, textual, syntactic, semantic, and graphophonic) as well as the conventions and rules of language usage in a whole, to part, to whole context
- helps students understand and access a range of resources (including prose fiction and non-fiction, poetry, plays, non-print, and human resources)
- builds on what students know and can do with language and helps them develop a sense of confidence and capability.

Contexts

The curriculum guide advocates a thematic approach to instruction. In addition to planning daily routines, teachers are asked to develop different types of units/themes that address the personal, social, imaginative, communicative, and environmental contexts. Sample themes and topics are listed within these contexts in the appendix. A sample planning form is provided in the curriculum guide to help teachers with their unit and yearly planning.

In addition to considering the five contexts, teachers are encouraged to organize the school year by planning around approximately six themes of three different types:

- Multi-genre thematic units built around a theme or topic that includes a range of prose, poetry, and plays.
- Multi-genre inquiry units built around a theme or topic that is related to an important question that students have about the topic. These units are usually interdisciplinary.
- Genre study or author study units focusing on a specific genre (e.g., the folktale) or a particular author or illustrator.

Sample grade level and multi-grade level units are included in the curriculum guide.

It is important that unit plans are based and developed on curriculum criteria to address the needs, interests, and strengths of students.

A NOTE TO THE TEACHER

Dear Teacher,

The Curriculum Development Unit is pleased to present a draft copy of the Language Arts Curriculum guide. This document has been developed with you and your students in mind. It is hoped that you will find it very useful in your instruction of the Language Arts. A thematic approach is used so as to provide meaningful experiences for the children. Please use it as a guide!

Descriptions of a range of instructional approaches to teach the language arts are provided as models but do are not the only approaches available. Please feel free to experiment and use those you have already acquired in your respective years in the classroom. Allow others to share by making a note of suggestions for use in a revised copy of the guide. Key strategies used in the before, during, and after phases of listening, speaking, reading, writing (viewing, and representing) are included in the curriculum guide as well as specific strategies, different lesson plans and expectations for language conventions such as phonemic awareness, phonics, word recognition, vocabulary development, spelling, and handwriting. In addition, teachers are asked to consider five broad instructional guidelines:

- **Plan language arts units and lessons that incorporate all the language art strands, as they link the various subjects (art, music, math, social studies etc) across the curriculum.**
- **Plan lessons that focus on meaning.**
- **Provide supports for each stage of students' language learning.**
- **Model and discuss key strategies for using the language arts.**

- **Use a range of instructional approaches to help move students from teacher-supported and guided lessons to independent learning activities that require a minimum of teacher support and guidance.**
- **proceed at the children's pace. Completion of the curriculum should not be the over-riding factor but rather mastery of skills by pupils should guide the learning**

Various strategies and techniques for assessing and evaluating students' language development and competence are provided here. In addition to sample assessment tools and forms designed for teacher and student use, teachers are encouraged to build student language profiles and to recognize what students know and can do as listeners, speakers, readers, writers, (to include viewers and presenters) as they progress through each phase of language learning. Reporting students progress is encouraged and sample student progress reports are included for your use .

Do note that the topics provide opportunities for free expression. Refusing to accept the children's home language before they have been taught the correct English structures may inhibit their growth as language learners and their free expression will be deficient. Free expression is important but ample guidance and modeling should encourage and stimulate the use of the structures taught. **Let children use the language rather than learn about it!**

The proposed National Curriculum suggests that Language arts be given a minimum of 5 hours of instructional time per week. It also allows the teacher to dedicate one hour blocks for the teaching of the subject.

Ample space has been left in the margins of the document so that you can do your own assessment of the document as you progresses in a way to advise and provide feedback to the Curriculum Unit.

I hope you enjoy using this document as much as we have enjoyed putting it together for you.

Cynthia White-Linton

Language Arts Officer

Grade 1

Year Summary

TERMS	THEMES:	TOPICS	TIME WKS/HOURS
FIRST TERM Sept 6 – December 15	1. Food 2. My Community	<ol style="list-style-type: none"> 1. Healthy Foods 2. Healthy Foods Come From 1. Places in My Community 2. People in My Community 	4 wks/20 3 weeks/15 3 weeks/15 3weeks/15
SECOND TERM January 6 – April 4	3. People Who Come to our Country 4. Folk stories	<ol style="list-style-type: none"> 1. Tourists 2. Immigrants 1. Anancy and other Stories 2. Rhymes, riddles and poetry 	2 weeks/10 2 weeks/10 4 weeks/20 3 week/15
THIRD TERM April 16 – July 6	5. Traveling by Land 6. Our Environment	<ol style="list-style-type: none"> 1. Ways to get around by Transport 2. On Foot 1. Respecting and Caring for our environment 	2 weeks/10 3 weeks/15 6 weeks /30

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LANGUAGES ARTS

Term 1



GRADE THEME 1 : FOOD

TOPIC 1: WHAT DO WE KNOW ABOUT HEALTHY FOODS?

TOPIC 2: WHERE DO HEALTHY FOODS COME FROM?

CROSS-CURRICULUM LINKS:

TOPIC 1 - HEALTHY FOODS

TIME: 4 WEEKS (20 hours)

Health Science

How does food help us grow?

What foods keep us healthy?

Agricultural Science

How do foods grow?

What foods do we grow in Dominica?

Social Studies-

Where and how do we get food?

Who works with food?

Math-

What foods do we like most?

How many? Which is most? Least? First, second?

Language Arts-

Can we make a book about food?

VPA-

Theme 1: Healthy Foods SKILL OUTLINE – teaching format the Socratic Method

Topic 1: What do we know about healthy foods?

Oral presentation- show and tell

“Reading” labels

Share opinions

KWL Chart

Self-directed activity- learning center

Classroom management activity- good choices/healthy habits

Alphabet principle – letter and sound recognition

Alpha Word Wall

Descriptive words/ nouns and adjectives/ general and specific nouns

Short vowel sounds

Alpha ordering

KWL: Class visitor

Additional activities and ideas

Assessment ideas

Topic 2: Where do healthy foods come from?

KWL Chart

Categorizing skills

Making a class graph, predicting and summarizing

Tally Marks, Counting how many, most, least, how many more, first, second

Filed trip / classroom management/ vocabulary development/ making a book

Sorting and categorizing

GROWING SEEDS JOURNAL

Growing seeds in the classroom activity and

Following directions

Making predictions/ hypothesis

Compare/contrast

Keeping a journal/record

Life cycle of a seed

Imaginative writing / alliteration

Fantasy vs. Reality writing

Vocational Arts ideas/ and role play jobs

Haiku Poetry / performance

Additional activities and ideas

Assessment ideas

<p>Speaking and listening</p> <p>1 LO 1 (2, 4, 5, 6, 7, 8,9,10, 12)</p> <p>2. Likes and dislikes & give reasons</p> <p>4. Feelings.</p> <p>5. Self initiated issues, give information, opinions, suggest solutions</p> <p>6. complete sentences</p> <p>Listens</p> <p>7. Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture</p> <p>8. To different opinions, ideas, discuss and respond appropriately,</p> <p>9. And ask questions for clarification and elaboration</p> <p>10. And respond courteously</p> <p>12. for main idea to re-tell it</p> <p>1 LO 2 (1, 2, 3, 7,8,9,9, 10, 11, 12,13))</p> <p>1. Participates</p>	<p style="text-align: center;">SUGGESTED ACTIVITIES –</p> <p>TOPIC 1 – Approx. duration: 4 WEEKS</p> <p>WHAT DO WE KNOW ABOUT HEALTHY FOODS? SET UP A FOOD AREA/CORNER IN THE CLASSROOM- KWL CHART</p> <ul style="list-style-type: none"> Ask children to bring in and/or bring in healthy food items. Have a show and tell about some items. Talk about local foods that students are familiar with as students’ state likes and dislikes. Conduct a class discussion on what they know about healthy foods and why they need to eat healthy. Create a classroom chart of KWL about healthy foods: and another for why we eat healthy. Have students draw and label healthy foods. (2-3 sessions) Set up a well-labeled class display of the collected foods and pictures from the above activity to create a food area/corner for a class and student self-directed shopping activity learning center. Children can match names on the foods, dialogue and role-play buying and selling items using appropriate names and terms. (1 session) (on-going activity) <p>CLASSROOM MANAGEMENT ACTIVITY- GOOD CHOICES</p> <ul style="list-style-type: none"> Discuss good choices and why they are important in life. Relate good choices to school and classroom (behavior, study, etc) and to growing strong, paying attention, healthy habits, etc. Have students in groups/individual choose a healthy food and encourage/persuade other students to select it as a healthy choices -to demonstrate positive eating habits. Have students talk about and make posters, or billboards, or food raps advertising a healthy food of choice; encouraging others to eat it. Hang posters or make a book. (1 session) 	<p style="text-align: center;">TEACHER</p> <p style="text-align: center;">COMMENTS</p> <p style="text-align: center;">and</p> <p style="text-align: center;"><u>RESOURCES</u></p> <p><i>Food</i></p> <p>Can labels</p> <p>Packages/Boxes</p> <p>Fruits/Vegetables</p> <p>Posters/Charts</p> <p>Penguin Readers (Caroline Laidlaw)</p> <p>Videos</p> <p>Worksheets</p> <p>flashcards</p> <p>Audio cassettes/ books on tape</p> <p>Keskidee Reader</p> <p>Keskidee fruit poem</p> <p>Books :</p> <p>fiction and non-fiction</p> <p>Narratives</p> <p>Cookbooks</p> <p>Recounts</p> <p>Descriptions</p> <p>Songs</p> <p>Poems</p> <p>Games</p> <p>Riddles and games</p>
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<ol style="list-style-type: none"> 2. Re-tells 3. Discusses opinions 7. Sings, chants,... 8. Responds with data 9. Predicts 10. Repeats rhymes, patterns, blends 11. Talks about adjectives 12. Describes 13. Respond to who, what, where, why, when and how questions 	<p>ALPHABETIC PRINCIPLE</p> <ul style="list-style-type: none"> • Review/Teach letter/sound recognition and initial word sounds using the display to start ideas flowing for each letter. Go through the alphabet letter by letter, and ask children to identify fruits/vegetables/healthy foods that start with each letter e.g. 'a' (apple), 'b' (banana) 'c' (cabbage)...'u' () 'v' (vegetable) 'x' (box of) 'z' (zucchini) Record the list on paper. Allow children to draw or find pictures or assign children to draw different letter pictures of healthy food. (language arts phonic lessons/proceed at children's pace practicing letter/sound recognition) 4-8 sessions -create alpha books and word wall display • Use pictures from above activity or find pictures to colour and cut out to produce a healthy food alphabet on classroom wall to be used as a word wall /alphabet dictionary displayed on the classroom wall. (Best to display at child height, if possible) 	<p>Dictionaries Wordless books Games Stories on tape Early Identification Checklist Other oral and written checklists</p> <p>Worksheets</p> <p>Paints Crayons Art supply</p>
<p>1 LO 3 (2, 4, 6, 7, 8, 9, 10, 11)</p> <ol style="list-style-type: none"> 2. Gives instructions 4. Asks and answers 6. Play acts 7. Follows instructions 8. Responds with opinions 9. Asks questions 10. Responds appropriately 11. Stays on topic 	<p>DESCRIPTIVE WORDS/ NOUNS AND ADJECTIVES</p> <ul style="list-style-type: none"> • Talk with children about describing words e.g. colour, size, shape, taste. (general and specific nouns) List some words in each category. Relate the words to the letter/picture wall display. • Model creating riddles based on letter/picture wall display. e.g. I am red, yellow or green. I am round, I taste bitter on the outside but so sweet and juicy on the inside...What am I? Ask the children to suggest answers, e.g.: an apple, a melon. • Help the children to make up other riddles. Then, working in pairs or groups, ask them to think of some more riddles to ask the class. Help the children to write out their riddles in their exercise books and draw a picture of the answer on the next page. Have children share their riddles and then when someone guesses the answer correctly, they may turn the page to show the answer. 2-4 sessions 	<p><u>Comments</u> <u>and</u> <u>RESOURCES</u></p> <p>INTERNET:</p> <p>http://www.cfaitc.org/ http://www.enchantellearning.com/dictionary/subjects/food.shtml</p>
<p>1 LO 4 (1, 2, 4, 7)</p> <ol style="list-style-type: none"> 1. Shares oral text 2. Participates in choral 4. Imaginative story 7. Responds to text 		

<p>1 LO 5 (1, 2, 3, 4, 5)</p> <ol style="list-style-type: none"> 1. Vocabulary 2. Other topics 3. Explains how to do 4. Listen and record 5. Gathers information <p>2 LO 1 (1, 2, 3)</p> <ol style="list-style-type: none"> 1. Recognizes print 2. Reads own writing 3. Handles book with care <p>2 LO 2 (1, 2, 3)</p> <ol style="list-style-type: none"> 1. Reads visuals 2. Talks about and relates 3. Draws conclusions <p>2 LO 3 (1, 2, 7, 8, 11, 12, 13)</p> <ol style="list-style-type: none"> 1. Reads own name 2. Identifies medial sounds 7. Compound words 8. Reading strategies 11. Reads environmental print 12. Context clues 13. Sorts to categories <p>2 LO 4 (1, 2, 3, 4, 5, 6, 7)</p> <ol style="list-style-type: none"> 1. Shows interest in print 	<p>ALPHABETICAL ORDERING</p> <ul style="list-style-type: none"> • Play alphabet game, "My aunt went shopping"...First player begins, "My aunt went shopping and bought me some apples", the next person continues with another food beginning with 'b'. After the children have had practice, players choose an object and need to place it in alpha order as class says alphabet. Can also use as a memory game; each player must remember what the previous players said until someone misses. Change the beginning sentence: I went out to dinner and had apples, etc. 1 session <p>SHORT VOWEL SOUNDS</p> <ul style="list-style-type: none"> • Review short vowel sounds and letter recognition with students: a- at, e-egg, i-it, o-.on, u-up Take the phrase " I like to eat, eat, eat apples and bananas," and change each vowel sound for the same short vowel in the words "eat, " "apples" and "bananas" e.g. " I like to at, at , at apples and bananas," " I like to et, et, et, epples and benenes, " I like to it, it, it ipples and bininis," "I like to ot, ot, ot opples and bononos, " "I like to ut, ut, ut upples and bununus." Lost short vowels letters and ask students to put in the correct short vowel in these words- . C_T, H_N P_G, D_G D_CK Try out different short vowel sounds in each word. <p>1 session – use phrase throughout year and with long vowels</p> <p>MINILESSON SHORT VOWELS: /a/, /o/</p> <p>Listen as the children read aloud stories, poems and text. See whether they decode words with the short a (hat) or short o (pot).</p> <p>Read to model the language as the children listen for a word with short vowel sounds a and o. Ask them to identify the words (with a clap) as they hear them. Write the words on the chalkboard or chart paper so that they look out for them.</p>	
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<p>2. Talks about text 3. Selects favorite text 4. Participates actively 5. Points while reading 6. Reads along 7. States likes and dislikes</p> <p>2 LO 5 (1, 2, 3, 4, 5, 6) 4. Topics other subjects 5. Builds upon 6. Asks for clarification 7. Reads visuals 8. Interprets visuals 9. Reading strategies</p> <p>3 LO 1 (1,2, 3, 4, 5, 6, 7, 8, 9, 10, 12) 1. Holds pencil properly 2. Imitates writing 3. Reads own writing 4. Writes name with capital and lower case 5. Writes letters 6. Writes some dictation 7. Copies phrases 8. Produces personal text 9. Uses phonemic awareness 10. Puts spaces between words and punctuation 12. Begins to write a journal</p>	<p>Write words under columns then allow children to read the words. E.g. hat cab top man hot pop cob map hop fan Have children choose two words from each column to make one silly sentence.</p> <p><u>PRACTICE DRILLS .</u></p> <p>CLASS VISITOR: CULMINATING ACTIVITY FOR THEME 1</p> <ul style="list-style-type: none"> • Invite a nurse, community health care worker to speak about good nutrition or read a book to students. Review the children’s KWL chart and find out what they have learned and answer any unknowns. 2- sessions <p>IDEAS FOR ADDITIONAL ACTIVITIES – TOPIC 1</p> <ul style="list-style-type: none"> • Prepare a simple snack/ drink with students. Allow students to talk about the steps and about their likes and dislikes. Give opinions with reasons. • Copy a simple recipe card of a prepared snack • Read and identify adjectives and nouns in a simple passage on foods. Answer questions in IAE for listening comprehension. Write to respond to the passage using various means (e.g.) poetry. • Write a simple letter/create a slogan/s (as a group or class) to tell someone about the importance of making healthy choices. Display slogans to other classes. • Create with teacher, and perform to the class a choral recitation on healthy foods. Include rhymes, and write out the rhyme in groups. 	
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<p>3 LO 2 (3,4,5, 6, 7, 8, 9, 10, 11, 12)</p> <ol style="list-style-type: none"> 3. Writes to recount 4. Labels with known words 5. Writes a string of words 6. Rearranges to form sentences 7. Uses pronoun capital I 8. Creates a recount text 9. Participates in making a book 10. Creates own word bank 11. Edits 12. Revises 	<ul style="list-style-type: none"> • Read aloud with teacher as she reads a story/poem about healthy and unhealthy foods. Allow students to identify and circle healthy foods on work sheets. • Read individually and as a class, about food groups. Complete a cloze passage with adjectives and nouns. • Create an imaginative story with class about food/foods. Use names of fruits to create simple moral stories. Have students re-tell. Show a video (Vegetable) to teach morals/values. • Read a passage in science or other subject to identify sight and high frequency words for Grade 1. Rearrange words in an activity box to create sentences Work in pairs to dictate words on flash cards. Write and learn to spell correctly e.g. Look, say, cover, check. • Rearrange/sequence a set of 4 pictures to show the growth of a seed. Copy and label correctly. Write one sentence to explain each picture. Pay close attention to capitals at the beginning and full stops at the ends of sentences. Read sentences aloud to class. 	
<p>3 LO 3 (2, 4, 5, 6)</p> <ol style="list-style-type: none"> 2. Produces a set of visuals to explain a change 4. Writes symbols on charts 5. Writes tallies 6. Develops simple story 	<ul style="list-style-type: none"> • Read poems with class about fruits and colours. Ask the children to read the poem aloud. Ask questions about the poem. • Use the song Old MacDonald to teach verb tenses: simple present tense- has a farm, present continuous tense- Old MacDonald is digging the yam, past tense - dug the yam yesterday, past continuous- was digging a hole, plural past continuous- Old MacDonald and his wife were digging potatoes, etc. Respond in simple sentences to questions about farm 	
<p>3 LO 4 (1, 2, 3, 4, 5, 6, 8, 9)</p> <ol style="list-style-type: none"> 1. Free writes by choice 2. Draws pictures by choice 3. Presents and reads writing 4. Shows interest 	<ul style="list-style-type: none"> • Use the word/picture wall to practice making plurals: adding s/es- potatoes, ochroes, mangoes, tomatoes, etc 	

<p>5. Responds positively 6. Develops portfolio 8. Brainstorms 9. Writes for different purposes</p> <p>3 LO 5 1, 2, 3, 4, 5, 6, 8)</p> <p>1. Produces visuals 2. Labels 3. Writes/draws to solve graph 4. Produces interprets graph 5. Adds to personal dictionary 6. Writes informational sentences 7. Participates in making a text 8. With class collects, organizes, records, reports</p>	<p>ASSESSMENT ACTIVITIES 1 week</p> <ul style="list-style-type: none"> ✓ Portfolios ✓ Simple presentations ✓ What is a healthy food? Healthy foods come from where? (oral activity) ✓ Write simple sentences with illustrations of foods both healthy and unhealthy. ✓ Name healthy foods grown or made in Dominica ✓ Create posters for display ✓ Write in journals about foods ✓ Create slogans and share about healthy choices ✓ Draw pictures of fruits and vegetables and label. ✓ Prepare an individual or small group food alphabet book. <p>SUGGESTED ACTIVITIES – TOPIC 2 Approx. duration: 3 WEEKS</p> <p>WHERE DO HEALTHY FOODS COME FROM?</p> <ul style="list-style-type: none"> • Conduct a class discussion on what we know about the origin of healthy foods. Have students answer the topic question, Healthy foods come from _____ and make a class list. Create a classroom chart KWL. Draw healthy foods in their original setting and label the healthy foods.1 session <p>CATEGORIZING SKILLS/MAKING A GRAPH/ TALLY MARKS/PREDICTIONS AND SUMMARIZATION SKILLS</p> <ul style="list-style-type: none"> • Have students look at the letter healthy food wall display made in Topic 1 and as reviewing alphabet letter sound recognition make a list about where each food is found. Group the list into categories e.g. farm, market, garden, - whatever students say. Predict which category has the most items, the least. Then tally. Count the tally marks- how many? See if predictions were correct. Summarize findings: which category had the most? the least? give order use cardinal numbers- first, second, 	
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etc. Have students think of other types of categories e.g. grows in the soil, picked off a tree, made by someone, or shipped to the island, grown in Dominica, shipped and processed in Dominica, etc. Predict and then regroup display items or as a class, in an orderly manner, have students think of as many healthy foods and state origin in five minutes. Count tallies- how many? Which category has the most? How many more? Check predictions. Summarize findings: most, least, how many more, first, second, prediction correct? 2 sessions

FIELD TRIP/VISITOR

- Make plans and visit a farm, market or school garden or have a farmer come to visit. Use KWL to develop focus/vocabulary/questions to be asked, etc before going on the visit. Create the KWL chart and post. Talk about manners and good choices. Go on trip and after the visit, use Language Experience Approach (LEA) approach to write sentences about the visit. Develop and list new vocabulary learned or seen or heard including sounds heard on the trip. Create a class book about the visit/visitor. Use the KWL chart for book ideas. 4 sessions
- Have students bring in dried seeds from the foods they eat and paste the seeds onto a paper and label kind. Ask students how seeds can be categorized and make a list of ideas. Choose some ideas and have students sort the seeds e.g. according to shape, color, etc. Last sort seeds by relative size and make a permanent chart by pasting paper and drawing pictures onto the chart. 1 session

GROWING SEEDS AND KEEPING A JOURNAL

- Grow seeds in the classroom activity and journal. First create a baggy green house: You will need one sandwich size plastic baggy for each child, a bag of raw beans; lima work best and to grow faster soak beans for a few hours, paper towels, a stapler, and a magic marker. Wet a paper towel for each student and have her/him fold the towel into fourths and put the towel into the plastic bag at the

bottom. Model this. Then staple the towel into place across the bottom of the bag about 1 inch from the bottom. Use a row of staples for each bag. Place 4-5 seeds in each bag on top of towel and staples. Close the bag airtight. Write the child's name on the bag and have her/him hang the bag somewhere in the room in the light or dark- doesn't matter. Have each child create a journal recounting what she/he just did in pictures and words. Have the child predict what they think is going to happen to the seeds. This is a hypothesis.

- Everyday check bag and see if there are any changes and record no change or yes change and what into the daily journal. When the seed starts to sprout take out one seed to examine closely. Name the parts of the seeds and record in journal: roots, root hairs, stem, embryo, etc. Watch and journal each day as seeds grow to plants. Compare and contrast the different seed development of each seed in the bag. Can eat a sprout. Can plant. 3-4 sessions ongoing

FANTASY WRITING

- Have students pretend that they are a fruit or vegetable grown in Dominica. Have them tell their life story. Brainstorm with class and include things like "who their parents are," "where they were born," "where they traveled," and "who ate them". Draw pictures of themselves as that fruit or vegetable and give themselves an alliteration name e.g. Cute Cucumber, Reggie Radish, Brianna Banana (phonic lesson). Talk about fantasy and reality. 2-3 sessions
- Brainstorm as a class and make a list of all kinds of jobs people have who work with food. Follow the food from the seed, to the farmer, to transport, to market, to restaurant, etc. Who works in each one of these places? Have students role-play being these people. Extension: Have students mime a job from the list and have students guess the job. 2-4 sessions
- Create poetry such as Haiku, shape or silly rhyme about a food. Perform in class and display with artwork on the wall. 2 sessions

IDEAS FOR ADDITIONAL ACTIVITIES

- Discuss pictures of farm activity. Create a phonic exercise on vowel blends/sounds etc...sing the song, "The Vowels of the Alphabet are **a,e,i,o, u**...(to the tune of Old MacDonald. Use names of animals on the farm to identify medial sounds. C_T, H_N P_G, D_G D_CK
- Read labels on imported food and make judgments and give opinions with reasons. Create/design a label for a local food to be sold oversea. (group work)
- Read predictable refrains (familiar stories) to allow other students to join in. Answer questions of who, what, when, where, as they identify nouns and pronouns in speaking and writing
- Make a daily journal of meals eaten for one week, share with each other and /or with teacher. Show and tell. Copy one sentence for handwriting practice.
- Draw with help of teacher a graph depicting favourite foods of peers. Talk about / give opinions for reasons they may choose particular foods or replace with good substitutes. Copy the graph and colour.
- Ask children to think of and find words ending in `nd`, e.g. end, hand, find, send, spend, land, lend, hand, and, stand, pond, fond for a phonics lesson. Create a poster for the class for daily words. Read and write words for practice.
- Ask the children to read words from a box. Ask them to identify `sh` endings and those that begin with `sh`. As children work in pairs to read and decide which word should fill each gap (fish, dish, shop, fresh, fish, she, wish, share). Check the answers orally, then ask the children to write the words in the gaps. Read the passage together as a class with support from teacher.

ASSESSMENT ACTIVITIES – 1 week

- ✓ What is a healthy food? Healthy foods come from where? (oral activity)
- ✓ Write simple sentences with illustrations of foods both healthy and unhealthy.
- ✓ Name healthy foods grown or made in Dominica
- ✓ Write simple sentences with illustrations of foods both healthy and unhealthy.
- ✓ Create posters for display
- ✓ Write in journals about what they eat daily
- ✓ Create slogans and share about healthy choices
- ✓ Draw pictures of fruits and vegetables and label.
- ✓ Prepare an individual or small group food alphabet book.

END OF UNIT ASSESSMENT ACTIVITIES:

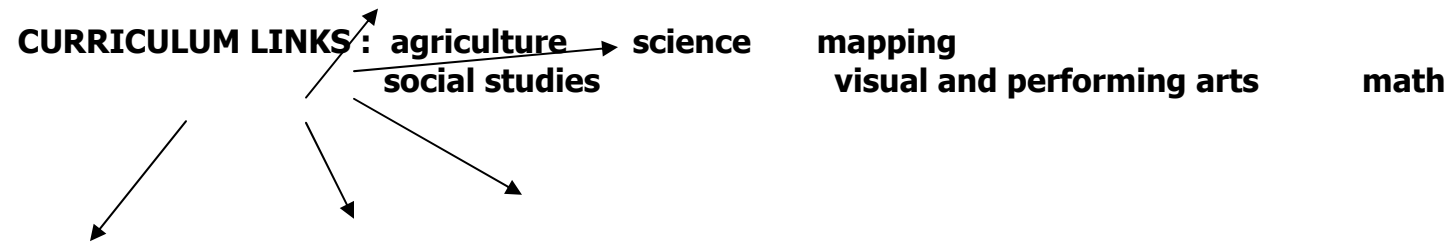
- ✓ PORTFOLIOS
- ✓ SIMPLE PRESENTATION
- ✓ WALL DISPLAYS/MOBILES



Term 1

GRADE 1- THEME 2 : MY COMMUNITY

**TOPIC 1: PLACES IN MY COMMUNITY -
TIME: 3 WEEKS (15 hours)**


**TOPIC 2: PEOPLE WHO WORK IN OUR COMMUNITY -
TIME: 3 WEEKS (15 hours)**



<p>1 LO 1 (1, 2, 4, 5, 6, 7, 8, 9, 10, 12)</p> <ol style="list-style-type: none"> 1. Her/himself: name, age, address, tel no. 2. Likes and dislikes & give reasons 4. Her/his feelings 5. Personal issues 6, Uses complete sentences 1. Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture 2. To different opinions 9. And ask questions for clarification and elaboration 10. Responds courteously 12. recall main ideas <p>1 LO 2 (1, 2, 3, 4, 7, 9, 10, 11, 12, 13)</p>	<p>THEME 2:- MY COMMUNITY</p> <p>TOPIC 1: - PLACES IN MY COMMUNITY - 3 weeks</p>  <p>(home, school, church, police station, health centre, post office, ...)</p> <p>SUGGESTED ACTIVITIES</p> <p>WHAT IS A COMMUNITY?</p> <p>SKILL: Each child will be able to tell her/his name, home address/community, name of school and the location of the school. VPA – oral speaking 2-4 sessions</p> <p>Ask: What is the name of our school? Where is it located?</p> <ul style="list-style-type: none"> • Ask children to name the school and give its location. • Ask children to say their name and then what school they attend and its location. Model first and then ask individual students to answer. 	<p><u>COMMENTS AND</u></p>  <p><u>RESOURCES</u></p>
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<ol style="list-style-type: none"> 1. Participates in group oral expression 2. Re-tells a story, rhyme, poem 3. Talks about story element – setting 4. Discusses opinion 7. Sings, chants, taps 3. Responds records some data 4. Repeats rhymes, patterns , blends 5. Uses adjectives 6. Describes common and objects and events 7. Responds to who, what, where, when, why and how <p>1 LO 3 (2, 3, 6, 7, 8, 9, 10)</p> <ol style="list-style-type: none"> 2. Gives simple instructions 3. Asks answer questions, gives explanations 6. Play acts conversations 7. Follows instructions 	<p>Ask: Where do you live? Where is the name of our country?</p> <ul style="list-style-type: none"> • Ask children to name the community/village where they live and country. • Ask them to say their first name and surname and address. Model using name and address. My name is ____ and I live at/in _____ on/in Dominica. • Tell the children that as they perform the next task of putting both activities together, you are going to listen and write on a chart/board the names of the villages/cities in which they live and the class will tally the number of students in each village/city named. • Have each child, one at a time, stand and say her/his name and address, what school they attend and where it is located. • Praise children and discuss the findings on the chart. Did everyone live in the same village/city? How many? Most, least, all, some, more than, less than. • Ask if anyone has lived anywhere else. If yes, can they give you their old address? <p>Practice this skill from time to time and add or change information that children are asked to give such as age, favorite activity, etc. Check to see if child know own phone number.</p> <p>SKILL: Children will be introduced to the story elements: setting, brainstorming session 2-3 sessions</p> <ul style="list-style-type: none"> • Ask: Why do villages/cities have different names? • Talk about community: What is a community/village? Why do people live in or come to a community/village? • What kinds of places might you find in most communities/villages? In yours? • Make a list and post the words. With the class read the words naming the places. Ask a volunteer to read the list. • Ask students to think hard about other places or types of places that might be in a community/village and to bring in the names of those places for the next lesson 	
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<p>and directions</p> <p>8. Responds to explanations</p> <p>9. Asks questions for clarification</p> <p>10. Stay on topic</p> <p>1 LO 4 (2, 3, 5, 7, 8,</p> <p>2. Participates in dramas</p> <p>3. Retells stories</p> <p>5, Creates a jingle</p> <p>7. Responds to a text</p> <p>8. Begins to recognize socio-cultural biases</p> <p>1 LO 5 (1,2, 3, 4, 5)</p> <p>1 Uses vocabulary from different subjects</p> <p>3. Discusses a topic from other areas</p> <p>4. Explains how to do something</p> <p>5. Listens and records</p> <p>6. Gather information about a problem from another subject and present findings</p> <p>2 LO 1 (1, 2, 3, 9)</p> <p>1. Recognises concept of print</p>	<ul style="list-style-type: none"> • Plan a walking field trip in a village/city or bring in pictures of villages/cities. • Read a fiction book to children with something about or someplace in a city/village. • Ask the children to identify the place or places. In the book. Explain to the students that in a book, the place where the story happens is called a “setting” • Tell the students that you are going to reread the story or just the beginning of the story and when they hear the place, they should clap hands. Read until clap. Check to see if clap was correct. • <p>SKILL: Children will draw pictures to represent concepts including setting and label some items and children follow instructions and directions (2-3 steps)</p> <p>VPA drawing math 2 sessions</p> <ul style="list-style-type: none"> • Teach the children the concept of a rectangle by drawing one. Tell them that a rectangle is a shape that has four straight lines, four corners like the corners in the room, and is closed like a box. Draw another rectangle and model as children practice drawing rectangles. Write the word “rectangle” and have the children label one of the their drawings, and /or put a labeled drawing of a rectangle into their journal. • When the children understand the concept of a rectangle, tell them that a special kind of rectangle is a square. A square is the same as a rectangle in that it has four straight sides with corners like the corners in the room and it closed like a box but what makes it special is that all four side lines are equal in length. Draw a square and model drawing as children practice drawing squares. Draw another square and model as children practice drawing squares. Write the word “square” and have the children label one of the their drawings, and /or put a labeled drawing of a square into their journal. • Teach the children the concept of a triangle by drawing one. Ask them what are the differences between a rectangle and a triangle. A triangle does has three sides, not four and has different size corners not like the corners in the room. Draw another triangle and model as children practice drawing triangles. Write the word 	
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<p>2. Reads own writing 3. Handles a book with care 9. Discusses story structure</p> <p>2 LO 2 (1,3) 1. Reads visual 3. Draws conclusions</p> <p>2 LO 3 (1, 2, 3, 4, 5, 7, 8, 12, 13, 14) 1. Identifies own name and peers 2. Identifies and distinguishes between short and long vowels ending in silent e 3. Identifies medial sounds 4. Builds new words with s. es, ing , ed endings 5. Identifies consonant blends and digraphs 7, Identifies and read common compound words 8. Begins to use various strategies to read Identifies and sorts common words</p>	<p>“triangle” and have the children label one of the their drawings, and /or put a labeled drawing of a triangle into their journal.</p> <ul style="list-style-type: none"> Show children how they can combine a rectangle or square with a triangle “roof” and have a building. Let them practice drawing different size buildings of rectangular and square shapes. Review shapes and definitions. <p>SKILL: Children will review story element setting and give simple two-three step directions. They will use phonemic awareness and letter sound knowledge to read and write independently. VPA Storytelling 4-5 sessions</p> <ul style="list-style-type: none"> Take a walk with the children around your community to locate main places, Identify environmental print such as road signs and names of stores, places. Model and allow children to explain how to get from one place to another. Then check to see if directions were correct. Discuss your findings. Read a book about a community or a place. Identify pictures of road signs and names of stores and places. Allow children to talk about places in the community. Reread the list and add new places to the list of places that the class previously created. Ask volunteers to read the list or read as a class. Model by drawing a simple map of the places in the community, or a made-up community. Use the shape words rectangle, triangle, and square to represent buildings as you draw and label them. Review the definitions of the different shapes. And ask children to identify different buildings in the drawing according to its shape and name, such as the square with a triangle roof is a market. Ask children to select two places on the map you drew and tell you how to get from one place to another. Or on the field trip ask children how to get from here to another place. Or walk around the school and have children direct other children to different places, Allow the children to draw maps and label places using the words on the class list, and embellish their drawings of the buildings with rectangles and squares for 	<p>RESOURCES</p>  <p>charts books community maps</p>
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<p>12. Reads words aloud and repeats common phonemes</p> <p>13. Identifies common environmental print</p> <p>14. Uses contextual clues</p> <p>2 LO 4 (1, 2, 4, 5, 6, 7)</p> <ol style="list-style-type: none"> 1. Shows interest in visuals and printed texts 2. Talks about print and visuals 4. Actively participated in reading activities 5. Points to words 6. reads along when teacher reads 7. States liked and dislikes <p>2 LO 5 (1, 2, 3, 4, 5, 6)</p> <ol style="list-style-type: none"> 1. Identifies and talk about themes 2. Identifies and builds upon words 3. Asks for clarification 4. Read/views visuals to solve simple problems 5. Reads/views visuals to interpret information 	<p>windows and doors.</p> <ul style="list-style-type: none"> • Ask the children to name their community. Allow them to use phonemic awareness and letter sound knowledge to write the name independently and then instruct them to think of a story that happened in the community that they drew -such as a boy went to the market, and ask them to write it. Ask them to write their name and the date on the paper. Review story elements –setting and main character: where the story takes place, setting, who is in the story, characters. Listen to some stories and look at the maps. Let other children ask about the setting and other simple questions about the main character in an orderly fashion. Let the map drawer give answers. Hang maps in the room and/or save for portfolio to show present ability and baseline for improvement. <p>ADDITIONAL ACTIVITIES AND IDEAS</p> <ul style="list-style-type: none"> • Talk about likes and dislikes in the community. • Highlight common nouns in lists or sentences. Add the inflectional endings (s) and (es) mangoes, churches, schools, trees, houses, markets, stores, and have children read and offer other suggestions. • Distinguish special names from other nouns. Identify those places that are proper nouns and explain that these need to begin with capital letters. St. Mary’s School • Answer oral questions from a story about their community (listening comprehension). Asking and answering questions about the community. Use a picture to elicit questions and answers. • Identify ways in which the community can be made to look better • Visit places of interest and talk about them. Present a picture, and invite students 	
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<p>6. Uses reading strategies to process information</p> <p>3 LO 1 (1,2,3,4,5,6,7,8,9,10,12,13)</p> <ol style="list-style-type: none"> 1. Holds pencil appropriately, sits properly 2. Imitates writing 3. Reads own writing 4. Writes name using capital and lower case 5. Writes letters attending to form and spacing 6. Writes some dictated words 7. Copies phrases and short sentences 8. Produces a personal text 9. Uses phonemic awareness and letter sounds to write independently 10. Puts spaces between words and begins sentences with capitals 11. Begins to write a journal 12. Begins a personal dictionary 	<p>to talk about what they see, sound out words with the particular digraph sound....teacher reads sounds and children repeat. Use the "I Spy" to generate other words. Read short sentences, and clap hands when they hear the sound. Write new words with the digraphs.</p> <ul style="list-style-type: none"> • Describe specific activities at specific work places through words and pictures. Read story and identify sight words. Use words related to the community to identify blends, digraphs, rhyming words e.g. church, beach • Children create riddles to identify main places. Use capital letters for special names and places in the community. Draw and label a map of a community. Read signs around the community. Write out riddles in pairs. Use capital letters to begin sentences. • Use LEA (Learning Experience Approach) to talk about and recognize words in their speaking vocabulary of places visited in the community. Collect pictures of houses and make a scrapbook or a collage. Help the children to write captions and elicit target words through questioning. • Draw and number series of buildings in the community. Teach order, help children to write about their families (e.g. father mother, big sister, me, baby brother), write important words on the board for the children to copy. Ask the children –in pairs or in groups – to talk about the pictures they have drawn. Ask them to read what they have written. • Listen to stories about the community. Let students retell individually. Teach has and have/do not have, does not have. • Create model houses out of pieces of material (cardboard, leaves, wood etc.) from the environment. Label parts of the house...door, window, roof. Ask children questions about the house- e.g. "can you point to the door?", how many windows?, what colour is the roof? Draw fantasy homes and colour or paint. 	
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3 LO 2 (1, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12)

1. Draws pictures to represent story elements
2. Draws several pictures in sequence
3. Writes to recount
4. Labels some pictures with words
5. Writes a string of words
6. Rearranges words to make a sentence
7. Uses a capital at the beginning of a sentence and pronoun I
8. Creates a recount text with teacher support
9. Participates in making a class book about an interesting local person
10. Creates and uses own word bank for check spelling
11. Edits own work
12. Revises original drafts

3 LO 3 (4, 5, 6, 7)

4Writes/draws symbols in

- Create a semantic map.

Informal Assessments

Matching exercises

Flash card group, pair work and individual work

Exercise book checks

Question and answer

Monitor reading for fluency, decoding, fluency



END OF UNIT ASSESSMENTS

- ✓ Identify main places from pictures and match pictures to workplaces
- ✓ Give directions to main places using simple steps
- ✓ Identify sight words used for "community places"
- ✓ Present a number of pictures, ask pupils to place a (✓) where the sound, e.g. /ch/ is heard. Make the sound of ch/sh/
- ✓ Spell sight and high frequency words
- ✓ Retell funny stories/stories about events that take place in the community
- ✓ Ask children to write their names and addresses on labels or pieces of card then stick them in their exercise books, on their desks etc.
- ✓ Make a simple map of the area, including the school, and mark the home with a flag.
- ✓ Create a class portfolio with places in the community

- charts
5. Writes tallies to record
 6. Develops and write simple sentences
 7. Writes a simple story and shares with class

3 LO 4 (1, 2, 3, 4, 5, 6, 8, 9)

1. Free writes by choice
2. Draws pictures by choice
3. Presents and reads writing to family, friends and teacher
4. Shows interest in writing
5. Responds positively to feed back
6. Develops portfolio and adds to it
8. Brainstorms with class
9. Writes for different purposes and audiences

3 LO 5 (1, 2, 3, 4, 5, 6, 7, 8)

1. Produces visuals of themes taught in other subject areas

TOPIC 2

THEME 2- THE PEOPLE IN MY COMMUNITY- 3 weeks

SUGGESTED ACTIVITIES



WHO ARE THE PEOPLE IN YOUR COMMUNITY?

WHAT KIND OF JOBS DO THEY HAVE?

SKILLS:

Each child will begin to identify medial word sounds, short and long silent e vowels

Each child will add “er” to verbs to form new noun words and ‘ing” to form new verb tense

3-5 sessions

Ask children to name things that people do while you put the list on a chart/board e.g. drive, farm, bake, garden, help, work, etc.

- Ask children to read the names on the list with you. Review phonics medial sounds, short and long vowels.

<ol style="list-style-type: none"> 2. Labels visuals with words and symbols 3. Writes/draws to solve simple problems 4. Produces and interprets graphical information 5. Adds to and uses personal dictionary 6. Writes simple informational sentences 7. Participates in making informational books for the class library 8. With class collects, organizes, records and reports information 	<ul style="list-style-type: none"> • Ask children to read the list and name the worker that does this thing while you put the name of the worker next to the work. • Ask children to look at the chart and tell you if they see a pattern. Many words just add "er" to form the word for the worker. Model first and then ask individual students to give both the work and then the worker e.g. drive- driver, farm-farmer, teach-teacher. Add to the list. • Find pictures or have children draw pictures of people working and the clothes and tools they use. Write the name of the worker on another piece of paper. Match word with picture of worker and talk about them. Talk about the clothes people wear for different jobs and the tools they use. Allow children to describe the clothes and the tools. • • Identify pictures of people at work. Use name cards to match pictures. Teach inflectional ending –'ing'. What is he/she doing? Baking, selling, washing, etc <p>SKILL: Each child will have the opportunity to role play conversations in small peer groups to imitate daily language including greetings, giving thanks, apologies, requests, invites and goodbyes 3-4 sessions</p> <ul style="list-style-type: none"> • Role play greetings/simple courtesies for church /shop/street etc. Write a simple dialogue. Sing song Its nice to say "Hello" and "How do you do?" • Talk about what they want to be when they grow up and why? Have the child draw and write about it. Save it for the portfolio. • Have the children choose a worker from the list and mime being that worker. What tool would they use? What would it look like? Model using mime and then choose children to mime their choice and have the class guess. The one who guesses has to spell the worker word and then gets a turn. 	
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	<ul style="list-style-type: none"> • Make cards with names of different jobs e.g. doctor, baker, banker clerk, teacher. Use as a deck of cards and have a child draw from the deck and mime or tell a riddle. The class guesses the job on the card. • Use riddles to identify jobs e.g. <i>I work with flour, and knead all day. Children like my cakes as they work or play... I am a _____</i> Make up riddles and explore rhyming words. • Dress up as community workers, talk about the job, and describe what they do. Match worker with uniform for writing activity. Play Simon Says to get them to act the part of the worker. • Let the children role play conversations that might take place between workers or at that type of place of work and daily language including greetings, thanks, apologies, requests, invitations and goodbye. <p>Skill: Children will describe common objects and events in both general and specific terms 2-4 sessions</p> <ul style="list-style-type: none"> • Use descriptive words to describe community helpers. Use adjectives/opposites/synonyms to create jingles e.g. Use rhyme "I know a _____baker" happy, busy, fat, lazy baker. Tell story of Little Ren Hen • Invite a community worker or helper, e.g. nurse to class. Have children interview him/her. Write in journal about the community health nurse. Talk about her job. <p>Additional Activities and Resources</p> <ul style="list-style-type: none"> • Select compound words among a list of (community helpers) words. Complete worksheet. Use names of workers to complete sentences that states what 	
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	<p>community helpers do.</p> <ul style="list-style-type: none">• Identify sequence of events in a story about a worker in the community-related words to identify consonant digraphs (church, shop, and beach)• Sing song about community helpers. Identify blends in words related to community helpers. E.g. priest, preacher-preach, driver-drive, cleaner, farmer-plant. Use these blends in simple sentences or in a story. Teach consonant blends: 'pl', 'pr' and 'dr'. Write short stories about these people and what they do. Use words similar/opposite in meaning. <p>Informal Assessment</p> <p>END OF UNIT ASSESSMENTS</p> <ul style="list-style-type: none">✓ Identify jobs from pictures and match pictures to workplaces✓ Give directions to make something using simple steps✓ Write poems and/or riddles about community workers✓ Make miniature models of tools or workers using play dough and other art supplies✓ Create a collage of workers✓ Interview parents and tell what kind of work they do or have done✓ Interview someone in the community and as a class make a book	
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Term 2

THEME 3: PEOPLE WHO COME TO OUR COUNTRY

Topic 1: Tourists 2 weeks

Topic 2: Immigrants 2 weeks



CURRICULUM LINKS: math, languages, social studies, music/drama, information tech.

Theme 3

1 LO 1

1. Her/himself: name, age, address, tel no.
2. Likes and dislikes & give reasons
3. Talks about current events/new
4. Her/his feelings
5. Personal issues
6. Uses complete sentences
7. Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture
8. Listens to different opinions
9. Ask questions for clarification and elaboration
10. Responds courteously
11. Recognises some moral issues
12. Recalls main ideas

1 LO 2

1. Participates in group oral expression
2. Re-tells a story, rhyme, poem
3. Talks about story element – setting
4. Discusses opinion
5. Summarizes favourite texts
6. Adds a line to a rhyme, poem with prompt
7. Sings, chants, taps rhythm
8. Responds with peers, records data, sequences
9. Predicts what will happen next
10. Repeats rhymes, pattern, blends, digraphs
11. Talks about and uses adjectives plus singular and plural nouns
12. Describes common objects and events in general and specific terms

SUGGESTED ACTIVITIES

Topic 1: Tourists

- Read a story about vacations. Ask children about places they travel to for a vacation: countryside, other village, grandmothers, city, oversea... Discuss traveling and write important **vocabulary words**. Allow students to copy to **personal dictionary**.
- Talk about places that children travel to during holidays and vacations. Talk about traveling, the environment, what they will take with them. Prepare a **KWL chart** of what children know about traveling, what they want to know and what they will find out
- Talk about people who come to the Caribbean for holidays. **Why** do they come? **Where** do they come from? **What** do they do? **Where** do they go?
- Ask students to draw a picture of a place they would like to go. Post up in class. Answer question about a cruise ship based on a story (e.g. where did the ship come from? Who were on board? **When/how/Why** did it come?)
- Look at a picture with class and discuss the manner in which the people in the picture are acting, Look at 'photos' with the class of holidays. Ask children what they did on holidays. **Oral language skills**-Make sentences. Discuss with the class what you can do when you want to be friendly to someone who is on holiday in your country. Colour a picture with tourists. Write the tourist a note.

13. Responds to who, what, where, when, why and how
14. Identifies and talks about words that indicate past tense, time sequence
15. Practices using past tense and time sequence words

1 LO 3

1. Greets, thanks, requests, apologises, invites, answers phone in appropriate manner
2. Gives simple instructions
3. Asks and answers questions, gives explanations
4. Makes announcements to class
5. Gives explanations of behaviour
6. Play acts conversations
7. Follows instructions/directions
8. Responds to explanations
9. Asks questions for clarification
10. Responds appropriately to announcements
11. Answers questions and relates information stays on topic
12. Distinguishes fantasy/fact

1 LO 4

1. Shares selected oral text
2. Participates in dramas, songs and choral recitations
3. Retells stories, jokes, proverbs
4. Tells imaginative story
5. Creates a jingle, poem, rhyme, song
6. Takes part in class performance of a story
7. Responds to a text
8. Begins to recognize socio-cultural biases

- Ask **questions** to one another teacher/pupils, pupils/pupils. Collect magazine pictures showing people doing different activities (craft vendors, market people, taxi and bus drivers, tour guides, etc.. Show the pictures to the class and ask: What's this man doing? What is this lady selling? Who might buy her items? Have children cut out pictures of the various activities and write their own captions.
- Ask the children to give sounds of /k/ and /r/ and then blend '**cr**'. These **consonant blends** should be placed in a short story for the children. Make up words with the children to start off and write them on the board, then ask children to work with a partner to complete the exercise. Let them read the words to each other. Play word games
- Talk about pictures using **descriptive** words. Use picture books with large pictures to give children extra practice in describing actions and to expand their vocabulary. Let children match pictures with sentences. Students write silly sentences in groups.
- **Read** stories from their text, charts etc. Read out words lend, send and spend. Write these words on the board. Then write sentences to have children complete the correct word for each gap. Create a **simple passage** to use as comprehension exercise.
- Play the game, I Spy, to practise **initial letter sounds** by saying, "I spy with my little eye something beginning with..." Pair up to create riddles for vacations/travel/
- Complete sentences using **blends** that rhyme to match a poem- I saw three

1 LO 5

1. Uses vocabulary from different subjects
2. Discusses a topic from other areas
3. Explains how to do something
4. Listens and records information
5. Gather information about a problem from another subject and present findings

2 LO 1

1. Recognises concept of print
2. Reads own writing and peers to others and links to own experience
3. Handles book properly
4. Names parts of a book: cover, back, title page, table of contents
5. Uses cover, title and pictures to predict Checks predictions.
6. Reads title, name of author and illustrator with support
7. Scans text and responds with support to simple who, what, where, when, why and how
8. Locates and reads repeated patterns of narrative text
9. Begins to read simple familiar texts
10. Identifies and discusses story structure and story elements
11. Identifies, talks about and reads action and description in narratives
12. Identifies, talks about and reads past tense sentence patterns including connectives
13. Expresses preferences for texts giving reasons
14. Demonstrates understanding of punctuation

ships come sailing in. Identify **ee (/i:/** words. Create new verses and write all the –ee words that children can call. Model pronunciation.

- Talk about activities in sequence to tell how visitors come to the country. Use numbered pictures in order. Use the **connectives of time**, First, next, then, finally. Pupils read to each other/ to teacher. Ask simple questions.
- Have a visitor come to the class (e.g. someone in tourism industry or immigration). Let pupils **question** the visitor to **get information** (e.g) about why they came, why they choose to come, how they came, what they like/dislike, their intentions, will they return...Allow a child to thank visitor. Sing song and write in **journal**.
- **Role plays** how to: welcome a visitor, say thank you, invite someone to school. Have children respond to direction /instruction about role play. Sing the Welcome song.
- **Field trip** to a cruise ship. Question pupils about their ideas of a cruise ship. (e.g.) what would you find on a ship? What do they do? (etc) Create model boats/draw ships and colour.
- Talk about what they **like/dislike** about tourist, other (immigrants). Give reasons for likes/dislikes e.g. cruise ship, traffic, tourist buying.
- Read stories – pupils tell whether they are **real or made up**. Pupils give reasons. Pupils imagine that they are (e.g.) a Haitian immigrant, tourist on a cruise ship (etc). They describe what happens.
- Talk about and **identify words** relating to tourist/immigrants (e.g.) cruise

15. Reads two simple familiar sentences to sound like natural speech

2 LO 2


1. Reads visuals to identify values
2. Talks about values in narrative and relates value to own life
3. Draws conclusions and makes judgments about value

2 LO 3

1. Identifies own name and peers
2. Identifies and distinguishes between short and long vowels ending in silent e
3. Identifies medial sounds
4. Builds new words with s, es, ing, ed endings
5. Identifies consonant blends in various positions in words and digraphs in initial position
6. Creates rhymes with short and long vowels
7. Identifies and reads common compound words
8. Begins to use various strategies to read
9. Identifies and sorts common words into basic categories
10. Reads 75% of sight words for Grade 1 including high frequency words
11. reads words from spoken vocabulary and personally significant words
12. Reads words aloud and repeats common phonemes
13. Identifies and reads common environmental print
14. Uses contextual clues

2LO 4

ship, jetty, harbour, tourist, immigrants, travel, souvenir, site seeing, crew, passengers, sail, floats. Read and identify signs in the environment (e.g.) welcome signs, litter signs, direction, environmental friendly signs

- Discuss and tell about the problems tourist/immigrant encounter./ Preserving the environment. Draw pictures to show problems/ how to solve. Teach negatives and positives (**does, does not**) She does not like to travel. He does like camping.
- Have a grandparent or community elder to come in to talk about visitors long ago. Prepare with class a list of questions to ask. Develop oral language while using colloquial language. Write sentences about traveling long ago. Review inflectional endings **-ed**.
- Interpret a **simple bar graph** showing the months tourist cruise ship come to the country. Question the pupils (e.g.) Which month had the least/most ship? Why (e.g.) winter month. Talk about the months of the year...place poster up to identify summer, winter months.
- Have children vote for the places they would like to visit/travel to. Create a **tally or pictograph** to show their favourite country. Allow questions to elicit reasons why.

- Ask questions about illustration of a book read in order to make **predictions**. Reinforce the meaning of the "title" of a book. Read title together and predict content/outcome. Pupils make predictions based on pictures. Draw other illustrations for the book.

1. Shows interest in visuals and printed texts
2. Talks about print and visuals
3. Selects favourite local texts
4. Actively participated in reading
5. Points to words
6. Reads along with teacher
7. States likes and dislikes of texts and authors
8. Interacts at least 10 minutes daily with self selected texts at reading level

2 LO 5

1. Identifies/talk about themes
2. Identifies/ builds upon words
3. Asks for clarification/ elaboration
4. Read/views visuals to solve simple problems
5. Reads/views visuals to interpret information
6. Uses reading strategies to process information
7. Uses Table of Contents and indexes to find and support information

3 LO 1

1. Holds pencil; sits appropriately,
2. Imitates writing
3. Reads own writing
4. Writes name using capital and lower case
5. Writes letters attending to form and spacing
6. Writes some dictated words
7. Copies phrases and short sentences
8. Produces a personal text
9. Uses phonemic awareness and letter sounds to write independently

- Teacher reads with/to class. (**guided reading, read aloud**). Use story books with pictures linked to a story. Talk about pictures with pupils.
- Pupils **read independently** to each other/teacher. Copy and read Aesop Fable- "*Travellers and The Bear*" Think of/ talk about dangers travelers can encounter going through the country. Based on discussion pupils display signs (tourist need to adhere to) for reading.
- Read a passage together with pupils. Point out **sentence patterns/connective words** e.g. 'because'. Monitor individual reading and decoding skill.
- Read and discuss story with the pupils. **Identify moral** in the story. Relate morals to visitors to our country.(e.g.) story-Lion and Mouse: children are not to small to assist visitors, good deed to a visitor can be repaid, be helpful to persons in need. Apply moral to our (cultural values) (e.g.) (loyalty, kindness, honesty, love, caring (etc) (any story can be used).
- Use fish words to reinforce sight words.
 - Make flash cards of sight words.
 - Play games (e.g.) I spy, go fish (etc)
 - Use sight words in stories and passages.
 - Identify and use compound words in words in stories (e.g.) sunflower,
 - Locate signs in the immediate community.
- Listen to music and songs from other lands. Search the internet to view other countries. Have children research one country they like. Draw something about that picture. Write **high frequency** words: far, near, beach, mountain, climb, America, England, walk, climb, pools, swim, falls, cold, hot etc.

10. Puts spaces between words and begins sentences with capitals
11. Writes personal greetings, messages to family and friends
12. Begins to write a journal
13. Begins a personal dictionary

3 LO 2

1. Draws pictures to represent story elements
2. Draws several pictures to show sequence of a story
3. Writes to recount
4. Labels some pictures with words
5. Writes a string of words
6. Rearranges words to make a sentence
7. Uses a capital at the beginning of a sentence and pronoun I
8. Creates a recount text with teacher support
9. Participates in making a class book about an interesting local person
10. Creates and uses own word bank for check spelling
11. Edits own work
12. Revises original drafts
13. Begins to write and use contractions correctly isn't, aren't, can't, won't

3 LO 3

1. Produces visuals to represent characters, setting, sequence and labels objects and places
2. Produces visuals to explain a familiar change observed in environment
3. Produces visuals such as greeting cards as a result of a class discussion

- Teacher select or create local text for **read aloud** (e.g Read and Grow/reader) monitor fluency, diction etc. Identify ea words. Use them in sentences. Make rhymes using ea words.
Beach, each, reach, search, reap, heap. Create silly sentences
- Take pupils to **field trip** (e.g.) to Chinese store/ restaurant /craft market/ cruise ship. Pupils talk about experiences. Teacher records spoken words on a chart. (**LEA**) Pupils read their own words. Create a story in groups their own style using pictures for words and give it their own ending. Encourage pupils to talk about what they like best about the trip and why. What they didn't like and why? What would they change in the story and why? Ask children to write two sentences in books.

Discuss

- Means of travel beside cruise/planes, .
- Travellers beside tourist, to visit relatives in the country
- What must be done before traveling to another country
- How certain aspects of the environment can be preserved for everyone.
- How to look after the environment. (e.g.) disposal of rubbish.
- Different types of food – can they name them? What are they used for?
Use the **conjunction 'and'** in oral and written work.
- Supply students with a variety of reading/ story books Ask students to identify **unfamiliar words** and as a class talk about the meaning, and how they can be used in sentences. Allow children to replace the unknown words with known words. Teach **synonyms**. Read for fun.
- Make a **rhyme/ song** with the teacher about tourists to teach rhyming words

4. Writes/draws symbols in charts
5. Writes tallies to record
6. Develops and write simple sentences
8. Writes a simple story and shares with class

3 LO 4

1. Free writes by choice
2. Draws pictures by choice
3. Presents and reads writing to family, friends and teacher
4. Shows interest in writing
5. Responds positively to feed back
6. Develops portfolio
7. Shows an interest in writing independently and with others
8. Brainstorms with class various purposes for writing and audiences and from pictures and books
9. Writes for different purposes and audiences with assistance

3 LO 5

1. Produces visuals of themes taught in other subject areas
2. Labels visuals with words and symbols
3. Writes/draws to solve simple problems
4. Produces and interprets graphical information
5. Adds to and uses personal dictionary
6. Writes simple informational sentences
7. Participates in making informational books for the class library
8. With class collects, organizes, records and reports information.

e.g "As they get off the boat they see our goats", "As they reach they visit the beach", "They pay fees to see the trees", "They come to have lots of fun in the sun". Review **ea** sounds. Teach long vowel sounds as teacher draws attention to the pronunciation of words. Make rhymes using **ee** and **oa** _words.

- Locate **signs** in the immediate community. Based on discussion pupils display signs (tourist need to adhere to) for reading. Read environ-mental signs e.g. Welcome, Do not litter, Keep the Beach Clean, Come Again, Do not kill the animals, Keep Off, signs. Create signs for class presentation, signs or information book to display in classroom and for role play for class performance.
- Use text and fact books of interest to stimulate and encourage independent reading-help students to make good selections e.g. Oceans, Mountains, Animals, Beaches, Caribs, Africans etc. Read a passage together with pupils. Point out **sentence patterns/ connective** words. Invite a resource person to the class to speak on tourism,

Informal Assessment :

- Respond to and ask questions with understanding
- Write two or more sentences about a picture or experience
- Listens with understanding
- Express self creatively and spontaneously
- communicate ideas and feelings verbally
- Interpret and share work
- writes in journal
- talk on a topic in group or class
- read independently

Recognise socio-cultural biases/
assumptions in different texts e.g.
gender. already taught in other subjects

- drawing in response to written passage or story

	<p>END OF UNIT ASSESSMENT</p> <p>COLLAGES STORY TELLING IN SEQUENCE DESCRIBING EXPERIENCES DESIGNING AND ILLUSTRATING BOOK COVERS RESEARCH PROJECTS ON</p>
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Theme 3



Please use standards list on first part of this theme.

SUGGESTED ACTIVITIES

Topic 2: IMMIGRANTS

- Use a picture to **talk about** tourists who come to our country, **match** picture to words and allow children write words.
- Invite someone who came to the island many years ago...have the visitor talk about what it was like to come to Dominica. Prepare children to interview person. Prepare a card to give to the visitor who visited your class. Present a model to the class of what should be in the card. Thank the person for coming to the class to share.
- Role- play a tourist visiting the island. Teach cultural **values** (handshake) as teacher records words on flashcards, students record new words (**compound words**) and use in sentences.
- **Direct Listening Thinking Activity (DLTA)** Visitors to our Island p. 15
 - Reads the story,
 - students verify to make prediction,
 - teacher questions **Who, What Where, When, How,**
 - All children to draw a picture and write a word, read the sentence to the teacher and identify English phonemes.
- **Language Experience Approach (LEA)**
 - Take children on field trip to visit tourist /cruise ship



COMMENTS and RESOURCES:

Read and
Grow, Keskeedee,
Charts, posters

Charts with word
families

Word lists from
across the
curriculum

High frequency
lists

Class word list

	<ul style="list-style-type: none"> - focus on the different signs in the environment - children talk about experiences - teacher writes words/sentences related to field trip - students copy sentences <ul style="list-style-type: none"> • Teacher reads story (Read and Grow), students retell story Teacher records past tense sentences on chalkboard to teach grammar lesson. Teacher focuses on “ed” and “ing”- inflectional endings. Introduce the concept of spelling changes in inflected verbs. Teacher writes simple sentences in the present tense as students record in past tense <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="647 743 774 854"> <p>tap tapped tapping</p> </div> <div data-bbox="881 743 1008 854"> <p>pat patted patting</p> </div> <div data-bbox="1131 743 1257 854"> <p>tag tagged tagging</p> </div> </div> <p>ask volunteers to read the words aloud and circle the final consonant in each (decoding strategy). Ask them what needs to be done to the circled letter before adding ‘ed’ or ‘ing’. Answer questions to complete sentences. E.g. What happened to the cat?</p> <ul style="list-style-type: none"> • Talk about other people who come to our country and how we provide for them. Listen to a story /show pictures of different nationalities. Write a sentence or two about the picture using known words. Read from model. • Create a word house with class, place as bricks to link words with nationalities/immigrants (come, travel, boat, ship, plane, swim, etc). Students construct oral and written sentences with homophones ‘there’ 	<p>Cut outs with building blocks(tape the back so students can move around to create new words)</p> <p>All available reading resource materials-books Magazines Newspapers Dictionary Encyclopedia</p> <p>Checklists (age level) for revising and sharing (G and I)</p> <p>Cloze procedure exercises Worksheets</p> <p>Wall charts with semantic maps</p>
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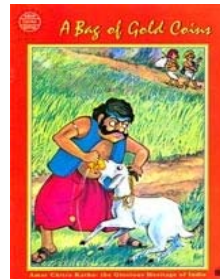
	<p>and 'their'.</p> <ul style="list-style-type: none"> • Teacher reads the story, <i>The Good Samaritan</i> and allows the students to identify the morals. Draw pictures of themselves helping others in need. Write a sentence about the picture use words that show empathy and express emotions e.g "I'm sorry", "you will be fine", "don't worry". Talk about expressions like "sticks and stones may break my bones." Is it true? Relate to everyday life. • Teacher reads story about people who traveled to the islands. Children retell the story. Children create Family tree origin as class project and then individual project. • Discuss how unique and special children are. Comment on similarities and differences of each child: names, and where they come from (villages/towns/oversea). Allow children to write own name on the piece of manilla in best handwriting. Design it in colours that you like. Tell a little about yourself, tell why you designed your name- tag this way. Children will pin all names on the wall with a list of words to describe=pretty, happy, funny, fat, tidy, thin, big etc. • Ask questions with class. Invite pairs, and groups of children to the front of class to discuss things that are same and things that different-for example, hair colour, skin colour, (use twins if possible), length, height. Review comparative adjectives. Give pictures for children to identify differences and to write sentences about them. • Compare and contrast pictures (people and things). Use riddles to talk about them. Create a collage on books about the things people like to do 	<p>Many story books with a variety of story patterns Interesting language Dialogue</p> <p>Alphabet charts with lower and upper case letters</p> <p>Several genres of text</p> <p>Fun charts</p> <p>Charts with theme</p> <p>Funny character charts</p> <p>Loose lined pages for writing practice</p> <p>Lined exercise books with marks that indicate letter height</p>
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	<p>together. Play Tea Cup and Saucer/ Old Maid matching games.</p> <ul style="list-style-type: none"> • Make a rhyme/ song with the teacher about the people who came to the islands long ago-Caribs, Arawaks, Africans, Europeans, etc or listen to a rap/ calypso or songs about race...talk about the verbs. <p>Informal ASSESSMENT ACTIVITIES:</p> <ul style="list-style-type: none"> • Respond to and ask questions with understanding • Write two or more sentences about a picture or experience • Listens with understanding • Express self creatively and spontaneously • communicate ideas and feelings verbally • and share work <p>End of Unit Assessment Develop a model village ask student to create new names for the village and streets...do this as an ongoing project</p>	<p>Stimulus material</p> <p>Markers Paints/paint brushes</p> <p>Coloured chalk</p> <p>Sandpaper letters</p> <p>Poster board/manilla paper</p>
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Term 2

Theme 4: Folk Stories

TOPIC 1 : Anancy and other folktales 4 WEEKS



Topic 2: Rhymes, riddles and poetry 3-WEEKS



CURRICULUM LINKS: Social Studies, Science, Information Technology, Foreign Languages, HFLE, Religion, Culture

LEARNING OUTCOMES/ SUCCESS CRITERIA	Theme 4: Folk Stories Topic 1: Anancy and other stories	COMMENTS And RESOURCES
<p>1 LO 1 (1, 2, 4, 5, 6, 7, 8, 9, 10, 12)</p> <p>4. Her/himself: name, age, address, tel no.</p> <p>5. Likes and dislikes & give reasons</p> <p>4. Her/his feelings</p> <p>5. Personal issues</p> <p>6, Uses complete sentences</p> <p>8. Attentively, take turns, do not interrupt, make eye contact,</p>	<p style="text-align: center;">SUGGESTED ACTIVITIES</p> <ul style="list-style-type: none"> Point out to the children that stories are about things that happened in the past. Read or tell a story pausing to point out the past tense verbs, e.g <i>Then she knocked on the door</i>, and the time expressions in the story. Ask questions about times in the past to elicit time expressions: last night, yesterday, last week, last Saturday, last year: When did we go for a walk? Make a simple story together about yesterday's events. Have a comprehension exercise on the story. Sing/chant the days of the week song/rhyme. Encourage the children to narrate and give explanations of events that happened in the school, e.g. What happened when it started to rain at playtime yesterday? What happened when the nurse came to the school? etc. Use verbs with 'ed'. Write out sentences on board and ask students to copy the sentences in their exercise books. 	<p>Keskidee Bk 2 Teachers Guide Bk 2 pupils book Bk 2 workbook</p> <p>New Caribbean Junior Reader 1</p> <p>STORIES: Big Books Brer Rabbit and Tar Baby Brer Rabbit and the Sweet Potatoes Brer Fox and the Goat Anancy and the Tiger How Agouti Lost its tail Conte</p>

<p>use appropriate body gesture</p> <p>9. To different opinions</p> <p>11. And ask questions for clarification and elaboration</p> <p>12. Responds courteously</p> <p>13. recall main ideas</p> <p>1 LO 2 (1, 2, 3, 4, 7, 9, 10, 11, 12, 13)</p> <p>5. Participates in group oral expression</p> <p>6. Re-tells a story, rhyme, poem</p> <p>7. Talks about story element – setting</p> <p>8. Discusses opinion</p>	<p>Form sentences about mother’s activities at home. e.g. Mother _____ the food.</p> <p>Mother _____ the clothes.</p> <p><u>Practice</u> Select the right word in the sentence. (jumped, played, knocked, climbed, looked)</p> <p>a. He _____ on the door.</p> <p>b. She _____ from the swing.</p> <p>c. Kay _____ out the window.</p> <p>d. Mother _____ with the baby.</p> <ul style="list-style-type: none"> • Talk about the parts of a book (title, author, and chapter) Teacher reads story. Students read after teacher. Model reading and points to, and sounds aloud letter combinations during read aloud sessions (use words in lists as a before- reading task). Draw a favourite part of the story. • Have students play word/sentence games that focus on right-letter combinations e.g c-v c patterns then print individual letters on cards and turn face downwards, student score points 	<p>How Trouble Make Monkey eat Pepper Big for Me , Little for You-New Caribbean Jr. Reader 1 p. 5 Aesop Fable:</p> <p>*The Fox and the Goat</p> <p>*Lion and the Mouse</p> <p>*Ant and Grasshopper</p> <p>*The Hare and the Tortoise</p> <p>*The little Red Hen Fox</p> <p>*Fox and the Crow</p> <p>*The Good Samaritan</p> <p>*The Exodus</p> <p>*Goldilocks and the Three Bears</p> <p>Modeling clay</p>
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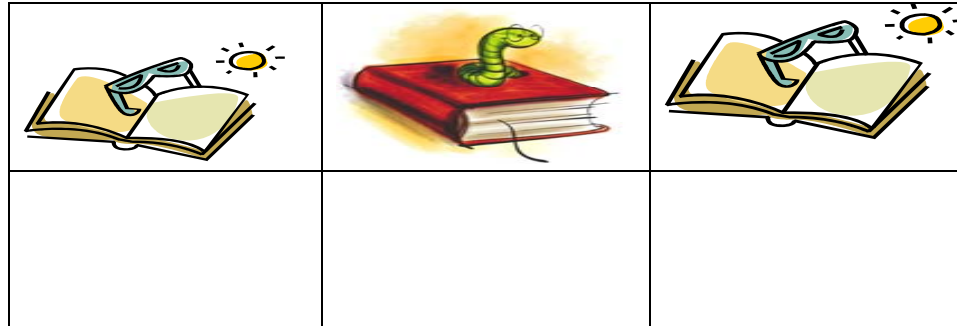
<p>7. Sings, chants, taps</p> <p>10. Responds records some data</p> <p>11. Repeats rhymes, patterns, blends</p> <p>12. Uses adjectives</p> <p>13. Describes common and objects and events</p> <p>14. Responds to who, what, where, when, why and how</p> <p>1 LO 3 (2, 3, 6, 7, 8, 9, 10)</p> <p>2. Gives simple instructions</p> <p>6. Asks answer questions, gives explanations</p> <p>11. Play acts</p>	<p>by putting letters together to form words. Pupils raise hands to call out new words. Write new words in word bank.</p> <ul style="list-style-type: none"> • Talk about the importance of Table of Contents and index in a book. Allow students to turn to the contents and find stories in the book based on the content page. • Tell the story of <i>The Three Bears</i>, and ask the children to draw the bowls, chairs and beds and make sentences comparing them. Ask the children to make a list of words that double the last letter to form the comparative, e.g big, thin, fat: and a list of a list of adjectives ending in 'y' e.g. pretty, easy, happy. If you know another story that makes use of comparative adjectives, you could tell this instead. Allow the children to finish the sentences orally, then write them in their books. • Have students measure each other's hair /height to decide which is longer or shorter. Ask the children, in pairs, to look at the pictures and find the things that are different. Answers: the boy is taller; his hair is darker; her hair is shorter. Use a series of picture as ask children to say what the differences are between the pictures, help them to make sentences about them. (comparison) Complete a worksheet to circle the differences between the two pictures • Students listen to recorded stories and other selections with dialogues, and talk about emotions, feelings, moods and language used. Encourage them to retell/talk about their 	<p>Drawing paper Chart paper Crayons Musical instruments Recyclable materials (toilet paper rolls, cotton, banana leaves, paper cups)</p> <p>poetry</p> <p>INTERNET: http://www.educyberpg.com/Arts/Folktales.html</p>
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<p>conversations</p> <p>12. Follows instructions and directions</p> <p>13. Responds to explanations</p> <p>14. Asks questions for clarification</p> <p>15. Stay on topic</p> <p>1 LO 4 (2, 3, 5, 7, 8,</p> <p>4. Participates in dramas</p> <p>5. Retells stories</p> <p>5, Creates a jingle</p> <p>10. Responds to a text</p> <p>11. Begins to recognize socio-cultural biases</p> <p>1 LO 5 (1,2, 3, 4, 5)</p> <p>1 Uses vocabulary from different subjects</p> <p>7. Discusses a topic from other areas</p> <p>8. Explains how to do something</p>	<p>interpretations of the characters in mother tongue. Write "feeling" words to learn to spell.</p> <ul style="list-style-type: none"> • Set up activity centres (books on tapes, interesting books, etc. for students to develop language acquisition-(e.g. Reading corners, Arts and Craft). Students will retell stories to each other; make puppets available for dramatization. Talk about fact and make-believe(fantasy) <p>List of facts: List of Make believe</p> <ul style="list-style-type: none"> • Students discuss at different stages of reading-before, during and after. Probe beyond the literal meaning of the text. Compare characters/events to other known stories. Use graphic organizer such as a Venn diagram (e.g. Brer Fox is tricky), see below. • Story Grammar: Draw semantic map of story structure. Teach the students to use story grammar to discover the structure of new stories that they read. Answer who, what, why, when, where, how questions place story events into the different categories. Students complete a frame/web/map from a story they have listened to. Arrange jumbled sentences and pictures into well-sequenced story. Read and answer true / false statements. Read aloud sentences. • Create (continue to use the writing process), and illustrate stories with the help of the teacher. Talk about their stories to 	
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<p>9. Listens and records</p> <p>10. Gather information about a problem from another subject and present findings</p> <p>2 LO 1 (1, 2, 3, 9)</p> <p>4. Recognises concept of print</p> <p>5. Reads own writing</p> <p>6. Handles a book with care</p> <p>12. Discusses story structure</p> <p>2 LO 2 (1,3)</p> <p>4. Reads visual</p> <p>3.Draws conclusions</p> <p>2 LO 3 (1, 2, 3, 4, 5, 7, 8, 12, 13, 14)</p> <p>8. Identifies own name and peers</p>	<p>teacher and peers. Allow children to give opinions with reasons. Allow children s to look at other’s work and give comments in pairs. Give children specific things to look for correcting their own work e.g captital letters and full stops.</p> <ul style="list-style-type: none"> • Have students talk about what they agree with or disagree /like with a text, or character, make judgments and record feelings in their journals or create posters or signs which may depict opinion/response(e.g. Brer Anancy is greedy could be represented in a poster). Talk about (long ee) the adjectives that end in ‘y’, let them complete the sentences to match words ending with ‘y’. <p>Teach –gr blends. see Graphic Organizer below</p> <ul style="list-style-type: none"> • Draw the favourite characters or represent an alternative outcome to a story by writing / drawing/ art models. Dramatize the story using appropriate story language Readers’ Theatre. Role play characters to story. • Retell jokes/stories about stories they have heard. Discuss the moral values behind these jokes/stories. Create characters out of craft items to illustrate. Create character puppets to role play the values. • Use riddles that elicit the use of specific words –long vowel sounds, ea, (e.g adding e to form long sound – hid-hide). Write out the riddle. Play group games to elicit the answers. 	
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- 9. Identifies and distinguishes between short and long vowels ending in silent e
- 10. Identifies medial sounds
- 11. Builds new words with s, es, ing, ed endings
- 12. Identifies consonant blends and digraphs
- 7, Identifies and read common compound words
- 8. Begins to use various strategies to read
- Identifies and sorts common words
- 12. Reads words aloud and repeats common phonemes
- 14. Identifies common environmental print

- Complete a categorising worksheet e.g. Which 2 pictures go together? Colour them in.



Write to describe how things look, smell, sound, feels, taste or smell. Have students use the words in sentences and talk about the characters. Ask volunteers to describe underline the used words that describe. Use a graphic organizer

INFORMAL ASSESSMENT

- Questions and answers
- Retell folktales in pairs, and then write one-sentence summaries
- Rearrange words in order to make comparative sentences
- Rearrange pictures to form stories
- Labeling of characters
- Retell a story/poem

<p>15. Uses contextual clues</p> <p>2 LO 4 (1, 2, 4, 5, 6, 7)</p> <p>13. Shows interest in visuals and printed texts</p> <p>14. Talks about print and visuals</p> <p>4, Actively participated in reading activities</p> <p>5. Points to words</p> <p>13. reads along when teacher reads</p> <p>14. States liked and dislikes</p> <p>2 LO 5 (1, 2, 3, 4, 5, 6)</p> <p>16. Identifies and talk about themes</p> <p>17. Identifies and builds upon words</p> <p>18. Asks for</p>	<ul style="list-style-type: none"> • Respond to and ask questions with understanding • Write two or more sentences about a picture or experience • Listens with understanding • Express self creatively and spontaneously • communicate ideas and feelings verbally • Interpret and share work • writes in journal • talk on a topic in group or class • read independently • drawing in response to written passage or story <p>END OF UNIT ASSESSMENT ACTIVITIES</p> <p>Make postcards to animals</p> <ul style="list-style-type: none"> • Compare and contrast Venn Diagrams The Hare and the Tortoise <p>Use Venn diagrams to compare and contrast: all animals-fast and slow, steady and proud, tricky and fair</p> <ul style="list-style-type: none"> • • Predict new endings • Write short story/poem • Dialogues using checklist • Writer's workshop(prewriting & drafting, responding and revising, proofreading, publishing) • Develop a portfolio of stories <p>*mini lessons</p>	
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- clarification
- 19. Read/views visuals to solve simple problems
- 20. Reads/views visuals to interpret information
- 21. Uses reading strategies to process information

3 LO 1
(1,2,3,4,5,6,7,8,9,10,12,13)

- 13. Holds pencil appropriately, sits properly
- 14. Imitates writing
- 15. Reads own writing
- 16. Writes name using capital and lower case
- 17. Writes letters attending to form and spacing
- 18. Writes some dictated words

e.g. -spend sufficient time on developing phonics skills
* steps of the writing process OECS p. 57

Topic 2
RHYMES, RIDDLES AND POETRY

SUGGESTED ACTIVITIES


- Sing the days of the week song. Make a class poster-type diary on which you can attach details of things that have happen in school. Discuss daily activities. Ask the children to suggest something to write for each day. Write in journals.

OUR CLASS DIARY	
Monday	We played cricket
Tuesday	It was rainy
Wednesday	We saw a big bird
"	
"	

- Use poem/rhymes for days of the week to teach **digraph `_ay`**. Make flashcards for the days of the week. Ask children to read them aloud and arrange them in order (**sequence**). Create sentences with days. Use riddles to ask and answer questions.
- Create or use a rhyme with consonant blends **`fl` and `cl`**. Tell

<p>19. Copies phrases and short sentences</p> <p>20. Produces a personal text</p> <p>21. Uses phonemic awareness and letter sounds to write independently</p> <p>22. Puts spaces between words and begins sentences with capitals</p> <p>23. Begins to write a journal</p> <p>24. Begins a personal dictionary</p> <p>3 LO 2 (1, 2, 3, 4, 5, 6, 7, 8, 9,10,11,12)</p> <p>13. Draws pictures to represent story elements</p> <p>14. Draws several pictures in sequence</p> <p>15. Writes to recount</p>	<p>children that this is a rhyme and allow them to give more words to rhyme. Ask them to think of sentences with the sounds after giving them examples: float, flying fish, flute, flash, clam, cling, clump, cliff. Allow children to prepare a class rhyme. Use rhyme schemes.</p> <ul style="list-style-type: none"> • Read the poem about Grandma’s teeth (see Keskidee) to the class. Ask questions about it: Where are grandma’s teeth? Is grandma happy? Why or Why not? Do you know anyone who might wear false teeth? Whose teeth are these? They are Robin’s teeth. Revise apostrophe’s. Talk about care of teeth. What might cause missing teeth? Sweets. Have children read the poem aloud and copy answers to the questions. Review –ee words. Have children complete a worksheet with belonging (`s). Teach initial `sw’, • Recognize and read words with consonant digraphs – sh, ch, wh, th. <ol style="list-style-type: none"> 1. Present pictures (of ch words) and invite children to name what they see. 2. Write names on board as given, highlighting the ch. (chair, chick, chain) 3. Have individual children read the words written on board. 4. Let the children say their observations. 5. Explain that the letters c, h, combined have one sound. 6. Encourage children to give other words with the same beginning sound. 7. Use tongue twisters with words previously dealt with e.g. 	
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<p>16. Labels some pictures with words</p> <p>17. Writes a string of words</p> <p>18. Rearranges words to make a sentence</p> <p>19. Uses a capital at the beginning of a sentence and pronoun I</p> <p>20. Creates a recount text with teacher support</p> <p>21. Participates in making a class book about an interesting local person</p> <p>22. Creates and uses own word bank for check spelling</p> <p>23. Edits own work</p> <p>24. Revises original drafts</p> <p>3 LO 3 (4, 5, 6, 7)</p>	<p style="text-align: center;">Chad chopped the cheddar cheese.</p> <ul style="list-style-type: none"> Teacher introduces rhymes. Have children identify rhyming words in the poems that they read. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>cat</td> <td>take</td> <td>goat</td> <td>fish</td> </tr> <tr> <td>bat</td> <td>cake</td> <td>boat</td> <td>dish</td> </tr> <tr> <td>rat</td> <td>lake</td> <td>float</td> <td>wish</td> </tr> </table> <p>Present the rhyme "Pat a Cake" on a chart. Children read the chart. Children find words in the rhyme that rhyme. Teacher presents new words e.g. 'lake'.</p> <p>Let pupils identify words in the rhyme that would rhyme with lake. Present pictures and new words on flashcards (one at a time). Children read words and name other words that rhyme. Teacher reads sentences Children identify words that rhyme in the sentences. Call a word – Children give other rhyming words.</p> <ul style="list-style-type: none"> Play game, where pupils cover rhyming words on cards. <table style="margin-left: auto; margin-right: auto;"> <tr> <td>cake</td> <td>goat</td> </tr> <tr> <td>ham</td> <td>bat</td> </tr> <tr> <td>fish</td> <td>jam</td> </tr> <tr> <td>cat</td> <td>lake</td> </tr> </table>	cat	take	goat	fish	bat	cake	boat	dish	rat	lake	float	wish	cake	goat	ham	bat	fish	jam	cat	lake	
cat	take	goat	fish																			
bat	cake	boat	dish																			
rat	lake	float	wish																			
cake	goat																					
ham	bat																					
fish	jam																					
cat	lake																					

<p>4Writes/draws symbols in charts 5.Writes tallies to record 6.Develops and write simple sentences 22. Writes a simple story and shares with class</p> <p>3 LO 4 (1, 2, 3, 4, 5, 6, 8, 9)</p> <p>7. Free writes by choice 8. Draws pictures by choice 9. Presents and reads writing to family, friends and teacher 10. Shows interest in writing 11. Responds positively to feed back 12. Develops portfolio and adds to it 23. Brainstorms</p>	<p style="text-align: center;">boat dish</p> <ul style="list-style-type: none"> • Recognise and construct words using vowel diagraphs e.g. oo, ee, ai, ea, ou. <ol style="list-style-type: none"> 1. Use riddles to introduce words e.g. "I go there everyday, Monday to Friday. What am I?". "I have a long handle. I have bristles, you use me to sweep". 2. Pupils suggest words. Teacher presents the words on flashcards. 3. Pupils read the words. Similarity in sound and appearance among words are identified. Other words are generated from pupils. 4. Teacher calls a set of words. Pupils clap at the words which have the same <u>oo</u> sound. Words are then read together including new set introduced by the teacher. 5. Present the (oo). Using consonants in the initial and final position words are constructed. • Model the sound of 'ai' in a short passage. Use words like nail, pail, rail, jail. Make the vowel sound of the word in the box. Colour the pictures with the same vowel sound (ai).. Allow children to write the words next to the picture. <div style="text-align: center;">  <p>_____</p> </div>	
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with class
24. Writes for
different
purposes and
audiences

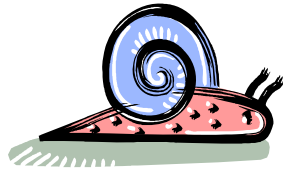
3 LO 5 (1, 2, 3, 4, 5,
6, 7, 8)

9. Produces
visuals of
themes taught
in other
subject areas
10. Labels visuals
with words and
symbols
11. Writes/draws
to solve simple
problems
12. Produces and
interprets
graphical
information
13. Adds to and
uses personal
dictionary
14. Writes simple
informational
sentences
15. Participates in
making
informational









books for the class library
16. With class collects, organizes, records and reports information



1. Present picture. **Insert words deleted from sentences** using picture clues. Teacher/pupils discuss picture/ story with the children. Have them brainstorm. Write words related to picture on chalkboard (generated from discussion). Present sentence strips in which words are deleted and have children insert the correct words e.g. Baby sits on the _____. (**fl**oor)
2. Create three-line poems. Read aloud with correct diction, fluency and tone.

Informal assessments

- create or use a number rhyme
- include connectives in this unit
- contextual clues Colour pictures which begin with ch and write names
- Colour pictures which begin with ch and write names
- Match the words that rhyme
- Write the missing letters to make the word



M _ _ n



sp _ _ n



ball _ _ n

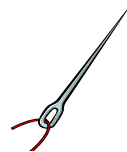


b _ _ k

- Say the name of the picture. Put ee in the space to make the word for the picture. Read the word.

3

thr _ _



n _ _ dle





f _ _ t



tr _ _

Write the correct work by looking at the picture clue.

- The  _____ bears fruit.

Peter hid the money in the  _____.

Choose the correct word and write it in the space.

- Mary is always at _____ on Sundays. She sings in the choir.
(church, school, home)

END OF UNIT ASSESSMENT

Complete a class riddle book
Copy and complete a rhyme
Illustrate book covers and poems
Create display of poetry

Term 3

THEME 5: TRAVELING BY LAND

Topic 1: Types of Transport

Topic 2: Going by foot

TIME: 3 WEEKS (15 hours)



CURRICULUM LINKS: Music, Art And Drama,
Information Technology, Math, Social Studies
Health And Family Life, other Languages /Cultures



Learning Outcomes and Success Criteria

- 1 LO 1
- 2.Likes and dislikes & give reasons
 3. Talks about current events/new
 4. Her/his feelings\
 - 5.Personal issue
 - 6.Uses complete sentences
 - 7.Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture
 - 8.Listens to different opinions
 9. sk questions for clarification and elaboration
 - 10.Responds courteously
 11. Recalls main ideas

1 LO 2

- 1.Participates in group oral expression
- 2.Re-tells a story, rhyme, poem
- 3.Talks about story element – setting
- 4.Discusses opinion
- 5.Summarizes favourite texts
- 6.Adds a line to a rhyme, poem with prompt
- 7.Sings, chants, taps rhythm
- 8.Responds with peers, records data, sequences

Theme 5:

Traveling By land

Topic`1: Types of transport

Suggested Activities

- Children bring toys (cars, vans, bikes). They talk about toy. Teacher records sentences, (descriptive words e.g. I have a red car) children take turns to read and compare toys to real vehicles. They talk about likes or dislikes and share experiences. They write one sentence about the toy they brought. (show and tell)
- Children discuss types of land transport with teacher using pictures. List names of pictures (cars, bus, truck, van). Read words in a short paragraph. Allow children to identify sight words, draw pictures and match them to words. Pupils sing 'Wheels on the Bus'.
- (Adapt song 'Working on railroad' substitute the bus; dump trucks, tractors caterpillars,) Teacher uses of different types of land transport (vocab). Teacher teaches riddles e.g. (I carry your load to the market what am?). Teacher uses pictures of people dressed in different outfits. Pupils determine what would be the vehicle used (making meaning). They match and write.
- Use poster (keskidee) to generate conversation on a busy street. Pupils write at least three sentences. They read sentences to class. Teacher identify diagraph out of sentences eg (train)
- Let children listen to story and give opinions about **characters**,

RESOURCES:

- Posters/pictures on types of vehicles/animals used to travel on land
- Fiction and non-fiction books on travel
- Cars
- animals
- Field trip to car garage/dealership
- Glue
- Crayons
- Poster boards
- Stories on tape
- Games



- Poem/songs on transportation

9.Predicts what will happen next
10.Repeats rhymes, pattern, blends, digraphs
11.Talks about and uses adjectives plus singular and plural nouns
12.Describes common objects and events in general and specific terms
13.Responds to who, what, where, when, why and how
14.Identifies and talks about words that indicate past tense, time sequence
15.Practices using past tense and time sequence words

1 LO 3
2.Gives simple instructions
6.Play acts conversations
10.Answers questions and relates information stays on topic

1 LO 4
1.Shares selected oral text
2.Participates in dramas, songs and choral recitations
3.Retells stories, jokes, proverbs
4.Tells imaginative story
5.Creates a jingle, poem, rhyme, song

1 LO 5
1.Uses vocabulary from different subjects

predict content and endings. Create an imaginative story about *Bertie the yellow buggy* as a class. Draw pictures of buggy.

- Let children observe and give reasons about characters' **emotions** in picture. e.g. child looking sad, happy etc. Small group to discuss/teacher monitors. Draw faces on paper plates. Sing song, If you're Happy and You Know it.
- Copy sentences from the story onto sentence strips, or use the story sentence. Distribute sentences to children "Jump on a bike." "Hop on a van"."Let children join in as you read and reread. Talk about prepositions (in, on under,etc). Act out the **prepositions**.
- Observe how a simple machine works...write simple sentences using **opposite** words : long, rough smooth, heavy, light
Write simple sentences about the object:

This is a -----
It has a -----

- Given a story children will tell what they think in the story and allow discussion, read and allow pupils to confirm predictions. Also stop at high points and allow children to stop at high points, and allow children to summarize parts, verify and make further predictions (DLTA).
- Dramatise the rhythm of language by reading poems to class, model for the children and allow them to recite in the same way. Children dramatize the rhythm of poetry by clapping, tapping

- Donkey poem
- Pictures of animals here and in other lands that carry load
- Musical instruments
- Toys-local and store bought
- Matching cards
- Flashcards
- Scavenger hunt bag
- Short passages fiction and non-fiction
- Words relating to vehicles-(brakes, tyres, wheels, etc.)

Book- Rosie's Walk

Charts with word families

Word lists from across the curriculum

High frequency lists

Class word list

<p>3.Explains how to do something 4.Listens and records information</p> <p>2 LO 1</p> <p>1.Recognises concept of print 2.Reads own writing and peers to others and links to own experience 3.Handles book properly 4.Names parts of a book: cover, back, title page, table of contents 5.Uses cover, title and pictures to predict Checks predictions. 6.Reads title, name of author and illustrator with support 7.Scans text and responds with support to simple who, what, where, when, why.... 8.Locates and reads repeated patterns of narrative text 9.Begins to read simple familiar texts 10.identifies and discusses story structure and story elements 11.Identifies, talks about and reads action and description in narratives 12.Identifies, talks about and reads past tense sentence patterns including connectives</p>	<p>etch. Read story telling children to join in where pattern is repeated. Listen to rap songs etc.</p> <ul style="list-style-type: none"> • Model reading aloud. Let children repeat after you. Demonstrate how to read without counting words. Model Chunking. Give children practice in reading, telling and asking sentences. Pay attention to voice intonation and fluency. • Focus on final consonant sounds, let children practice final t's, p's. s's. Give children the opportunity to read to others e.g. Sentences, poems, and short stories. Complete worksheets and use Big Books to read familiar stories- • Help the children to make a collage or a poster illustrating comparative sentences. Allow them to point as they talk about comparisons of weight, size, colour, texture, length. Make cards to make comparative sentences, for example: <u>I am taller than my friend or The red bus is longer than the blue bus.</u> Remind children about making comparisons by using the words – er and –est orally. Check the spelling of comparative adjectives. • Choral reading (poems, rhymes) in parts for various story characters. Let children read aloud to teacher as he/she monitors reading speed/fluency. Teacher • Present street signs/pictures and let children identify and name them. Present words (stop, slow down, turn, etc on flash cards. Form sentences to bring out the meaning of both words (I 	<p>Cut outs with building blocks(tape the back so students can move around to create new words)</p> <p>All available reading resource materials-books Magazines Newspapers Dictionary Encyclopedia</p> <p>Checklists(age level) for revising and sharing (G and I)</p> <p>Cloze procedure exercises Worksheets</p> <p>Wall charts with semantic maps</p> <p>Many story books with a variety of story patterns Interesting language Dialogue</p> <p>Alphabet charts with lower and upper case letters</p>
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<p>13.Demonstrates understanding of punctuation 14,Reads twp simple familiar sentences to sound like natural speech</p> <p>2 LO 2 2.Talks about values in narrative and relates value to own life 3.Draws conclusions and makes judgments about value</p> <p>2 LO 3 2.Identifies and distinguishes between short and long vowels ending in silent e 3.Identifies medial sounds 4.Builds new words with s, es, ing , ed endings 5.Identifies consonant blends in various positions in words and digraphs in initial position 6.Creates rhymes with short and long vowels 7.Identifies and reads common compound words 8.Begins to use various strategies to read 9.Identifies and sorts common words into basic categories 11.reads words from spoken vocabulary and personally significant words</p>	<p>waited with my mummy at the bus stop?) Learn to spell and pronounce high frequency words. Children will match environment signs with words in pairs as they discuss what they mean. Create their own signs with guidance from teacher</p> <ul style="list-style-type: none"> • Draw a procession of people or cars all traveling at the same time in the same direction and label them, first, second, third, etc. Then write a passage showing sequence of events. Have children create a story with a sequence. • Present a familiar topic e.g transportation or Song-Wheels on the Bus to review phonics initial and final sounds-wheel, horn, seat, etc. Create a story with the words using either initial or final sounds. • Allow children to name types of transports and list on the chalkboard, read labels and list aloud. Form sentences (emphasize use of capital and full stops) e.g. <table data-bbox="612 933 1053 1084"> <tr> <td><u>two wheels</u></td> <td><u>four wheels</u></td> </tr> <tr> <td>bicycles</td> <td>cars</td> </tr> <tr> <td>scooters</td> <td>buses</td> </tr> <tr> <td>motorbikes</td> <td>jeeps</td> </tr> </table> <p>Give small groups of children words or pictures relating to two different categories, let children sort pictures or words and give reasons for groups. Let them stand to show the groups and label. (*see end of unit for elaborated unit)</p>	<u>two wheels</u>	<u>four wheels</u>	bicycles	cars	scooters	buses	motorbikes	jeeps	<p>Several genres of text</p> <p>Fun charts</p> <p>Charts with theme</p> <p>Funny character charts</p> <p>Loose lined pages for writing practice</p> <p>Lined exercise books with marks that indicate letter height</p> <p>Stimulus material</p> <p>Markers</p> <p>Paints/paintbrushes</p> <p>Coloured chalk</p> <p>Sandpaper letters</p> <p>Poster board/manilla paper</p>
<u>two wheels</u>	<u>four wheels</u>									
bicycles	cars									
scooters	buses									
motorbikes	jeeps									

12. Reads words aloud and repeats common phonemes
13. Identifies and reads common environmental print
14. Uses contextual clues

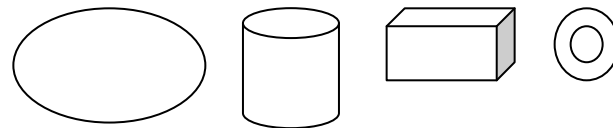
2 LO 4
3. Selects favourite local texts
4. Actively participated in reading
6. Reads along with teacher
7. States liked and dislikes of texts and authors
8. Interacts at least 10 minutes daily with self selected texts at reading level

2 LO 5
1. Identifies/talk about themes
2. Identifies/ builds upon words
3. Asks for clarification/ elaboration
4. Read/views visuals to solve simple problems
5. Reads/views visuals to interpret information
6. Uses reading strategies to process information
7. Uses Table of Contents and indexes to find and support information

3 LO 1
3. Reads own writing



- Sing **London Bridge is Falling Down**. Talk about what might happen in the song if the bridge fell. Children report news (car accidents etc.) offer opinions on news, and turn take offer possible reasons or solutions. Have children cut out pictures from newspapers to label as "News". Write captions.
- Children talk about the vehicles policemen and policewomen/farmers/salesmen/saleswomen, firefighters, taxi-drivers bus drivers' use. Find shapes in vehicles. Use **descriptive** language, write and spell correctly words of description e.g. The fire truck is bright red. The fire truck is square in shape. Dictate spelling words.



Topic 2: On Foot

- Children give reasons why it is good to walk rather than to ride. Create a list of things you could do on a walk. Talk about being active and getting exercise while having fun. Have children take a walk around school yard/ or plan a simple picnic with class. Look

5. Writes letters attending to form and spacing
6. Writes some dictated words
7. Copies phrases and short sentences
8. Produces a personal text
9. Uses phonemic awareness and letter sounds to write independently
10. Puts spaces between words and begins sentences with capitals
11. Writes personal greetings, messages to family and friends
12. Begins to write a journal
13. Begins a personal dictionary

3 LO 2

1. Draws pictures to represent story elements
2. Draws several pictures to show sequence of a story
3. Writes to recount
4. Labels some pictures with words
5. Writes a string of words
6. Rearranges words to make a sentence
7. Uses a capital at the beginning of a sentence and pronoun I
8. Creates a recount text with teacher support
9. Participates in making a class book about an

out for things that they may not see if they were driving e.g. birds in trees, certain flowers and shrubs. Allow children to make a list of things that they see.



- Talk about things you would use when you take a walk/hike: shoes, water, etc. Allow pupils to make compound words using mentioned words:

e.g. foot football shoemaker
 footprint backpack
 footsteps

Play game to build compound words e.g. Teacup and Saucer, Old Maid. Allow children to discuss these words and write them in sentences.

- Have children follow directions/instruction by carrying out the steps. Play the game **Simon Says** or **Old Grady**. Give directions to perform activities individually or in groups < e.g.> scavenger hunt <> Perform actions after teacher. Dance around the class with directions of left and right.
- Children read short stories/magazines. Let pupils supply an ending/supply a different ending from one that is read. Join the two little words to make a big word. Teacher dictates to students and

interesting local person
10. Creates and uses own word bank for check spelling
11. Edits own work
12. Revises original drafts
13. Begins to write and use contractions correctly isn't, aren't, can't, won't

3 LO 3
1. Produces visuals to represent characters, setting, sequence and labels objects and places
2. Produces visuals to explain a familiar change observed in environment
3. Produces visuals such as greeting cards as a result of a class discussion
4. Writes/draws symbols in charts
5. Writes tallies to record
6. Develops and write simple sentences
7. Writes a simple story and shares with class

3 LO 4
3. Presents and reads writing to family, friends and teacher
4. Shows interest in writing
5. Responds positively to feed back
6. Develops portfolio
7. Shows an interest in writing independently and

allows them to make a simple sentence orally and in writing

1. bus + stop
 2. rail + way
 3. cross + walk
 4. gas + station
 5. train + station
 6. foot + Path
 7. motor + bike
- sing songs or chants

COMPREHENSION through Literature

Connect to the story.

On a chart, list these words to teach comprehension (classifying):

with others
8. Brainstorms with class various purposes for writing and audiences and from pictures and books
9. Writes for different purposes and audiences with assistance

3 LO 5

1. Produces visuals of themes taught in other subject areas
2. Labels visuals with words and symbols
3. Writes/draws to solve simple problems
4. Produces and interprets graphical information
5. Adds to and uses personal dictionary
6. Writes simple informational sentences
7. Participates in making informational books for the class library
8. With class collects, organizes, records and reports information.

Scooter	truck	wheelbarrow	sled
Motorbike	rollerblades	train	crane
Bicycle	horse	camel	caterpillar
Streetcar	donkey	bus	dirtbikes
Skateboard	wagon	van	jeep


How are these words alike? (They are ways of traveling other than walking)

Classify pictures and name by groups. For example
Animals and vehicles
Match pictures with words in pairs.

END OF UNIT ASSESSMENT

- Respond to and ask questions with understanding
- Write two or more sentences about a picture or experience
- Express self creatively and spontaneously
- Interpret and share work

	<ul style="list-style-type: none"> • Write in journal • Talk on a topic in group or class <p>END OF THEME ASSESSMENTS</p> <ul style="list-style-type: none"> • Presentations • Portfolios • Word walls • Models • Class books • Storytelling • Collages • Simple Research Projects 	
<p>Learning Outcomes and Success Criteria</p> <p>1 LO 1</p> <p>2.Likes and dislikes & give reasons</p> <p>3. Talks about current events/new</p> <p>4. Her/his feelings\</p> <p>5.Personal issue</p> <p>6.Uses complete sentences</p>	<p>Theme 5: Traveling By land Topic`1: Types of transport</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> • Children bring toys (cars, vans, bikes). They talk about toy. Teacher records sentences, (descriptive words e.g. I have a red car) children take turns to read and compare toys to real vehicles. They talk about likes or dislikes and share experiences. They write one sentence about the toy they brought. (show and tell) • Children discuss types of land transport with teacher using pictures. List names of pictures (cars, bus, truck, van). Read words in a short paragraph. Allow children to identify 	<p>RESOURCES:</p> <ul style="list-style-type: none"> • Posters/pictures on types of vehicles/animals used to travel on land • Fiction and non-fiction books on travel • Cars • animals • Field trip to car garage/dealership

<p>7. Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture</p> <p>8. Listens to different opinions</p> <p>9. Ask questions for clarification and elaboration</p> <p>10. Responds courteously</p> <p>11. Recalls main ideas</p> <p>1 LO 2</p> <p>1. Participates in group oral expression</p> <p>2. Re-tells a story, rhyme, poem</p> <p>3. Talks about story element – setting</p> <p>4. Discusses opinion</p> <p>5. Summarizes favourite texts</p> <p>6. Adds a line to a rhyme, poem with</p>	<p>sight words, draw pictures and match them to words. Pupils sing 'Wheels on the Bus'.</p> <ul style="list-style-type: none"> • (Adapt song 'Working on railroad' substitute the bus; dump trucks, tractors caterpillars,) Teacher uses of different types of land transport (vocab). Teacher teaches riddles e.g. (I carry your load to the market what am?). Teacher uses pictures of people dressed in different outfits. Pupils determine what would be the vehicle used (making meaning). They match and write. • Use poster (keskidee) to generate conversation on a busy street. Pupils write at least three sentences. They read sentences to class. Teacher identify diagram out of sentences eg (train) • Let children listen to story and give opinions about characters, predict content and endings. Create an imaginative story about Bertie the yellow buggy as a class. Draw pictures of buggy. • Let children observe and give reasons about characters' emotions in picture. e.g. child looking sad, happy etc. Small group to discuss/teacher monitors. Draw faces on paper places. Sing song, If you're Happy and You Know it. • Copy sentences from the story onto sentence strips, or use the story sentence. Distribute sentences to children "Jump on a bike." "Hop on a van"."Let children join in as you read 	<ul style="list-style-type: none"> • Glue • Crayons • Poster boards • Stories on tape • Games  <ul style="list-style-type: none"> • Poem/songs on transportation • Donkey poem • Pictures of animals here and in other lands that carry load • Musical instruments • Toys-local and store bought • Matching cards • Flashcards • Scavenger hunt bag
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<p>prompt</p> <p>7.Sings, chants, taps rhythm</p> <p>8.Responds with peers, records data, sequences</p> <p>9.Predicts what will happen next</p> <p>10.Repeats rhymes, pattern, blends, digraphs</p> <p>11.Talks about and uses adjectives plus singular and plural nouns</p> <p>12.Describes common objects and events in general and specific terns</p> <p>13.Responds to who, what, where, when, why and how</p> <p>14.Identifies and talks about words that indicate past tense, time sequence</p> <p>15.Practices using past</p>	<p>and reread. Talk about prepositions (in, on under,etc). Act out the prepositions.</p> <ul style="list-style-type: none"> Observe how a simple machine works...write simple sentences using opposite words : long, rough smooth, heavy, light <p>Write simple sentences about the object:</p> <p>This is a ----- It has a -----</p> <ul style="list-style-type: none"> Given a story children will tell what they think in the story and allow discussion, read and allow pupils to confirm predictions. Also stop at high points and allow children to stop at high points, and allow children to summarize parts, verify and make further predictions (DLTA). Dramatise the rhythm of language by reading poems to class, model for the children and allow them to recite in the same way. Children dramatize the rhythm of poetry by clapping, tapping etch. Read story telling children to join in where pattern is repeated. Listen to rap songs etc. Model reading aloud. Let children repeat after you. Demonstrate how to read without counting words. Model Chunking. Give children practice in reading, telling and asking sentences. Pay attention to voice 	<ul style="list-style-type: none"> Short passages fiction and non-fiction Words relating to vehicles-(brakes, tyres, wheels, etc.) <p>Book- Rosie’s Walk</p> <p>Charts with word families</p> <p>Word lists from across the curriculum</p> <p>High frequency lists</p> <p>Class word list</p> <p>Cut outs with building blocks(tape the back so students can move around to create new words)</p> <p>All available reading resource materials-books</p>
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<p>tense and time sequence words</p> <p>1 LO 3</p> <p>2.Gives simple instructions</p> <p>6.Play acts conversations</p> <p>10.Answers questions and relates information stays on topic</p> <p>1 LO 4</p> <p>1.Shares selected oral text</p> <p>2.Participates in dramas, songs and choral recitations</p> <p>3.Retells stories, jokes, proverbs</p> <p>4.Tells imaginative story</p> <p>5.Creates a jingle, poem, rhyme, song</p>	<p>intonation and fluency.</p> <ul style="list-style-type: none"> • Focus on final consonant sounds, let children practice final t's, p's. s's. Give children the opportunity to read to others e.g. Sentences, poems, and short stories. Complete worksheets and use Big Books to read familiar stories- • Help the children to make a collage or a poster illustrating comparative sentences. Allow them to point as they talk about comparisons of weight, size, colour, texture, length. Make cards to make comparative sentences, for example: I am taller than my friend or The red bus is longer than the blue bus. Remind children about making comparisons by using the words –er and –est orally. Check the spelling of comparative adjectives. • Choral reading (poems, rhymes) in parts for various story characters. Let children read aloud to teacher as he/she monitors reading speed/fluency. Teacher • Present street signs/pictures and let children identify and name them. Present words (stop, slow down, turn, etc on flash cards. Form sentences to bring out the meaning of both words (I waited with my mummy at the bus stop?) Learn to spell and pronounce high frequency words. Children will match environment signs with words in pairs as they discuss what they mean. Create their own signs with guidance from teacher 	<p>Magazines Newspapers Dictionary Encyclopedia</p> <p>Checklists(age level) for revising and sharing (G and I)</p> <p>Cloze procedure exercises Worksheets</p> <p>Wall charts with semantic maps</p> <p>Many story books with a variety of story patterns Interesting language Dialogue</p> <p>Alphabet charts with lower and upper case letters</p> <p>Several genres of text</p> <p>Fun charts</p>
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1 LO 5

- 1. Uses vocabulary from different subjects
- 3. Explains how to do something
- 4. Listens and records information

2 LO 1

- 1. Recognises concept of print
- 2. Reads own writing and peers to others and links to own experience
- 3. Handles book properly
- 4. Names parts of a book: cover, back, title page, table of contents
- 5. Uses cover, title and pictures to predict Checks predictions.
- 6. Reads title, name of author and illustrator with support

- **Draw a procession of people or cars all traveling at the same time in the same direction and label them, first, second, third, etc. Then write a passage showing sequence of events. Have children create a story with a sequence.**

- **Present a familiar topic e.g transportation or Song-Wheels on the Bus to review phonics initial and final sounds-wheel, horn, seat, etc. Create a story with the words using either initial or final sounds.**

- **Allow children to name types of transports and list on the chalkboard, read labels and list aloud. Form sentences (emphasize use of capital and full stops)**

e.g.

two wheels	four wheels
bicycles	cars
scooters	buses
motorbikes	jeeps

Give small groups of children words or pictures relating to two different categories, let children sort pictures or words and give reasons for groups. Let them stand to show the groups and label. (*see end of unit for elaborated unit)



Charts with theme

Funny character charts

Loose lined pages for writing practice

Lined exercise books with marks that indicate letter height

Stimulus material

Markers

Paints/paintbrushes

Coloured chalk

Sandpaper letters

Poster board/manilla paper

7.Scans text and responds with support to simple who, what, where, when, why....

8.Locates and reads repeated patterns of narrative text

9.Begins to read simple familiar texts

10.identifies and discusses story structure and story elements

11.Identifies, talks about and reads action and description in narratives

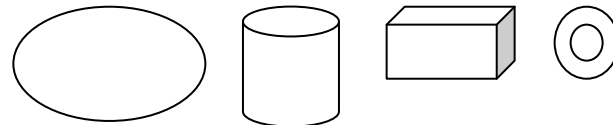
12.Identifies, talks about and reads past tense sentence patterns including connectives

13.Demonstrates understanding of punctuation

14,Reads twp simple familiar sentences to sound like natural speech

- **Sing London Bridge is Falling Down. Talk about what might happen in the song if the bridge fell Children report news (car accidents etc.) offer opinions on news, and turn take offer possible reasons or solutions. Have children cut out pictures from newspapers to label as "News". Write captions.**

- **Children talk about the vehicles policemen and policewomen/farmers/salesmen/saleswomen, firefighters, taxi-drivers bus drivers' use. Find shapes in vehicles. Use descriptive language, write and spell correctly words of description e.g. The fire truck is bright red. The fire truck is square in shape. Dictate spelling words.**



Topic 2: On Foot

- **Children give reasons why it is good to walk rather than to ride. Create a list of things you could do on a walk. Talk about being active and getting exercise while having fun. Have children take a walk around school yard/ or plan a simple picnic with class. Look out for things that they may not see if they were driving e.g. birds in trees, certain flowers and shrubs. Allow children to make a list of things that they see.**

2 LO 2

2.Talks about values in narrative and relates value to own life

3.Draws conclusions and makes judgments about value

2 LO 3

2.Identifies and distinguishes between short and long vowels ending in silent e

3.Identifies medial sounds

4.Builds new words with s, es, ing, ed endings

5.Identifies consonant blends in various positions in words and digraphs in initial position

6.Creates rhymes with short and long vowels



- **Talk about things you would use when you take a walk/hike: shoes, water, etc. Allow pupils to make compound words using mentioned words:**

**e.g. foot football shoemaker
 footprint backpack
 footsteps**

Play game to build compound words e.g. Teacup and Saucer,

Old

Maid. Allow children to discuss these words and write them

in

sentences.

- **Have children follow directions/instruction by carrying out the steps. Play the game Simon Says or Old Grady. Give directions to perform activities individually or in groups< e.g.> scavenger hunt<> Perform actions after teacher. Dance around the class with directions of left and right.**
- **Children read short stories/magazines. Let pupils supply an ending/supply a different ending from one that is read. Join the two little words to make a big word. Teacher dictates to students and allows them to make a simple**

<p>7. Identifies and reads common compound words</p> <p>8. Begins to use various strategies to read</p> <p>9. Identifies and sorts common words into basic categories</p> <p>11. reads words from spoken vocabulary and personally significant words</p> <p>12. Reads words aloud and repeats common phonemes</p> <p>13. Identifies and reads common environmental print</p> <p>14. Uses contextual clues</p> <p>2 LO 4</p> <p>3. Selects favourite local texts</p> <p>4. Actively participated</p>	<p style="text-align: center;">sentence orally and in writing</p> <p>8. bus + stop</p> <p>9. rail + way</p> <p>10. cross + walk</p> <p>11. gas + station</p> <p>12. train + station</p> <p>13. foot + Path</p> <p>14. motor + bike</p> <p>sing songs or chants</p> <p>COMPREHENSION through Literature</p> <p>Connect to the story.</p> <p>On a chart, list these words to teach comprehension (classifying):</p>	
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<p>in reading</p> <p>6.Reads along with teacher</p> <p>7.States liked and dislikes of texts and authors</p> <p>8. Interacts at least 10 minutes daily with self selected texts at reading level</p> <p>2 LO 5</p> <p>1.Identifies/talk about themes</p> <p>2.Identifies/ builds upon words</p> <p>3.Asks for clarification/ elaboration</p> <p>4.Read/views visuals to solve simple problems</p> <p>5.Reads/views visuals to interpret information</p> <p>6.Uses reading</p>	<table border="1"> <tr> <td>Scooter</td> <td>truck</td> <td>wheelbarrow</td> <td>sled</td> </tr> <tr> <td>Motorbike</td> <td>rollerblades</td> <td>train</td> <td>crane</td> </tr> <tr> <td>Bicycle</td> <td>horse</td> <td>camel</td> <td>caterpillar</td> </tr> <tr> <td>Streetcar</td> <td>donkey</td> <td>bus</td> <td>dirtbikes</td> </tr> <tr> <td>Skateboard</td> <td>wagon</td> <td>van</td> <td>jeep</td> </tr> </table>	Scooter	truck	wheelbarrow	sled	Motorbike	rollerblades	train	crane	Bicycle	horse	camel	caterpillar	Streetcar	donkey	bus	dirtbikes	Skateboard	wagon	van	jeep	
Scooter	truck	wheelbarrow	sled																			
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Bicycle	horse	camel	caterpillar																			
Streetcar	donkey	bus	dirtbikes																			
Skateboard	wagon	van	jeep																			
<p>How are these words alike? (They are ways of traveling other than walking)</p>																						
<p>Classify pictures and name by groups. For example Animals and vehicles Match pictures with words in pairs.</p>																						
<p>END OF UNIT ASSESSMENT</p>																						

strategies to process information

7. Uses Table of Contents and indexes to find and support information

3 LO 1

3. Reads own writing

5. Writes letters attending to form and spacing

6. Writes some dictated words

7. Copies phrases and short sentences

8. Produces a personal text

9. Uses phonemic awareness and letter sounds to write independently

10. Puts spaces between words and begins sentences with capitals

- **Respond to and ask questions with understanding**
- **Write two or more sentences about a picture or experience**
- **Express self creatively and spontaneously**
- **Interpret and share work**
- **Write in journal**
- **Talk on a topic in group or class**

END OF THEME ASSESSMENTS

- **Presentations**
- **Portfolios**
- **Word walls**
- **Models**
- **Class books**
- **Storytelling**
- **Collages**
- **Simple Research Projects**

<p>11. Writes personal greetings, messages to family and friends</p> <p>12. Begins to write a journal</p> <p>13. Begins a personal dictionary</p> <p>3 LO 2</p> <p>1. Draws pictures to represent story elements</p> <p>2. Draws several pictures to show sequence of a story</p> <p>3. Writes to recount</p> <p>4. Labels some pictures with words</p> <p>5. Writes a string of words</p> <p>6. Rearranges words to make a sentence</p> <p>7. Uses a capital at the beginning of a sentence and pronoun I</p>		
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- 8. Creates a recount text with teacher support
- 9. Participates in making a class book about an interesting local person
- 10. Creates and uses own word bank for check spelling
- 11. Edits own work
- 12. Revises original drafts
- 13. Begins to write and use contractions correctly isn't, aren't, can't, won't

3 LO 3

- 1. Produces visuals to represent characters, setting, sequence and labels objects and places
- 2. Produces visuals to explain a familiar change observed in

environment

3.Produces visuals such as greeting cards as a result of a class discussion

4.Writes/draws symbols in charts

5.Writes tallies to record

6.Develops and write simple sentences

7.Writes a simple story and shares with class

3 LO 4

3.Presents and reads writing to family, friends and teacher

4.Shows interest in writing

5.Responds positively to feed back

6.Develops portfolio

7.Shows an interest in writing independently and with others

8. Brainstorms with class various purposes for writing and audiences and from pictures and books

9. Writes for different purposes and audiences with assistance

3 LO 5

1. Produces visuals of themes taught in other subject areas

2. Labels visuals with words and symbols

3. Writes/draws to solve simple problems

4. Produces and interprets graphical information

5. Adds to and uses personal dictionary

6. Writes simple informational sentences

<p>7.Participates in making informational books for the class library</p> <p>8.With class collects, organizes, records and reports information.</p>		
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Term 3

THEME 6: RESPECTING AND CARING FOR OUR ENVIRONMENT

TIME: 6 Weeks (30 hours)



CURRICULUM LINKS

Social Studies Music Art Drama Dance Life Science Biology

Archaeology Geography Health and Family Life Mathematics

<p>Learning Outcomes and Success Criteria</p> <p>1 LO 1 2.Likes and dislikes & give reasons 3. Talks about current events/new 4. Her/his feelings\ 5.Personal issue 6.Uses complete sentences 7.Attentively, take turns, do not interrupt, make eye contact, use appropriate body gesture 8.Listens to different opinions 9. sk questions for clarification and elaboration 10.Responds courteously 11. Recalls main ideas</p> <p>1 LO 2 1.Participates in group oral expression 2.Re-tells a story, rhyme, poem 3.Talks about story element – setting 4.Discusses opinion 5.Summarizes favourite</p>	<p>Theme 6: Respecting And Caring For the Environment</p> <p>Suggested Activities</p> <ul style="list-style-type: none"> • Use posters and or pictures showing tidy /untidy, beautiful/not beautiful environment. Solicit answers by asking questions. Talk about negatives and positives. Write classroom rules in groups. Read out rules to class. Make changes as a class and post. • Present a picture depicting the target words e.g. beach, garden etc. Discuss picture with pupils. Question pupils to elicit target word. Present word on flash card. Pair children for worksheet exercises. Draw a picture of something to beautify the environment. Write a sentence about the picture. Discuss the picture with the class. Make posters to display in school about caring the environment. • Talk about things in their own environment noisy/quiet Tidy/untidy. Discuss environments they like best. Draw clean and untidy environments; use a venn diagram to represent. Have a school project to create a flower garden. • Listen to a story to show values (tidy/untidy). Teacher uses appropriate story from story book. Teacher writes one or two sentences and has children copy. Create a collage with magazine 	<p><u>Resources</u></p> <p>Charts and pictures of the environment Flashcards with words about the environment Passages for comprehension Sentence strips Songs Jingles Pictures of animals in the environment Resources: water, land, soil, and plants</p> <p>Recyclable material to make craft</p> <p>Bins and buckets to paint Environment print signs-things around the school/community</p>
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texts
6.Adds a line to a rhyme, poem with prompt
7.Sings, chants, taps rhythm
8.Responds with peers, records data, sequences
9.Predicts what will happen next
10.Repeats rhymes, pattern, blends, digraphs
11.Talks about and uses adjectives plus singular and plural nouns
12.Describes common objects and events in general and specific terns
13.Responds to who, what, where, when, why and how
14.Identifies and talks about words that indicate past tense, time sequence
15.Practices using past tense and time sequence words

1 LO 3
2,Gives simple instructions
6.Play acts conversations
10.Answers questions and relates information stays on topic

1 LO 4
1.Shares selected oral text



pictures of what the environment should look like.

- Walk around the environment (schoolyard, bay, river). They listen to what they hear and see. They give in **sentences** what is heard and seen. They write and read their sentences; write names of special features in the environment (use capital letters) Write possible questions that they may have about the trip. List ways in which they can care for the environment. Draw a tidy environment and write a sentence or give a picture and have them write sentences Sing *Bits of Paper*
- Use song (old Mc Donald). Discuss animals found in the environment and where animals live. Generate discussion on how they care for them (birds=nest, lizards=trees, bees=beehive etc). (Domestic and farm animals) Read story of caring for animals (**adapt story** of Anancy and eggs to show positive aspect). To teach respect and honesty for animals and others. Draw picture of themselves caring for pets.
- Look at pictures. Talk about the homes of animals in the environment. Question children and encourage them to **hypothesize and then do research** to find the answers. How does each home help to keep the animal safe? How do these animals make their homes? Which animal goes inside part of its body for a home? What do spiders eat? How do they catch food? What do bees keep inside the wax comb you can see in a tree. What does a snail's shell look like? What do ants make their homes with? Encourage children to respect animals' homes. Draw lines to

Another story (Keskiee 3 pg 24-36).



Charts with word families

<p>2.Participates in dramas, songs and choral recitations 3.Retells stories, jokes, proverbs 4.Tells imaginative story 5.Creates a jingle, poem, rhyme, song</p> <p>1 LO 5 1.Uses vocabulary from different subjects 3.Explains how to do something 4.Listens and records information</p> <p>2 LO 1 1.Recognises concept of print 2.Reads own writing and peers to others and links to own experience 3.Handles book properly 4.Names parts of a book: cover, back, title page, table of contents 5.Uses cover, title and pictures to predict Checks predictions. 6.Reads title, name of author and illustrator with support 7.Scans text and responds with support to simple who, what, where, when, why.... 8.Locates and reads repeated patterns of</p>	<p>match homes with animals. Place a star (*) next to those you have seen.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> • Have children recite poems (<i>Clean Up</i>) create rhyme to same tune.(Use words banana peel tins, plastic etc). Make flash cards out of words of poems (use flash cards to sing). Play bingo / lotto games with sight words. Make sentences using sight words and read. Children are given sight card, they make their own sentences, and write continue to add word in word bank. • Pupils go on nature walk. They look at colours and shapes of what they see and hear (hills, clouds, and trees). They talk about what they have seen and heard. Pick out blends that deal with environment (eg tree, grass, green, flower etc). Draw pictures that name things in environment. Complete names using blends (eg--owen,--ee). • Make/create songs using sounds of water/ seeds/other material in the environment. Collect things in the environment to play music ...seeds, shells etc. Match pairs of words of things found in the environment. <p style="text-align: center;">bird flower</p>	<p>Word lists from across the curriculum</p> <p>High frequency lists</p> <p>Class word list</p> <p>Cut outs with building blocks(tape the back so students can move around to create new words)</p> <p>All available reading resource materials- books Magazines Newspapers Dictionary Encyclopedia</p> <p>Checklists(age level) for revising and sharing (G and I)</p> <p>Cloze procedure exercises Worksheets</p>
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<p>narrative text 9.Begins to read simple familiar texts 10. identifies and discusses story structure and story elements 11. Identifies, talks about and reads action and description in narratives 12. Identifies, talks about and reads past tense sentence patterns including connectives 13. Demonstrates understanding of punctuation 14. Reads two simple familiar sentences to sound like natural speech</p> <p>2 LO 2 2. Talks about values in narrative and relates value to own life 3. Draws conclusions and makes judgments about value</p> <p>2 LO 3 2. Identifies and distinguishes between short and long vowels ending in silent e 3. Identifies medial sounds 4. Builds new words with s, es, ing, ed endings 5. Identifies consonant</p>	<p>birth day tea nest sun pot</p> <ul style="list-style-type: none"> • Teacher shows potted plant of creeper or any other plant. Teacher generates discussion of how it grows. They plant creeper cutting/seed. Students are given pictures all about them to sequence pictures. Then they give sentences which match pictures and read sentence. Teachers jumble sentences and have pupils write them in sequence. • Teacher give riddles and students and respond (keskidee Rd 2 pg 37). Use pictures write nouns (use cloze procedure) use context clues eg (I am ____ I eat leaves). Have pupils complete sentences using nouns__read their sentences aloud. • Teacher uses local story to teach pupils importance of keeping environment clean wherever you live. (Use big book). Teacher uses D.L.T.A or Read along. (Appropriate story on environment). Give worksheet picture of dirty environment and have them circle all the things (rubbish) that are out of place. Draw and colour a clean environment. • Teacher teaches writing process. Have students monitor other students work for spelling, capital letters, full stops, question marks, subject verb agreement. Have children write a friendly letter using a model to someone from another country. • Teacher takes pupils to library. Pupils choose favourite (books 	<p>Wall charts with semantic maps</p> <p>Many story books with a variety of story patterns Interesting language Dialogue</p> <p>Alphabet charts with lower and upper case letters</p> <p>Several genres of text</p> <p>Fun charts</p> <p>Charts with theme</p> <p>Funny character charts</p> <p>Loose lined pages for writing practice</p> <p>Lined exercise books with marks that indicate letter height</p> <p>Stimulus material</p>
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blends in various positions in words and digraphs in initial position
6. Creates rhymes with short and long vowels
7. Identifies and reads common compound words
8. Begins to use various strategies to read
9. Identifies and sorts common words into basic categories
11. reads words from spoken vocabulary and personally significant words
12. Reads words aloud and repeats common phonemes
13. Identifies and reads common environmental print
14. Uses contextual clues

2 LO 4
3. Selects favourite local texts
4. Actively participated in reading
6. Reads along with teacher
7. States liked and dislikes of texts and authors
8. Interacts at least 10 minutes daily with self selected texts at reading level

relating to environment). **Read to peers.** They have discussion on why the book was chosen. They talk about author. They write a few sentences on the story read (complete the book report below). Display work for others to read. Teacher displays best work of students. Students choose best work for portfolio. (this exercise can be done over a period of time or at home where parent can sign.

Markers
Paints/paintbrushes
Coloured chalk
Sandpaper letters
Poster board/manilla paper

Title of the book
Author/ Illustrator
This book is about.....

My favourite part was this (write or draw)

2 LO 5
 1. Identifies/talk about themes
 2. Identifies/ builds upon words
 3. Asks for clarification/ elaboration
 4. Read/views visuals to solve simple problems
 5. Reads/views visuals to interpret information
 6. Uses reading strategies to process information
 7. Uses Table of Contents and indexes to find and support information

3 LO 1
 3. Reads own writing
 5. Writes letters attending to form and spacing
 6. Writes some dictated words
 7. Copies phrases and short sentences
 8. Produces a personal text
 9. Uses phonemic awareness and letter sounds to write independently
 10. Puts spaces between words and begins sentences with capitals
 11. Writes personal greetings, messages to family and friends
 12. Begins to write a journal

I would give this book _____ out of 10.

It made me  

Parent signature _____ Teacher signature _____

- Collection of variety of items in environment (leaves, stones, flowers) (make pupils aware of what they shouldn't pick). They create **bar/picto graph** with teacher. They read to get information. Information is written and read. They make collection of words from topic. They read words. They **label** a simple bar graph eg (clouds, trees, sun, stars, etc)
- Talk about rock pools and what they mean to the children. Talk about the different creatures found in these places: the starfish, sea anemone, seaweed, crab, sea snail, sharks other fish and shells. Ask them to point to the various creatures. Create a maze for the animal to find home on the correct path.
- Display a picture showing activity under water (sea or river). Have students identify and **tally** the number of large fish (sharks), small fish, shells, and weeds. Create a rock pool in the class. Have children **write a letter** to the Marine Reserves. Invite them to talk to the class.
- Bring in cups and a jug of water. Have children review the uses of water. Make a list on chalkboard or chart (drinking, cooking,



13.Begins a personal dictionary

3 LO 2

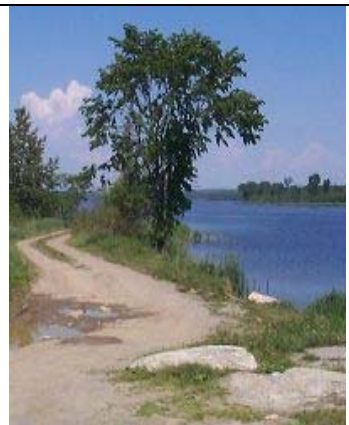
- 1.Draws pictures to represent story elements
- 2.Draws several pictures to show sequence of a story
- 3.Writes to recount
- 4.Labels some pictures with words
- 5.Writes a string of words
- 6.Rearranges words to make a sentence
- 7.Uses a capital at the beginning of a sentence and pronoun I
- 8.Creates a recount text with teacher support
- 9.Participates in making a class book about an interesting local person
- 10.Creates and uses own word bank for check spelling
- 11.Edits own work
- 12.Revises original drafts
- 13.Begins to write and use contractions correctly isn't, aren't, can't, won't

3 LO 3

- 1.Produces visuals to represent characters, setting, sequence and labels objects and places
- 2.Produces visuals to

bathing, wetting plants, out fires making other dishes, making other items etc.) Talk about what will happen if there is no water. Prepare **simple recipes** (Fruit juice, to allow children to taste. Write down steps to the recipe (use drawings and picture to allow students to do context clues) talk about sequence.

- Present a series of pictures of people wasting or not taking care of the resources (water, land etc). **Identify and Tell** what the wrong things are in the picture-present solutions to the problems. Choose one picture and write what could be done to conserve. E.g of pictures: washing car, running standpipe while chatting, running hose on road, dripping taps, overflowing tubs/sinks while washing etc.
- Select relevant issues with which children are likely to be familiar, for example, issues related to situations at school that may affect them. Have students **make a collage** by writing over printed words. Copy onto a card, find pictures to show people using water in various ways, cut and glue pictures onto the card and hang the collage in the classroom.
- Sing. Have the children talk about personal experiences. Teach the concept of **opposites** (heavy light, sink float, big small, tall, short, rough smooth). Write on chart children's suggestions. Provide worksheets/workbooks with items to colour. Refer to practical examples of basin and water in class. Allow students to try out the things that sink or float from a list as they categorize in groups. Allow children to try 2 other things and place them in chart. Label the items on workbooks.



explain a familiar change observed in environment
 3.Produces visuals such as greeting cards as a result of a class discussion
 4.Writes/draws symbols in charts
 5.Writes tallies to record
 6.Develops and write simple sentences
 7.Writes a simple story and shares with class

3 LO 4

3.Presents and reads writing to family, friends and teacher
 4.Shows interest in writing
 5.Responds positively to feed back
 6.Develops portfolio
 7.Shows an interest in writing independently and with others
 8.Brainstorms with class various purposes for writing and audiences and from pictures and books
 9.Writes for different purposes and audiences with assistance

3 LO 5

1.Produces visuals of themes taught in other subject areas

Name of thing	floats	sinks
spoon		
coin		
leaf		
feather		
empty bottle		
full bottle		
plastic bag		
stick		
stone		
1		
2		

- Encourage word-building activities. Draw attention to **new words** learned in content area from other subjects. Incorporate in word banks. Do group and independent word activities including dictation. Allow for cloze exercises for lexical, picture and context clues. Write on high interest topics.
- Teach children how to **build many words** from one know word by using the strategy of "building blocks" (helping them become aware of structural knowledge of words and applying it-plurals, -ing, -ed, endings and other significant affixes. E.g. Use the word stir (ir) and how it can move from past tense verb stirred to stirring. Use a chart showing word building blocks eg. Root word and blocks of morphographs-prefixes and suffixes)

2.Labels visuals with words and symbols
3.Writes/draws to solve simple problems
4.Produces and interprets graphical information
5.Adds to and uses personal dictionary
6.Writes simple informational sentences
7.Participates in making informational books for the class library
8.With class collects, organizes, records and reports information.

END OF UNIT ASSESSMENT

- Respond to and ask questions with understanding
- Write two or more sentences about a picture or experience
- Express self creatively and spontaneously
- Interpret and share work
- Write in journal
- Talk on a topic in group or class

END OF UNIT ASSESSMENT

- COLLAGES
- DESCRIBING EXPERIENCES
- DESIGNING AND ILLUSTRATING BOOKS AND BOOK COVERS
- RESEARCH PROJECTS ON ENVIRONMENTAL TOPICS
- PARTICIATE IN A COMMUNITY PROJECT
- CREATE A PLAY ABOUT TAKING CARE OF OUR ENVIRONMENT AND PERFORM AT GRADUATION OR SCHOOL CLOSING CEREMONY
- WRITE QUESTIONS AND PUT ANSWERS INTO A CLASS VIDEO PRODUCTION

Appendix

PLANNING THE LESSON

Each lesson that a teacher plans should contain a variety of learning activities about the same skill. Not all learners, children and adults included, learn in the same modality.

According to the Multiple Intelligences Theory there are eight different potential pathways to learning: **words** (linguistic intelligence), **numbers or logic** (logical-mathematical intelligence), **pictures** (spatial intelligence), **music** (musical intelligence), **self-reflection** (intrapersonal intelligence), **a physical experience** (bodily-kinesthetic intelligence), **a social experience** (interpersonal intelligence), and/or, **an experience in the natural world**. (naturalist intelligence).

Therefore, when introducing a skill and working through to its proficiency, include a variety of ways the learner can interact with the information.

Some activities are great to warm up and bring out the potential in your classes while others are good to relax and quiet restlessness for a more serious session. Before and after intense learning sessions, teachers should try to break the intensity of the lesson by introducing songs, rhymes, jingles, games or motor skill activity e.g. close your eyes, cross your arms and touch your nose; fold your hands together, intertwine your fingers and try to move only one specific finger of choice.

It is important to make learning fun, not only for the student but also for the teacher.

A list of rhymes and songs has been included at the end of this guide to assist you in your play and song, appropriate to the lesson. Please feel free to add your own or any others that may have been left out.

Beginning a lesson

LESSON PRESET:

Tell the children what they are going to learn about and be specific and positive about the lesson objective.

Tell the children how they, what they will be doing to help them acquire this skill.

Introduce any new vocabulary that they will need to know in order to grasp the lesson.

Remind them through interactive review of any necessary skills or information that they will need to recall in order to learn the new information/objective. Do a short warm up, play a game to check for mastery of the required skills in order to proceed with the new learning

Tell them again what they are going to learn about and present new information – use new objects such as flash cards, pictures, charts, videos, etc to introduce the task. Break the task into bite size portions for the students to be able to absorb

Main Activity/ies – Check for understanding and in class group or individual work have the children use the information just presented. Check for understanding of task and acquisition of new information.

Practice new skill. Check the work while students are occupied in tasks.

Assessment – Through interactive review, talk about the lesson objective and the task the children just performed. Allow students to present findings, discuss group work, ask questions to probe and clarify understanding, Extend the activities, if needed; give extra practice for class or home.

Conclusion/Summary – Use new skill in appropriate ways and extend the re-enforcement of the learning through various other modalities e.g. song or game to conclude in an enjoyable fashion.

SAMPLE LESSON PLAN 1

SUBJECT: Language Arts **TIME:** 1½ - 2 hours – Language Block
THEME: People in the Community
GRADE: Grade One
ROLL: Boys _____ Girls _____

Attainment Target: Listening and Speaking, Reading, Writing (1, 2, 3)

Success criteria: Pupils will be able to
(i) use the form 'I am' to talk about the tools used by community helpers (orally)
(ii) identify tools used by specific community helpers
(iii) read correctly inflectional endings e.g. **er**

CONTENT: Community helpers e.g. carpenter

Tools used by community helpers

- hammer
- stethoscope
- cutlass
- rake
- shovel
- fork

INTRODUCTORY ACTIVITY: Begin lesson with the song 'Peter pounds with one hammer'. Ask pupils to state which person uses the hammer.

DEVELOPMENTAL ACTIVITY: Present the carpenter (or otherwise) to class

Tools are displayed. Carpenter briefly talks about the tools he uses.

Pupils now present their tools stating which community helper they represent. Pupils use the form '**I am**'.

E.g. I am a carpenter. I use the hammer.

I am a doctor. I use the stethoscope.

I am a farmer. I use the fork.

I am a fisherman. I use the fishing net.

Present children's sentences on sentence strips. Have pictures placed under name of community helper and tools for assisting in reading. Let child read with the help of teacher.

E.g. I am a nurse. I use a stethoscope. (*picture of nurse*)

Draw pupils' attention to the form '**I am**'. Give practice in using '**I am**' in sentences about themselves.

Present pictures of helpers in the community on chart. Have names written on word cards. Model and have pupils read the word e.g. farmer. Let pupils place the word under the picture. Give children an opportunity to practice reading words.

Have children read new and difficult words after teacher making special note to pronounce **er/or** as **ər**

Farmer

doctor

baker

Question pupils orally to have them respond in complete sentences.

e.g. Which community helper uses the hammer? The carpenter uses the hammer.

Have expected responses on chart for further reading.

ACTIVITY: Refer to chart showing community helper and tools used. Have pupils recall picture and tools. Recap the use of the form '**I am**'

Pronounce clearly the various occupations and related tools. Let pupils pronounce after teacher, taking care to pronounce **er/or** correctly.

EXERCISE: Give pupils a work sheet with pictures of (workers) helpers and tools. Pupils match. Give individual pupils practice in the er/or in words.

Writing practice – Pupils write three sentences about themselves using '**I am**'.

Assignment **Update or make a helping list in the class so that everyone gets a task that he/she is responsible for.**

Extended vocabulary jobs options: purser, interior decorator, librarian, lexicologist, sports manager, etc.

SAMPLE LESSON PLAN 2

GRADE LEVEL: One

TITLE OF BOOK: The Little Island

AUTHOR: Frané Lessac

CURRICULUM CONNECTION: Order according to size (Math)

Attainment Targets: Listening, Speaking, Reading and Writing

Success criteria: Students will listen to the text and share their thoughts (discussion)
Students will understand the concept of island (definition /vocabulary)
Students will order pictures according to size (size comparison)
Students will make and read a book about boats (read grade level text)

PLAN:

Introduction

- Play Steel Band music of the Caribbean
- Talk about the type of music and where it comes from...
- Sing island songs-National Anthem,
- Discuss '*island*' Show pictures of islands

Materials/

'Island" storybook, boats of various sizes(cut out), tape, CD music, milk tins, plastic film, rubber bands, pictures of types of boats, sentence strips

Text:

Read the book **The Little Island** or any other **Island book**

Song:

I saw three ships

come sailing in (2x)...to Dominica one Morning (replace on Christmas day)

Ask:

'How could you get to an island?'
'How did the boy in the story get to the island?'
'Pretend you are going by boat. What kind of boat would you go on?'

ACTIVITY:

Ask a child to pin the pictures of boats in order according to size on the chalkboard
Read the sentence strips about each boat e.g (This is a **big** boat with food) (This is a **bigger** boat with people) and (This is the **biggest** boat with animals)

Make 'My Boat Book' as a class. Some children will colour parts of the boat, some will write words to glue to book, and others will illustrate for the book. Frame prepared by teacher.
Practice reading the text in a circle. Question and answer session

Individual**Evaluation:**

Each child will paste three pictures in his book in order of size. Label the words: big, bigger and biggest the correct ones.

REFLECTION: Teacher reflection on lesson

Homework: Follow up exercises/drills

LESSON PLAN 3

THEME: Anancy and Other Stories

TOPIC: Comprehension

Materials: Story Map, plain sheets of paper, crayons, Anancy story Kesidee Reader 1 p.38 and -p. 26 Kesidee
Poster board, large photo of an agouti, costumes, or paper bag puppets

Success criteria: Identify elements in a story

Predict Outcome

Retell familiar story

Role play

INTRODUCTION: Discuss the 'Agouti' with class. Begin with questions e.g. Have you ever seen an Agouti? What is it? What does it look like? Describe it.
Show a picture from wildlife centre (Forestry department).

DEVELOPMENT: Present text and story picture to class and have them read the title of the story. Have them predict the outcome of the story based on the title. Read the story with class. Ask questions e.g. How many characters? Allow students to write a number. Confirm predictions. (Quick think, Quick write strategy)

Who are they? (draw and discuss) Who had a problem? What was their problem? What did they do to solve the problem? How was the problem solved? How do you think Brer Agouti felt when Brer Dog took off to join Brer Bull and the others? What did he do? What happened next? How did Brer Dog feel at first when the animals threw him out? What did he do? What happened in the end? (quick draw)

Have pupils say which character they would like to be and why.

EVALUATION: Have individuals attempt to tell the story in their own words using the story map presented with elements. Select individuals to role-play characters to act out the story.

Assessment: Complete a story grammar web with WHO, WHAT, WHEN, WHERE, WHY and HOW

THEME: Folk stories

TOPIC: Reality/Fantasy (FACT AND FICTION)

COMPREHENSION through Literature

SUCCESS CRITERIA

To distinguish realistic story elements from fantasy story elements
Classify some things that **can** be done by children and some things that **cannot**.

Development:

1. Show responses on a chart

Things that children can do	Things that children cannot do
Jump in a puddle Ride a bicycle Draw a picture	Ride a motorbike Pilot a plane Swim across the ocean

3. Read the following pairs of sentences. Have children identify the sentence that tells us something is not real or make-believe.

1. The boy drives a toy car.
2. The car flies into space.

1. A dog goes shopping for ice-cream.
2. The dog gets a new bone.

1. A whale swims in the ocean.
2. A fish sits on a rock and combs her hair.

Let students illustrate these sentences to show reality and or fantasy. Let them produce their sentences of reality and fantasy.

Place simple phrases on a card and allow children to pick from the box of real and fantasy.

Performance assessment: Have children write about one real thing they like to do. Let them draw a picture of a make believe situation that they would like to do.

Read the story of Cinderella or Jack and the Beanstalk.

MINI LESSON - SPELLING

WORDS WITH –an

Say the following rhyme, emphasizing the words with the phonogram –an.

When the cricket began,
Little Dan sitting in a pan
Waved at Jan
Who was his favourite fan.

She ran with a can,
To see him in the pan
Behind a fat man
When the cricket began!

Repeat the rhyme several times, encouraging the children to do the actions-especially to wave to “his fan”. Say the words began, Dan, pan, Jan, fan, can, pan, man. Ask the children how the words are alike.

Read the words again, omitting the last word in lines one, two, and four of each verse and encouraging children to respond with the –an words.

Then ask the children to listen for the rhyming words and “wave like Dan” did in the poem.

Can/ran	tin/tan
Mutt/man	bran/nan
Mat/tan	fat/pan
Pan/pal	cat/can

Prepare an accordion fan with paper for each child to write the word –an families. Let them colour and share fans to fan themselves and others.

SAMPLE LESSON PLAN 4

SUBJECT: Language Arts
THEME: Travelling by Land
TIME: 1 hour – Language Block
GRADE: Grade One

ROLL: Boys _____ Girls _____

SPECIFIC OBJECTIVES: Pupils will be able to
(ii) talk about likes and dislikes
(iii) identify and use descriptive words orally and in written sentences

CONTENT: ***How people travel on land***

- foot
- bus
- bicycle
- cars
- trucks
- trains
- cart
- jeeps
- donkeys
- horse
- motorbikes
- scooters
- wheelchair

Descriptive words to describe vehicles

e.g. colour words – red, blue, green
size words – big, small, little
shape words – long, short

Sample sentences

- I have a red toy car.
- My daddy's car is yellow.

INTRODUCTORY ACTIVITY: *Have pupils sing a song or repeat a rhyme relating to vehicles or travel. Set purpose for lesson.*

DEVELOPMENTAL ACTIVITY: Ask pupils to state how they got to school today (e.g. Did they walk or ride)

Question them to get them to tell where they've travelled to in Dominica and by what means i.e. bus, car, truck

Find out who have vehicles in the community or neighbourhood

Let them talk about these vehicles e.g. colour, size

Write their ideas on chalkboard

Let them talk about their likes and dislikes

- What types of vehicle do you like/not like to travel on?
- Why do you like/not like to travel by bus?
- What colour car etc would you like if you could have one?
- Do you have toy vehicles?

At this point do a 'show and tell'. Pupils talk about their toy vehicles. Allow girls to talk about them too. E.g. what colour car would they buy when they grow up?

Refer to sentences on chalkboard

Give pupils practice in reading sentences

Highlight descriptive words

Give pupils word cards and colour cards. Let them match.

Give pupils activity sheets. Read sentences to pupils. Let them circle the word that describes (tell what kind). Let them read sentences.

E.g. The man has a big bus.

We have a yellow car.

Our teacher drives a new car.

Have pupils write a sentence about a vehicle (toy or real). Let them use a descriptive word from their set (pupils may work in groups). Pupils share their sentences. Record on notebook for further use.

CULMINATING ACTIVITY:

Present chart with pictures of vehicles and their names. Review the various vehicles used for land travel. Let pupils read names.

EVALUATION EXERCISE:

Pupils select their favourite means of travel by land from the chart. Pupils draw picture. Pupils write three describing words to describe their vehicle.

Give pupils three sentences. Read sentences to pupils. Let them circle the describing word.

Sample Lesson Plan 5

Grade 1

Theme: Our Environment

Topic: Our Schoolyard

Time: 1 hour

Success Criteria: Students will:

Discuss the school environment (listening and speaking)

Identify key words from the story.(reading/vocabulary)

Write key words taken from the story (spelling)

Write two sentences to describe around the school yard.(composition)

Read their sentences aloud.(reading)

Introduction: Song - "**Bits of Paper**" question pupils about song and the importance of the song.

5 min

e.g. Why do we want to pick up bits of papers?

What might happen to paper and other things left on the streets as litter?

Development:

1. Display chart with simple passage and allow students to read along. 5 min.
2. Ask questions through oral comprehension (do before reading strategies). What do you think the story is about by reading the title? Where were the children? Who was with them? Where do you think they placed the ice –pop bags and paper? What is a compost heap? What do you do when you have snack bags left after snack time?
3. Talk about how the schoolyard can be kept clean. 20 min
Write new ideas in sentences for the students to copy.
4. Group students and have them to write one sentence on how to keep the schoolyard tidy.
5. Pupils illustrate their sentence and colour. 15 min

6. Let groups share with class as one member from each group reads his/her sentence aloud.



10 min.

Student Evaluation: Draw on exercise books an example of a clean or unclean environment. Write a sentence about it.

Conclusion: Review that the environment should be kept clean and tidy. Write up two columns of what is found in a clean and in a dirty environment.

5 min

A – clean	B- unclean
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Follow – up

READING:

1. Read the story again with children
2. Use window cards to highlight words at random and allow children to call them out
3. Present flash cards and let children match and call words.
4. Play game 'empty the bag' (children take turns to call all the words taken from a bag)
5. read aloud new sentences and allow children to find the correct key words to complete.
6. Read the passage together 10 min

Homework Collect

Complete these sentences with the words in the bag.

1. We _____ our clothes on Sunday.
2. I keep the class _____.
3. We throw our rubbish in the _____.
4. I cannot _____ the rubbish bin.
5. Throw _____ in the bin.

(wash, clean, bin, find, papers)

or

Allow children to learn to spell five key words from the passage. Distribute slips and call words aloud.

Or

Unscramble the words to spell correctly five words in the passage. (sawh, nleac, birubsh, difn, ppreas, sikns)

Passage

<p>Our class is outside today. The teacher tells us to pick up all the garbage we can in the schoolyard. We run around collecting ice-pop bags and paper. Some children find banana skins and orange peels.</p>

They put them on the compost heap. Then we run to wash our hands in the taps at the back of the school.

Mini lesson - Grammar

OBJECTIVE: Correctly use the word **'has'**

INTRODUCTION: Play the game 'Who has the ball'

DEVELOPMENT: Ask questions: Who has a grey desk? Who has a black shoe? Continue to question pupils and ensure that they respond correctly in sentences.

Have them read from text sentences which bring out the word *'has'* e.g. One animal has no ham. Who has no ham?
Brer Agouti has no horns. Who has no tail?

Question pupils about the number of characters referred to in each case.

Present several sentences orally and let them say which ones should be completed with the word *'has'*.

e.g. Some animals _____ horns.

The dog _____ no horns.

A cow _____ two horns,

Pigs _____ no horns.

Sum up by asking pupils to state the rule for using has.

EVALUATION: Have them complete only the sentences which require the word *'has'*.

1. Ken _____ my book.
2. Roy _____ no pencil.
3. Some boys _____ a toy car.
4. He _____ a mango.

Mini lesson - Phonics

Success Criteria: To identify and distinguish the short sounds

INTRODUCTION: Ask pupils which character was the story about? Have them say its name.

DEVELOPMENT: Write the name 'Agouti' on the chalkboard. Let class repeat the initial sound heard. Ask them to say what letter produces the key sound. Let them repeat it several times.

In groups have them find all the words that begin with 'a'. Let them report. List the words on board and let them call the words angry, are, and, animals, Anansi etc.

In groups again let them find words with medial short 'a' sound. Have the group classify them into those with and without short sound.
have, want, make, cannot, says, can, happy etc.

List on chalkboard the information reported from groups. Have them call each group. Have them suggest other words and add them to the list. Have them call all the words together.

EVALUATION: Pupils form sentences with three of the words taken from text.

MINI LESSON to include Intelligences

Telling Sentences

Success criteria: To understand that telling sentences tells about something, begins with a capital letter and ends with a full stop (period).

Introduction

Share the following information with the children...

A telling sentence is a sentence that tells about something or someone. It begins with a capital letter and ends with a full stop. Knowing what a telling sentence is will help you to understand your reading better.

Models

i. Verbal/ Linguistic

Show pictures of the environment. Tell children to make up sentences about the earth. Record the sentences on board or chart paper and read them alone and with children.

Allow children to copy one sentence on their books, and draw a picture to illustrate the meaning. Allow them to share their sentences with class.

Ask them what the sentence tells about the environment. Allow individual children to come to point out a full stop, and a capital letter which begins the sentence. Display students work about the environment.

ii. Visual/ Spatial

Ask children to recall things they have learned about the environment. Record the responses on the board without capital letters or full stops. Read sentences aloud to children and ask them to correct them with capital letters and end marks.

iii. Interpersonal

Point out to children that many questions are answered with telling sentences. Encourage pairs of children to ask each other a question about the environment-school yard, around the home etc. Get them started by probing them with questions such as:

Where do you like to go for walks?

What do you look for along the way?

What do you like/dislike about your environment?

Help children to write their sentences to answer the questions that you gave them. Have them read the sentences out loud. Allow them to place the capital letters and full stops in the correct places.

Reinforcement

Have children find telling sentences from a favourite big book. Let them copy a telling sentence. Remind children to use the strategies from this lesson to help them make their writing clear and to understand what they read.