

PRIMARY LANGUAGE ARTS SYLLABUS

CLASS FOUR

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS.....	iii
RATIONALE.....	iv
GENERAL OBJECTIVES	v
FORMAT OF THE SYLLABUS.....	vi
KEYS TO ABBREVIATIONS USED	vii
SCOPE AND SEQUENCE.....	1
ATTAINMENT TARGETS.....	10
SYLLABUS.....	21
APPENDICES – RECOMMENDED LITERATURE TEXTS.....	73
USEFUL WEBSITES.....	85

ACKNOWLEDGEMENTS

The Ministry of Education expresses thanks and appreciation to the following persons for their contribution to the development of this syllabus.

Ms. Priscilla Millar	Cuthbert Moore Primary
Mr. Ivan Clarke	Peripatetic Teacher – Language Arts – Ministry of Education
Ms. Linda Archer	Mount Tabor Primary
Ms. Beverley Parris	All Saints Primary
Mrs. Pauline Millar	Education Officer – Language Arts – Ministry of Education
Mr. Laurie O. King	Senior Education Officer – (Curriculum) - Ministry of Education

RATIONALE FOR PRIMARY LANGUAGE ARTS

Language is pivotal to the development of the individual. Indeed, it is through language that individuals confront, assimilate and communicate experiences. Language also facilitates social and emotional adjustment, contributes to the development of self-esteem and establishes patterns of thinking. The ultimate aim of the Language Arts programme in the primary school is to develop students who are competent in Standard English, and evolving into critical and independent thinkers and learners. These aims should be realised in an atmosphere of student collaboration and interaction.

Thus, the development of language proficiency needs to be approached from a perspective, where, instead of just knowing the elements of language, students are provided with myriad opportunities for experiencing language. Language should be presented in authentic contexts which facilitate meaning and transfer.

A balanced language programme should promote competence in each of the four language arts: listening, speaking, reading and writing, and it should be so structured that the students are able to benefit from the interrelationships that exist among these four processes. In addition, the role of dialect must be clearly defined, as students maintain their sense of national pride and identity in their language while acquiring Standard structures. The role of dialect and the ability to switch codes must be clearly articulated.

Language skills are the foundation, not only of the development of proficiency in reading and writing, but also for personal social and intellectual growth. An effective language arts programme must, therefore, recognise the need for a strong focus on oral language and literacy development. In the oral language programme there must be opportunities for students to use language for building a bridge which allows for a smooth transition from oral proficiency in the native language, to full communicative competence in Standard English. Having constructed that bridge, the students become more proficient in oral communication using Standard English.

Beginning in the early years, much emphasis will be placed on the oral aspect of language learning. This oral base will form the foundation for the development of effective literacy skills in the succeeding years.

The literacy programme will be developed through wide and varied exposure to literature, which will provide opportunities, for seeing the standard language in print and for formal practice in using it. Furthermore, the students will develop a love of language and of reading, while at the same time developing sensitivity for and an appreciation of life. This material may form the stimulus for the enhancement of critical thinking and reasoning as students interact with the text and each other to formulate judgements and opinions on the actions of the characters presented in reading material. In a supportive and tolerant setting, students will also be equipped with a range of strategies with which to approach various reading tasks, thus preparing them to be lifelong learners.

Assessment will comprise both formative and summative approaches designed to indicate student growth in Language Arts. Portfolios, journal writing, publication of newsletters, and peer assessment for example will be emphasised in addition to the traditional paper and pencil tests.

GENERAL OBJECTIVES OF THE PRIMARY LANGUAGE ARTS PROGRAMME

The Primary Language Arts programme aims:

- To enable students to understand the spoken word and to develop the ability to express themselves effectively in a variety of speaking and listening activities;
- To develop in students a sense of audience and purpose for the use of language as a means of communication;
- To develop in students the ability to read, understand and respond to all types of writing;
- To develop information-retrieval strategies as part of students' study skills, including use of the Internet.
- To assist students in constructing and conveying meaning in written language, matching style to audience and purpose;
- To develop in students the ability to spell correctly, to redraft to improve the effectiveness of a piece of writing, to check final drafts for errors, to write fluently and legibly and to present work clearly, appropriately and attractively;
- To help students develop critical thinking skills which can be applied to all areas of learning.

FORMAT OF THE SYLLABUS

The Language Arts Curriculum is divided into a Scope and Sequence, Attainment Targets and a detailed syllabus outline. In the Scope and Sequence and Attainment Targets when a concept/skill is first introduced it is indicated by a □. A 3 indicates in which future class(es) the concept/skill has to be developed and maintained.

The Scope and Sequence gives a brief outline of the topics that are to be covered at each level. The Attainment Targets indicate the skills and competencies which each student should be able to achieve by the end of each academic year.

Within the syllabus the objectives are clearly stated.

The Suggested Activities are intended only as a guide to teachers. They are by no means prescriptive or restrictive. Teachers are encouraged to use additional activities and to take advantage of any opportunity that may arise to make Language Arts lessons positive encounters for the child.

Since assessment is an essential part of any educational program an *Assessment* section is included for each topic with some examples of methods of assessment. This syllabus recommends a range of assessment methods.

KEY TO ABBREVIATIONS USED

The following abbreviations are used to indicate the various subject areas where integration is possible

SUBJECT	Abbreviation	SUBJECT	Abbreviation
Business Studies	BS	Drama	D
Foreign Languages	FL	Geography	G
Health and Family Life	HFLE	History	HI
Home Economics	HE	Industrial Arts	IA
Information Technology	IT	Language Arts	LA
Mathematics	M	Music	MU
Physical Education	PE	Religious and Moral Education	RE
Science	SC	Social/Emotional Learning	SEL
Social Studies	SS	Visual Arts	VA

**PRIMARY LANGUAGE ARTS SYLLABUS FOR
CLASSES 1, 2, 3 AND 4
SCOPE AND SEQUENCE**

- Begin teaching skill/concept
- ✓ Maintain and develop skill/concept taught

TOPIC	CLASSES			
1. SPEAKING AND LISTENING	1	2	3	4
1.1 Oral communication	■	✓	✓	✓
1.2 Questions – details, sequencing	■	✓	✓	✓
1.3 Recounting experiences	■	✓	✓	✓
1.4 Reporting	■	✓	✓	✓
1.5 Role play	■	✓	✓	✓
1.6 Explanations	■	✓	✓	✓
1.7 Intonation, rate, vocabulary and expression	■	✓	✓	✓
1.8 Standard English rules and language appropriate to context	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
Attentive				
1.9 Directions and instructions	■	✓	✓	✓
1.10 Announcements and introductions	■	✓	✓	✓
1.11 Details, sequence and main idea	■	✓	✓	✓
1.12 Reproductions and summaries	■	✓	✓	✓
Responsive/Analytical				
1.13 Interpretation, participation, discussion of issues	■	✓	✓	✓
1.14 Reasoning, responding, inferencing	■	✓	✓	✓
Appreciative				
1.15 Various types of texts	■	✓	✓	✓
1.16 Moods and emotions	■	✓	✓	✓
2. READING				
Word Attack				
2.1 Word power	■	✓	✓	✓
2.2 Basic sight words, context clues, word meaning	■	✓	✓	✓

TOPIC		CLASSES			
		1	2	3	4
2.3	Synonyms, antonyms, homophones, prefixes and suffixes	■	✓	✓	✓
2.4	Contractions, blends (three letters etc.) and silent letters	■	✓	✓	✓
2.5	Possessives, root words and syllabication	■	✓	✓	✓
2.6	Dictionary usage	■	✓	✓	✓
Oral Reading		■	✓	✓	✓
2.7	Decoding of words	■	✓	✓	✓
2.8	Volume, pitch, enunciation, phrasing	■	✓	✓	✓
2.9	Standard English pronunciation	■	✓	✓	✓
2.10	Efficient eye movement	■	✓	✓	✓
2.11	Eye voice span	■	✓	✓	✓
2.12	Breath control, voice control, projection and good rhythm	■	✓	✓	✓
Silent Reading					
2.13	Elimination of vocalization			■	✓
2.14	Decoding of words	■	✓	✓	✓
2.15	Effective eye phrasing and fluency	■	✓	✓	✓
2.16	Coordination of reading rate with comprehension			■	✓

TOPIC	CLASSES			
	1	2	3	4
TOPIC	CLASSES			
	1	2	3	4
Comprehension/interpretation	■	✓	✓	✓
2.17 Activating prior knowledge	■	✓	✓	✓
2.18 Setting purposes for reading	■	✓	✓	✓
2.19 Monitoring Understanding	■	✓	✓	✓
2.20 Oral and written directions	■	✓	✓	✓
2.21 Graphic information (diagrams, statistics, pictograms)	■	✓	✓	✓
2.22 Sequence of facts and events, main idea and anticipating outcomes	■	✓	✓	✓
2.23 Categorization	■	✓	✓	✓
2.24 Cause and effect relationships, making comparisons, inferences and drawing conclusions	■	✓	✓	✓
2.25 Different points of view	■	✓	✓	✓
2.26 Evaluations – emotional reactions, likes and dislikes, worth of character, use of language	■	✓	✓	✓
2.27 Story setting, plot and character traits	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
2.28 Summary of a selection, main and supporting details	■	✓	✓	✓
2.29 Moods/feelings, tone of text and author's point of view			■	✓
2.30 Vocabulary – context clues, word meaning and technical terms	■	✓	✓	✓
Functional Reading				
2.31 Alphabetizing of words 1 st – 2 nd letters	■	✓	✓	✓
3 rd letter	■	✓	✓	✓
4 th letter	■	✓	✓	✓
2.32 Locating information using pictures, diagrams, graphs, tables, charts, maps, table of contents, index, glossary, dictionary, encyclopedia and computer	■	✓	✓	✓
Recreational Reading				
2.33 Pleasure, enjoyment	■	✓	✓	✓
2.34 Selection of material	■	✓	✓	✓
ORGANISATIONAL				
2.35 Sequencing of facts	■	✓	✓	✓
2.36 Paragraph with one idea	■	✓	✓	✓
2.37 Topic sentences – pictures/paragraphs/stories		■	✓	✓

TOPIC	CLASSES			
	1	2	3	4
2.38 Classification of facts/events etc.		■	✓	✓
2.39 Main and supporting ideas		■	✓	✓
2.40 Paragraphs structure			■	✓
2.41 Transitional devices/words	■	✓	✓	✓
2.42 Outlines	■	✓	✓	✓
3 WRITING: PROCESS				
3.1 Brainstorming	■	✓	✓	✓
3.2 Logical Sequence	■	✓	✓	✓
3.3 Appropriate and relevant facts and details	■	✓	✓	✓
3.4 Self-editing	■	✓	✓	✓
3.5 Peer editing	■	✓	✓	✓
3.6 Proof reading	■	✓	✓	✓
3.7 Revising	■	✓	✓	✓
3.8 Publishing	■	✓	✓	✓
WRITING: COMMUNICATION				
3.9 Literal understanding of topic	■	✓	✓	✓
3.10 Appropriate and relevant facts and details	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.11 Organization	■	✓	✓	✓
3.12 Narrative, descriptive, expository, argumentative	■	✓	✓	✓
3.13 Skits, plays, in Standard English	■	✓	✓	✓
3.14 Invitations, praise, requests, sympathy	■	✓	✓	✓
3.15 Directions in prose, home to school, making various things	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
WRITING: CONVENTIONS				
3.16 Nouns	■	✓	✓	✓
3.17 Pronouns	■	✓	✓	✓
3.18 Capital letters	■	✓	✓	✓
3.19 Punctuation – full stops, commas, quotation marks	■	✓	✓	✓
3.20 Complete sentences	■	✓	✓	✓
3.21 Adjectives and adverbs	■	✓	✓	✓
3.22 Link words	■	✓	✓	✓
3.23 Sentence structures – simple, compound, complex	■	✓	✓	✓
3.24 Negative forms	■	✓	✓	✓
3.25 Tenses – present, past, future	■	✓	✓	✓
WRITING: CONVENTIONS				
3.26 Accurate spelling	■	✓	✓	✓
3.27 Phonics	■	✓	✓	✓
3.28 Vocabulary	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.29 Synonyms and antonyms	■	✓	✓	✓
3.30 Homonyms	■	✓	✓	✓
3.31 Plurals “s” and “es”	■	✓	✓	✓
3.32 Expanding sentences				
3.33 Conjunctions				
CREATIVE/COMPOSITION				
3.34 Language experience stories, description of persons, pets, places, Animals, hobbies	■	✓	✓	✓
EXPOSITORY WRITING				
3.35 Class rules, news items, announcements, advertisements and reports	■	✓	✓	✓
3.36 Poetry – Bio poems, colour poems, limericks, post cards, haiku, cinquain		■	✓	✓
3.37 Writing from different perspectives			■	✓
3.38 Letters-friendly, thanks and invitations	■	✓	✓	✓
3.39 Reply and excuse	■	✓	✓	✓
4. SPELLING				
4.1 Basic sight words and key words in other subject areas	■	✓	✓	✓
4.2 Words commonly misspelt / confused, homophones	■	✓	✓	✓

LANGUAGE ARTS CURRICULUM
ATTAINMENT TARGETS - CLASS 4
SPEAKING AND LISTENING

Uses speaking and listening skills to communicate effectively

The pupil should be able to:

- ❑ Speak clearly and audibly
- ❑ Use language appropriate to context
- ❑ Present information clearly
- ❑ Speak fluently in recounting experiences
- ❑ Initiate discussion using sensory data
- ❑ Ask appropriate questions
- ❑ Paraphrase and summarize information shared orally by others
- ❑ Participate in choral speaking and recite poems, rhymes, songs and stories
- ❑ Discuss and orally present plans for solving problems
- ❑ Use increasingly complex sentence structures in oral communication

- ❑ Observe and use common courtesies with appropriate register and tone
- ❑ Develop and practise the use of eye contact between speaker and listener
- ❑ Use a variety of tones and stresses in expressing ideas orally
- ❑ Communicate situations in full sentences
- ❑ Simulate conversations/dialogue using standard English
- ❑ Contribute to group discussion
- ❑ Listen responsively and respectfully
- ❑ Respond appropriately to information given
- ❑ Follow oral directions with three or four steps
- ❑ Respond to the questions of others
- ❑ Pay attention to the speaker and respond appropriately
- ❑ Perform actions based on information given
- ❑ Respond using sensory data
- ❑ Respond to cues which signal when to begin a response
- ❑ Listen to build memory

READING: SKILLS AND STRATEGIES

Demonstrates proficiency in basic reading skills and strategies and continues to develop vocabulary and fluency in reading

The pupil should be able to:

- Use appropriate sight vocabulary to recognise words in isolation as well as in context
- Use a range of decoding systems, e.g. phonetic, syntactic and semantic, to determine pronunciation of words
- Determine the meaning of unknown words using context, glossaries, and dictionaries
- Read aloud (at independent level)
- Self-correct when subsequent reading indicates an earlier miscue
- Use rhythm, pace and intonation associated with standard English

READING: LITERATURE

Reads extensively and in depth, from a diverse collection of texts and other materials to develop an awareness of the connection between literature and life.

The pupil should be able to:

- ❑ Discuss the qualities of characters
- ❑ Identify with characters
- ❑ Develop simple characterization sketches
- ❑ Discuss situations which occur within the literature
- ❑ Summarize stories
- ❑ Transform stories read to connect to their own experiences
- ❑ Identify lessons learnt
- ❑ Select favourite authors and genres
- ❑ Give simple explanations of differences in genres
- ❑ Produce simple pieces of writing based on the literature read

READING: COMPREHENSION

Reads, comprehends, interprets, and evaluates a wide range of materials appropriate to the instructional level of the class.

The pupil should be able to:

- ❑ Recall details
- ❑ Relate what is read to prior knowledge and experience
- ❑ Identify salient and specific details
- ❑ Restate ideas in his own words
- ❑ Identify and state the main idea
- ❑ Distinguish between significant and minor details
- ❑ Explain how something is done
- ❑ Say why something happens
- ❑ Use cue words and context clues to understand text
- ❑ Make, confirm and revise predictions
- ❑ Summarize the text adequately and accurately
- ❑ Relate what is read to experiences in other media e.g. films, plays etc

- ❑ Define and sequence information needed to carry out a procedure
- ❑ Use vocabulary to assist in making inferences and drawing conclusions
- ❑ Organise information in order to understand the sequence of events
- ❑ Draw conclusions from information given
- ❑ Apply information read to another context

WRITING: PROCESS

Organises thoughts and information for writing; develops drafts, edits, and revises work as appropriate for audience and purpose.

The pupil should be able to:

- ❑ Brainstorm to generate ideas for writing
- ❑ Organise ideas for writing in a logical sequence
- ❑ Select appropriate and relevant facts and details
- ❑ Remain on topic
- ❑ Self edit his own writing
- ❑ Peer edit the writing of others
- ❑ Proof read for appropriate grammar, spelling and structure
- ❑ Revise drafts based on feedback to further develop writing

WRITING: COMMUNICATION

Uses writing to communicate for a variety of purposes and audiences

The pupil should be able to:

- ❑ Demonstrate literal understanding of the topic
- ❑ Develop appropriate facts and details based on the topic
- ❑ Organise content appropriately
- ❑ Maintain a focus
- ❑ Produce pieces of writing using the four modes of writing
- ❑ Communicate ideas for a specific purpose e.g. to describe, relate, inform etc
- ❑ Produce simple skits and plays using Standard English dialogue
- ❑ Include a beginning, middle and end
- ❑ Write appropriate letters e.g. invitation, praise, request, sympathy
- ❑ Produce simple directions in prose form e.g. from home to school, how to make a cake

WRITING: CONVENTIONS

Uses the conventions of English grammar appropriate to the purpose of writing and the audience for whom it is intended

The pupil should be able to:

- ❑ use nouns to name people, places and things
- ❑ replace proper nouns with appropriate subject and object pronouns
- ❑ capitalize all proper nouns and words at beginning of sentences
- ❑ use correct punctuation at the end of sentences
- ❑ use commas to separate items in a list
- ❑ use commas appropriately in greetings and closures of letters
- ❑ use commas appropriately in dates
- ❑ use question marks appropriately
- ❑ use complete sentences
- ❑ use simple adjectives and adverbs appropriately
- ❑ extend sentences by using adjectives and adverbs
- ❑ use simple link words to join sentences

- ❑ use at least three types of sentence structures
- ❑ use the negative form in simple and compound sentence structures
- ❑ use the three simple tenses
- ❑ use the present continuous tense
- ❑ correctly spell basic and other commonly used sight words
- ❑ use phonics and word structures to spell more difficult words
- ❑ use appropriate vocabulary
- ❑ use synonyms to replace words given
- ❑ use antonyms to represent opposite of words given
- ❑ use simple homonyms in context
- ❑ use 's' and 'es' to form the plural

WRITING: PENMANSHIP AND PRESENTATION

Uses legible and acceptable handwriting and presents work neatly and within specified parameters

The pupil should be able to:

- ❑ accurately form and consistently size letters
- ❑ use a style of writing that is fluent and legible
- ❑ observe appropriate spacing between words
- ❑ head all work in a prescribed manner
- ❑ leave margins as required

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
LISTENING AND SPEAKING	<p>1. Listen for and show evidence of close understanding of main points</p> <p>2. Listen for and present details effectively.</p>	<p>Students perform selected tasks which they can only complete if they listen carefully to a series of instructions on tape or read out by the teacher</p> <p>Following directions and instructions in different situations and circumstances e.g.</p> <p>(1) using the cardinal points to located specific areas in the school SS</p> <p>(2) Group leaders reporting to class after performing simple Sciences experients SC</p> <p>(3) Listening to stories and identifying and presenting supporting details to show understanding of the main characters and events SC SS RE SEL D</p> <p>Child relates story that was previously read as though he/she is a character in the story.</p>	<p>Step by step observation and assessment by peer checklists to ask specific questions who, why, where to get specific information</p> <p>Self-evaluation inventory (items in checklist)</p> <p>Three or four statements given to determine which statement best describes the passage or story</p> <p>Pupils write stories or reports for their peers and younger children</p> <p>Making treasure maps</p> <p>Composing brochures containing “How To” ideas</p> <p>Checklists</p> <p>Impromptu speeches and peer debates</p> <p>Telephone conversations</p> <p>Oral presentations</p>	<p>Cue cards Dictionaries and reference texts</p> <p>Audio tapes Video tapes Magazines, documentaries</p> <p>Tape recorder Maps Recipe books Bus schedules and other appropriate materials</p> <p>Origami</p> <p>A variety of table games (Snakes and Ladders, Monopoly)</p> <p>Video recorder Puppets</p> <p>Computers</p> <p>Newspapers</p> <p>Overhead projector</p> <p>Powerpoint presentations</p> <p>Digital Camera</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
LISTENING AND SPEAKING	2. Listen for and present details effectively.	<p>After an oral presentation (teacher, student, tape, television, powerpoint), students make brief notes using category charts (eg. Animals, modes of transport) and graphic organizers (webs, clusters, semantic feature analysis)</p> <p>Students select interesting articles from newspaper, magazines, books, comics and advertisements, and in cooperative groups discuss and make notes in their journals and then give oral presentations to the class.</p> <p>Students listen to news items (local, regional, international) on electronic media and use 5 Ws + H (Who, What, When, Where, Why, How) to guide oral presentations</p> <p>Students perform role of newscaster using information gathered on camcorder/digital camera from field trips, tours and research</p> <p>Students listen to tour guides and make journal entries after making oral presentations</p>	<p>Creating games with detailed rules</p> <p>Making up games and teaching others to play them</p> <p>Students compare two different versions of the same story/main characters, scenes or plot</p> <p>Oral presentations using maps, graphs, photos or objects to aid clarification</p> <p>Peer assessment using speaking checklists</p> <p>Written reports using teacher created rubric</p> <p>Students write persuasive commercials utilizing a</p>	<p>Camcorder</p> <p>Audio tapes</p> <p>Checklists</p> <p>Bristol Board</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>LISTENING AND SPEAKING</p>	<p>2. Listen for and present details effectively.</p>	<p>Students listen and view video tape of current events and recreate from different perspectives e.g. photographer, spectator, dignitary</p> <p>Students listen to stories and interpret through aspects of Visual Arts</p> <p>Students listen to fairy tales and fables and use story props depicting scenes and characters to portray the story as it progresses (story sack)</p> <p>Students listen to short passages and provide appropriate titles</p> <p>Students listen to short passages read by teacher and identify specific elements in the story</p> <ul style="list-style-type: none"> - words, phrases, synonyms, homophones <p>In pairs, students listen to clues given in order to participate in a treasure hunt</p> <p>Role play an activity e.g. Cub Scout Investiture or School's Graduation, highlighting the roles of various participants e.g. guest speaker in order to prepare and</p>	<p>variety or propaganda techniques and discuss them with the rest of the class</p> <p>Chain Stories</p> <p>Improvisation done during pageant</p> <p>In groups, students discuss the relevance of titles to the passage</p> <p>Teacher-made tests</p> <p>Students create treasure maps</p> <p>Video-taped presentation: Students review and analyze</p>	<p>Tape recorders Audio tapes Camcorders Microphones Notepads</p> <p>Various items of interest</p> <p>Puppets Anthology of poems</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
LISTENING AND SPEAKING	2. Listen for and present details effectively.	<p>present vote of thanks</p> <p>Child relates story that was previously read as though he/she is a character in the story</p> <p>Students give oral book reports and are interviewed by peers</p> <p>Students conduct interviews with peers, teachers, principals or member of the community to identify opinions or views on given subjects e.g. Should children bring to school cellular phones? SS, SEL</p> <p>Students listen to and discuss the opinions of others about films, music, festivals, fashion and food and also express their own opinions.</p> <p>Pupils given current problems to solve e.g. a current local issue like burst water main. Solve problem by calling relevant agencies and report case. Respond to favourable and unfavourable answers.</p>	<p>video tape, using a prescribed checklist</p> <p>Pantomime</p> <p>Questions are asked to bring out characterization, setting, problem, events etc.</p> <p>Peer assessment – Pupils are given specific criteria/ guidelines to note during the interview</p>	<p>Cassette Tape Recorder</p> <p>Television Field Trips</p> <p>Old magazines Recommended Literature Texts Bristol board</p> <p>Old telephones</p> <p>Calypso</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
LISTENING AND SPEAKING	3. Listen to identify, evaluate and express the opinions of others and self	<p>- Students listen to different types of music and express preferences</p> <p>Students role play scenarios that portray sad and happy occasions e.g. skit which depicts:</p> <ul style="list-style-type: none"> - Empathy - Meeting and greeting others - expressing concern of sympathy - listening and responding to eulogies, tributes, speeches, toasts etc. <p>Students listen to songs and poems and express their feelings e.g. did the song/poem make you feel happy or sad</p> <p>Use puppetry in skits to demonstrate themes e.g. honesty. Students discuss the moral of the skit.</p> <p>Students watch selected films and express emotions through discussion of music, pace, character responses etc.</p>	<p>Pupils select and play their favourite tunes and note their responses in journals</p> <p>Students listen to different types of short speeches and identify such speeches, based on certain elements</p> <p>Guidelines given to write short speeches</p> <p>Students illustrate/paint poems and songs as they are read/ sung as well as after they have been read/sung</p> <p>Dramatization</p>	<p>Audio Cassette Records</p> <p>Paper Art supplies</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
LISTENING AND SPEAKING	<p>4. Listen to identify and express emotional attitudes of people.</p> <p>5. Use structural elements to enhance meaning.</p>	<p>Students critique opinion columns as read by the teacher, student or other resource personnel</p> <p>Students select and discuss themes that express emotions in poems, literature texts, films, festivals, fashion, food and other content areas</p> <p>Students listen to speeches (e.g. Martin Luther King) and identify the effect the rhetorical devices have on the audience - pauses, repetition etc.</p> <p>Students prepare one to two minute speeches and in peer groups, whole class, practice phrasing and pausing to maintain interest and attention</p> <p>In a game setting, a student is given two simple impromptu topics e.g. My Favourite Hobby/ My Favourite Food. Students select from given introductions, transitional words/ phrases and conclusions to deliver topic</p>	<p>Critique using setting, characterization, theme etc.</p> <p>Write different view points and discuss with class</p> <p>Identifying emotions and discussing why they were shown, and how else they could have reacted.</p> <p>Teacher questions to bring out cause and effect e.g. pause tape and ask pupils why was there repetition at a particular point or what they expect to hear next Discussion of video or audio tape presentation with accompanying checklist</p>	<p>Audio Cassette Recorder</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
LISTENING AND SPEAKING	<p>5. Use structural elements to enhance meaning.</p> <p>6. Respond to sensory content of all types of poetry.</p>	<p>Teacher with assistance of students, demonstrate:</p> <ul style="list-style-type: none"> - how to move smoothly on to a new topic during a conversation - respond appropriately in a conversation or dialogue - stay on the topic during a conversation <p>Students listen to a telephone call, ask for the relevant information to complete a message slip</p> <p>From selected poems e.g. The Hurricane or the Rain, students identify onomatopoeia, alliteration, rhyme, rhythm</p> <p>Students beat and dance out rhythms in poems</p> <p>Students select and memorize a poem and presents it in dramatic form using rhythm and characterization</p> <p>Students engage in choral speaking exercise in both standard English and dialect</p>	<p>Video and/or audio tape and have students do self-evaluation</p> <p>Teacher conferencing where teacher indicates strengths and weaknesses and suggest ways to improve</p> <p>Teacher modeling</p> <p>Dramatization of skit</p> <p>Role playing</p> <p>Completion of message slip after taking message</p> <p>Delivering messages</p> <p>Written assignment identifying figures of speech</p>	<p>Video Cassette Recorder</p> <p>Audio Cassette Recorder</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: SKILLS AND STRATEGIES	<ol style="list-style-type: none"> 1. Use context clues to find meaning (pictures, descriptions, definitions, antonyms, synonyms, surrounding sentences) 2. Employ re-reading strategies to consolidate meaning 3. Employ strategies that assist with self-correcting 4. Apply previous knowledge to extract meaning from text 5. Determine word meaning using structural analysis, compound words, prefixes, suffixes, roots, inflectional endings, blends and digraphs 6. Locate relevant and pertinent information 7. Use appropriate reading rate based on the content 8. Vary and adjust rate of reading to match the difficulty of the text and purposes for reading 	<p>Sample oral reading by proficient readers</p> <p>Taped audio and or video readings</p> <p>Brainstorming Discussion Examining headlines from the newspaper and magazine titles</p> <p>Locating information in or on the SS, SC, SEL</p> <ul style="list-style-type: none"> • Classified section of the newspaper • Maps • Product packaging • Yellow Pages <p>SEL. SS, SC</p>	<p>Cloze tests Checklists</p> <p>Informal reading inventory</p> <p>Miscue analysis</p> <p>Retelling stories</p> <p>Giving instructions in posters</p> <p>Following instructions on simple maps</p>	<p>Textbooks</p> <p>Computers</p> <p>Dictionaries</p> <p>Newspapers</p> <p>Magazines</p> <p>Tourist maps</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: SKILLS AND STRATEGIES	<p>9. Demonstrate mastery of reading skills and strategies across the curriculum and continue to develop vocabulary and fluency</p> <p>10. Read independently and spontaneously, for pleasure</p>	<p>Skimming Scanning</p> <p>Reader's theatre Dramatic story telling Role play as newscaster or reporter</p> <p>Use of graphic organizers such as K-W-L Concept Mapping Webbing SS, SEL, SC</p> <p>Drop Everything and Read (DEAR) SS, SC, RE, SEL Journal writing, book logs</p>	<p>Observation</p> <p>Shape books Research</p>	<p>Textbooks, newspapers, magazines, student selected reading material</p> <p>Trade books Newspapers, magazines, charts, maps</p> <p>Fiction and non-fiction texts, magazines, comics, newspapers, brochures, flyers</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: LITERATURE	<ol style="list-style-type: none"> 1. Recognise and read different kinds of literature including picture and illustrated books, folk tales, fairy tales, fantasy, sequence fiction, poetry, realistic fiction, historical fiction, biographies, information books 2. Learn about human problems, solutions, models and values through reading literature 3. Develop criteria to evaluate and judge books read 4. Learn how different cultures have contributed to our society 5. Identify and use images, rhymes, metaphor, simile, alliteration, onomatopoeia and other literary devices employed in prose and poetry 6. Explore the world of the unknown and exercise imagination through poetry, prose, drama and music 7. Learn about and appreciate rhyme and rhythm of language 	<p>Draw Venn Diagram to compare book characters</p> <p>Checklist</p> <p>Add a chapter that involves the main character in a new episode SEL</p> <p>Oral discussion</p> <p>Dance, drama, Literature circles Discussion Director</p> <p>Choral speaking Rhymes Poetry Reading</p> <p>Discussion of big books</p> <p>Choral reading, poetry readings,</p>	<p>Book talk presentations</p> <p>Checklists</p> <p>Observations</p> <p>Peer reviews</p> <p>Retelling of stories in proper sequence</p> <p>Oral written exercises after reading Peer assessment Projects Posters Charts</p> <p>Writing Journals, logs</p>	<p>Tape recorder Audio tapes</p> <p>Language Master</p> <p>Puppets</p> <p>Textbooks</p> <p>Trade books</p> <p>Resource persons</p> <p>Magazines</p> <p>Story Logs</p> <p>Magazines, music CDs, audio tapes</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: LITERATURE	<p>8. Gain insight into their problems through realistic fictional stories</p> <p>9. Identify with and learn from role models in literature</p> <p>10. Derive enjoyment and pleasure from the study of literature</p>	<p>limericks Book talks Mime and role play</p> <p>SEL, SS, SC, RE</p> <p>Dramatic activity (class plays, concerts)</p> <p>Preparation of posters, book jackets, skits, taped readings, story sacks, book talks</p>		<p>Biographies</p> <p>Autobiographies</p> <p>Short novels and children's texts</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: COMPREHENSION	1. Identify and state factual information from the text 2. Assess accuracy of detail	Find and remember details of a passage Observe and recall information Display knowledge of events, dates and places Compilation of information on persons M, SS, SC Labelling Quoting information Respond to question cues: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, what SC, SS	Summary writing Picture dictation Oral presentations based on newspaper articles and or documentaries Family Trees Biographies Photograph albums Posters Charts Brochures Filling in the bubbles in cartoon strips Projects	Tape recorder Video recorder Newspaper

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: COMPREHENSION	4. Make predictions	Reading and responding to Letters to the Editor, newspaper headlines SS Scenarios and role play	Expressing personal opinions	Newspapers
	5. Make generalizations	Reading and discussion of fables, fairy tales and factual pieces of writing Select material pertinent to a given topic Write summaries Develop categories SC	Simple skits Posters Art Rewrite fables, folk tales and fairy tales with new beginnings and endings, different characters, settings and events Venn Diagrams Semantic Feature Analysis	Literature Texts Newspapers Fairy Tales Fables Tell Me Why Fairy tales, fables,

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: COMPREHENSION	Evaluate authenticity of the material read	Check sources	SC	Checklists Thesaurus, encyclopedias, dictionaries, bible and other content area texts

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: PROCESS	<p>1. Prewriting Generate ideas</p> <p>2. Drafting Record ideas and preliminary organization</p> <p>3. Revising Organize for sequence, cohesion, conciseness, clarity and relevance</p>	<p>Brainstorming</p> <p>Write think aloud journals to convey feelings</p> <p>Write free response journals to convey feelings</p> <p>Compose poems to express various emotions</p> <p>Write letter of sympathy, congratulations and praise to express feelings</p> <p>Create a new version to a story heard or read</p> <p>Comic strips</p> <p>Expand sentences</p>	<p>Self assessment</p> <p>Peer assessment</p> <p>Presentations</p> <p>Checklists</p> <p>Assessment of finished work</p> <p>Writing letters to</p> <ul style="list-style-type: none"> • pen-pals • Agony Aunt • Friends • Relatives 	<p>Tape recorder</p> <p>Journals</p> <p>Magazines</p> <p>Newspapers</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: PROCESS	4. Use the elements of a story – setting, characters, problems, steps to solving the problem and the solution – to create short stories	<p>using figurative language</p> <p>Insert synonyms, adjective, adverbs Efficient use of context clues</p> <ul style="list-style-type: none"> • Direct definition • Comparison • Contrast <p>Produce a sequel to a story heard or read</p> <p>Story maps Story pyramid</p> <p>Picture frames for character sketches</p> <p>Concrete poems for description and setting</p> <p>Dialogue for establishing</p>	<p>Story Mapping</p> <p>Reports Displays of work</p> <p>Dramatic productions</p> <p>Video and audio recordings</p> <p>Posters and charts</p> <p>Flowcharts</p>	<p>Story maps Story grammar Story pyramid</p> <p>Sequential maps</p> <p>Rubrics Checklists Resource persons Bristol Board Computers</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: PROCESS	4. Use the elements of a story – setting, characters, problems, steps to solving the problem and the solution – to create short stories	<p>problems and solutions</p> <p>Comic strips</p> <p>Action frames / shoebox movies</p> <p>Write biographies of real persons or fictional characters arising out of reading SS</p> <p>Produce skits and dialogue using Standard English</p> <p>Write reports of interviews conducted with personnel related to school activity SS</p> <p>Select the main points from a text book</p> <p>Field trips to</p>	<p>Production of a simple movie</p> <p>Scriptwriting</p> <p>Videotaping of skits</p> <p>Audiotaped mock radio reports</p> <p>Compose an outline explaining the main point</p> <p>Structured overviews</p>	<p>Old shoeboxes, toilet rolls, cellophane paper, card, bristol board, markers, pictures</p> <p>Camcorder</p> <p>Rubrics</p> <p>Checklists</p> <p>Cassette Tape Recorder</p> <p>Overhead Projector</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: PROCESS</p>	<p>5. Editing Correction of punctuation, spelling, grammatical structures and tone.</p> <p>6. Publishing</p>	<p>stimulate thoughts and ideas</p> <p>Pupils use checklists and language guides to proofread work</p> <p>Spelling games</p> <p>Games testing synonyms, adjectives etc</p> <p>Word banks</p> <p>Writing and display of final drafts using suggestions given during conferences</p> <p>Open Days Shared readings</p>	<p>Student generated checklists</p> <p>Spelling tests based on themes taught</p> <p>Developmental Portfolios Individual, group and class Anthologies</p> <p>Audiotaped readings by students</p>	<p>Journals, Bristol Board</p> <p>Display Boards Portfolios Computers</p> <p>Cassette Tape Recorder</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: COMMUNICATION	<ol style="list-style-type: none"> 1. Write to create mood and atmosphere 2. Identify the form the piece of writing will take 3. Consider the purpose for the piece of writing 4. Write stories that are tightly organized with identifiable beginning, middle and end. 5. Compose poems to express emotions 6. Write letters expressing thanks and regret to communicate feelings 7. Retell and write in own words a story that is heard 	<p>Determine how the reader should feel</p> <p>Use of phrases and other stimulus material related to children's background experiences for oral and written responses</p> <p>Write buddy journals to convey feelings</p> <p>Haiku</p> <p>Writing of e-mail material to electronic pen pals</p> <p>Items to newspapers etc.</p> <p>Brainstorming, then categorizing ideas</p>	<p>Oral and written reports on tours/trips</p> <p>Skits and dialogues composed by children</p> <p>Journals</p> <p>Discussions and debates</p> <p>Checklists</p> <p>Portfolios</p> <p>Peer critique</p> <p>Assessment of students' written work</p>	<p>Computer with e-mail access</p> <p>Textbooks</p> <p>Picture books</p> <p>Resource Persons</p> <p>Educational tours</p> <p>Sample stories</p> <p>Newspapers</p> <p>Magazines</p> <p>Periodicals</p> <p>Internet access</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: COMMUNICATION	7. Retell and write in own words a story that is heard	<p>Story telling</p> <p>Produce in a newscast a description of an incident witnessed</p> <p>Create a new version to a story that is heard Creation of serials, episodes, sagas etc</p> <p>Produce skits and dialogues using Standard English</p>	<p>Written reports</p> <p>Production of class serials</p> <p>Performances at school events</p>	Camcorder

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: COMMUNICATION	8. Write invitation letters to relatives, friends and acquaintances 9. Write reports on school trips and other school activities 10. Write letters of complaint or requesting all relevant information 11. Use the five w's plus one cluster to write news articles	Create posters to communicate specific information Writing of e-mail material to electronic pals, items to newspapers etc. Daily journals Reporting news to various audiences	Observation Checklists Portfolios Diaries Peer critiques Class newspapers	Textbooks Newspapers Computer with e-mail access

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	1. Spell key words in other subject areas;	<p>Word Bank Deposits of new words are placed in bank with name. Write sentence using word (has to be able to spell and know its meaning) Withdrawal: Check word bank for word for your purpose and write sentence using word</p> <p>Word of the Week: Student selects new words, give meanings, part of speech, word derivatives, sentence using word. Class uses word whenever appropriate in other subject areas</p> <p>Scrambled words are put together by</p>	<p>Oral and written exercise</p> <p>Dictation exercises made up of some words from the spelling lists</p> <p>Use of cloze passages with words previously done</p> <p>Spelling test where</p>	<p>Flip chart with words</p> <p>Chart with proof reading checklist for spelling</p> <p>Flip chart for listing words according to subject area</p> <p>Selected passages from other subject areas</p> <p>Dictionaries</p> <p>Thesaurus</p> <p>Writing Journals</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	Spell key words in other subject areas;	<p>students</p> <p>Passages from other subject areas are selected and attention drawn to spelling patterns</p> <p>Teachers use an array of spelling games to make spelling fun e.g Boggle, Scrabble etc Students make lists of words they have created in their journals</p> <p>Using dictionaries and/or thesaurus, students find word meanings</p> <p>Students locate these words in their reading texts and use them in their</p>	<p>in small groups, students test each other</p> <p>Oral comprehension</p> <p>Oral and written Test: Students are given tests based on their individual spelling sheets</p>	<p>Selected passages from various subject areas</p> <p>Games: Boggle, Scrabble</p> <p>Writing journals</p> <p>Dictionary</p> <p>Thesaurus</p> <p>Reading texts</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	2. Spell homophones and use them accurately.	<p>writings</p> <p>Homophone Treasure Hunt - Treasure map game board; 30 cards with definition of homophone on each card and word at back; a die; place markers. Place cards in a pile with the words face down. The first player picks up the top card, reads definition aloud, and tries to spell word that fits definition. If correct, player throws die and moves the number of spaces shown. If incorrect, player does not move. Players take turns until one person finds the treasure.</p> <p>Students write</p>	<p>Written exercises where homophones are used</p> <p>Sentences presented</p>	<p>Word cards Game Board Die Place markers</p> <p>Dictionaries</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>2. Spell homophones and use them accurately.</p>	<p>sentences with homophones in their journals which are then presented orally in their small groups</p> <p>Homophone cards are prepared in sets of four. e.g. “pear” on 1st card; “pare” on 2nd card; “a fruit” on 3rd card; “to cut” on 4th card</p> <p>Cards are distributed. Person with card 1 stands and homophone partner stands to match.</p> <p>Person with card 1 stands and synonym partner stands to match</p> <p>In small groups,</p>	<p>orally are critiqued by peers for correct usage</p> <p>Students’ journals are checked by the teacher for accuracy</p> <p>Written exercise where children are asked to complete sentences using the correct form of the homophone</p> <p>Peer evaluation where students critique each other’s work</p>	<p>Thesaurus</p> <p>Journals</p> <p>Word cards</p> <p>Dictionaries</p> <p>Thesaurus</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	<p>2. Spell homophones and use them accurately.</p> <p>3. Spell words commonly misspelt and confused</p>	<p>students generate sentences and present to class</p> <p>Password: cards with definition of commonly misspelt/confused words are distributed. Students read definition and supply and spell the correct word.</p> <ul style="list-style-type: none"> - Teach students to look for patterns in words - Create a word wall as a point of reference so that students can compare new words with words previously encountered - Encourage students to use new words in 	<p>Peer editing of compositions</p> <p>Teacher conferencing where teacher works with individual students</p> <p>Spelling Quizzes</p>	<p>Word cards</p> <p>Teacher as resource to model various activities</p> <p>Teacher resource</p> <p>Word lists for display</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	3. Spell words commonly misspelt and confused	<p>their journal writings</p> <p>Word Art: Create word, using words commonly misspelt/confused. Show something about the word's meaning in the way you write or draw the word. E.g. make the word part of a drawing, add special touches, or write the word in a meaningful shape. Be creative!</p>	<p>Have students explain their work of art to an audience</p>	<p>Display boards</p>
	4. Spell words commonly misspelt and confused	<p>Cards with root words; a list of endings and suffixes. Player one draws a card, reads the word and identifies base word. Then all players have 30 seconds to write any</p>	<p>Have students read passages containing these words. They are asked to underline the root word and circle the suffix.</p> <p>Have students write</p>	<p>Word cards Word lists on display</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	<p>4. Spell words commonly misspelt and confused</p> <p>5. Review words that double the final consonant before an ending</p> <p>6. Spell words with double consonants.</p>	<p>words that can be made by combining the base word with the endings and suffixes</p> <p>Have class discussion on the meanings of the new words and subsequent changes in meaning</p> <p>Encourage use in their writing</p> <p>Root words and endings: Students read passage and underline words with double consonant endings and then identify the root word</p> <p>Students are given a list of familiar words with double</p>	<p>sentences in their journals using these formations</p> <p>Students match their completed list to teacher's prepared list</p> <p>Lists of words are dictated and students write</p>	<p>Overhead Projector</p> <p>Cassette Tape</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>6. Spell words with double consonants.</p>	<p>consonants. As pupils spell words in syllables, they show where word is broken. Pupils generate rule</p> <p>As a pre-reading activity, students are given lists of words from reading where they use appropriate syllabication rule e.g. din/ner</p> <p>Have students recall that a syllable is that part of the word in which one vowel sound is heard. Say the sentences paying special attention to the underlined word. Show me the <u>button</u>. Pupils identify two syllables and two vowel sounds. Spell the word in syllables.</p>	<p>Students participate in a team activity for points in a spelling quiz</p> <p>Have students write the rule and present to the class</p> <p>From passages, have students identify words based on the rule generated</p>	<p>Audio tapes</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>7. Spell words with schwa sound: e.g. Saturn, surgeon</p> <p>8. Identify and spell words with vowel digraphs: or, oy, on, ow</p>	<p>Generate the rule.</p> <p>Teacher models the sound for the vowel digraphs or, oy, on, ow</p> <p>Drawing from the Deck - Words students need to practise (annoy, decorator, frown, bond) are placed on cards, one word to a card. Shuffle the cards and place them face down on table. Each student in turn draws a card and reads the word on it.</p>	<p>Vowel digraph sounds are placed on tape. Children listen to the sounds and reproduce the sounds as indicated by the teacher.</p> <p>Variety of words are on tape including the words with the required digraph sound. Students are asked to write the required word.</p> <p>Teacher calls lists</p>	<p>Tape recorder</p> <p>Audio tapes</p> <p>Over head Projector</p> <p>Language Master</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	10. Use full stops appropriately	<p>Student Survey: Students work in small groups with each group creating one survey e.g. entertainment, music, food. Students construct 10 statements around topic e.g. Please circle the response that best describes you.</p> <p>I eat breakfast: Always Sometimes Rarely</p> <p>I drink milo in the morning: Always Sometimes Rarely</p> <p>I eat meat with my dinner: Always Sometimes Rarely</p> <p>Teacher checks declarative sentences</p>	<p>Simple research projects</p> <p>Construction of basic research instruments</p> <p>Written Pieces "What I do on Saturday."</p> <p>Substitution Drills</p> <p>Grammar Games Conversational Practice</p> <p>Scenarios</p> <p>Dialogues</p>	Computers

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>10. Use full stops appropriately</p>	<p>and distributes them. Each group gives short presentation. E.g. Jack always eats breakfast. He never drinks Milo in the morning. He always eats meat with his dinner.</p> <p>Pupils are given sentences and passages and asked to rewrite them, putting in the full stops and capital letters correctly. e.g. i was seven years old when i witnessed a fire it was an experience that will always linger in my memory it was a typical saturday night my brother and i were looking at our</p>	<p>Teacher and student generated passages</p>	<p>Photocopied passages</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>11. Use commas appropriately</p>	<p>favourite television show when suddenly there was a deafening explosion</p> <p>Teacher will dictate short passages. Dictation where pupils put in punctuation marks correctly.</p> <p>Formatting letters using the computers</p> <p>Focus pupils' attention to draft letter provided by asking questions such as:</p> <ul style="list-style-type: none"> - Why is it important to put your address on a letter? - What information is needed in an address? 	<p>Dictation</p> <p>Letter Writing for authentic purposes</p> <p>In response to</p> <ul style="list-style-type: none"> • current events • newspaper articles • suitable issues identified in the problem page of 	<p>Cassette Tape Recorder</p> <p>Computers</p> <p>Newspapers Magazines</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	12. Use quotation marks in direct speech;	<p>Students listen to taped phone conversation and indicate with finger gestures the beginning and ending of spoken words while repeating what is said</p> <p>Have riddles and answers on pairs of cards. Give one pupil the card with the question and another card with the answer. As questions and answers are read, recorded on chalkboard as a conversation for example. Pupils direct you in supplying the punctuation. Tim</p>	<p>Oral and written exercises</p> <p>Grading of students' written work</p>	<p>Textbooks</p> <p>Reference books</p> <p>Board games</p> <p>Newspapers</p> <p>Magazines</p> <p>Coverstock</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	13. Use quotation marks for titles of books and poems;	Students organize a bibliography of books and poems in their reading portfolios/logs	Projects which include references or bibliographies	Worksheets
	14. Use exclamation marks for emotions of surprise, excitement, horror, anger, etc.;	Students listen to tapes and put in exclamation marks correctly on accompanying worksheets Teacher/Student reads a short scenario. Pupils supply appropriate expletive that matches statement. e.g. Mother dropped the iron on her toe . Ahh!	Underlining Correction of peer errors Rewriting sentences or paragraphs	
	15. Use a colon after "as follows" and "the	Let's Pretend Game and give commands		

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>15. Use a colon after "as follows" and "the"</p>	<p>that would be given e.g Drill Sergeant: Eyes right</p> <p>Teacher to noisy class</p> <p>Mother to disobedient child</p>		

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	16. Use capital letters appropriately	Students write exercises involving capitalization for: <ul style="list-style-type: none"> - the first word in a sentence - lines of poetry - titles of books, stories and poems - titles of persons - important words in headlines, subject headings etc 	Assessment of students written work by teacher Peer assessment	Textbooks Newspapers Commercial posters Internet access

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	17. Use the following basic sentence types correctly:	<p>the chalkboard. Students are then asked to identify parts of the sentence.</p> <p>Pupils are given newspaper articles to identify sentence types and state the functions of individual elements within the sentence</p>		

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	<p>e) The mason built the wall high (s/ vb./ direct ob./ modifier)</p> <p>18. Expands the basic sentence types at a, b, c, d, e, using single word modifiers, word phrases and clause modifiers</p>	<p>Teacher places sentence on board e.g. The children laughed.</p> <p>Ask students to :</p> <ul style="list-style-type: none"> - add words that describe the children - add words that tell when the children laughed - add words that describe how the children laughed - add words that tell what the children laughed at <p>The above activity may also be adopted, using phrases and clause modifiers</p> <p>Students choose sentences from their</p>	<p>Peer/Teacher conferences to discuss the accuracy of structures used</p>	<p>Textbooks</p> <p>Reference books</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>20. Use <i>and, but, either...or, neither...nor, both...?, not only...but also, however, moreover, therefore, on the other hand, eventually</i> and other bridge words and phrases to join sentences;</p> <p>21. Use all forms of personal and possessive pronouns correctly;</p>	<p>Student B: No, I do not have it. Mary has it.</p> <p>Using their own previous Composition drafts, students use conjunctions and other bridging words to join sentences</p> <p>Students read various passages where conjunctions are utilized and discuss the effect/appropriateness of these connectives on these sentences</p> <p>Students complete cloze passages using the appropriate pronouns. Through discussion, students justify why specific pronouns were used</p>		<p>Posters Teacher Made Charts</p> <p>Prepared Cloze Passages</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>22. Use the correct form of the verb in: simple present, simple future, simple past, present and past continuous;</p>	<p>Students read the given sentences and replace the underlined words with suitable possessive pronouns e.g. The girl wants <u>my own</u> instead of <u>her own</u>.</p> <p>The girl wants mine instead of hers.</p> <p>Simple Past Tense: A noun is given and pupils are asked to supply a verb in the past tense according to the alphabet e.g apple pie is the noun A ate apple pie, B bit it; C cut it; D divided it; E enjoyed it etc</p> <p>Teacher models structures, then students make sentences using the same format orally</p>		<p>Flashcards</p>

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
<p>WRITING: CONVENTIONS</p>	<p>23. Use <i>can, may, must, should, would, could</i> and <i>might</i> correctly;</p>	<p>Students examine situations containing the various forms of <i>can, may, must</i> etc. Students and teacher generate sentences incorporating the said words. Students evaluate each other's sentences to ascertain correct usage.</p>	<p>Shopping Scenario</p>	

TOPIC	OBJECTIVES (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: CONVENTIONS	24. Discriminate between dialect and standard usage according to place and circumstance and between formal and informal usage.	<p>Selected students create scenarios when they are given various roles to play. Other students evaluate their language according to the situation. Each child is given a role. Conversations include:</p> <ul style="list-style-type: none"> -two neighbours discussing cricket teacher speaking to a parent - you are greeting the Prime Minister - discussion between two friends - addressing an audience at a conference 	Peer assessment	Tape recorder Video camera Digital camera

APPENDICES

RECOMMENDED LITERATURE TEXTS

The following list of recommended Literature texts, represents a cross-section of the different genres to be formally introduced at the primary level. The selection ranges from classics to contemporary and from prose to poetry. The classics, enduring pieces of literature, which explore the perennial themes of human existence, are indicators of the cultivated person and form an integral part of student interaction with Language Arts. It is through the study of fiction, poetry, drama and the arts that students gain self-understanding and appreciation of the minds of others. This aspect of Language Arts will stimulate student understanding of self and appreciation for the history, culture and human engagement of the region and beyond. Mortimer Adler, proponent of the systematic study of Great Books or works of Literature through the *Paideia* programme, states,

“ The fundamental ideas and concepts upon which education should be based are not merely the mores and beliefs which happen to be current in the 20th century They are universal truths about what constitutes a good education for all men at all times and places simply because they are men.”

Literature will be introduced, using an integrated approach, in the four Language Arts areas of listening, speaking, reading and writing and also infused into as many of the content areas as feasible, since this list is by no means exhaustive. Teachers should attempt to expose students to a

selection of texts from as many of the genres as possible, in order to provide them with a broad encounter with the field of Literature. Indeed, instructors are encouraged to supplement students' experiences with suitable additional material. It should also be noted that the level of difficulty of texts and student ability, should be taken into consideration when making selections.

Drama and music will also play a key role in the development of student appreciation for creative expression. It is hoped that the study of Literature will be an interactive, enriching and exciting experience for both students and teachers.

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

Class Four

Author	Title	Publisher
West Indian		
D'Costa, Jean D'Costa, Jean & Pollard, Velma	Sprat Morrison Over Our Way	Longman Caribbean Longman Caribbean
	The Wooing of Beppo Tate	MacMillan
Pollard, Velma	Anansesem - A Collection of Folk Tales, Legends and Poems for Juniors	Carlong
Reid V.S.	The Young Warriors	Longman Caribbean
Salkey, Andrew	Hurricane Brother Anancy and other Stories	Penguin Longman
Seaforth Sybil	Voyage to Sandy Bay	Longman Caribbean
Sherlock Philip	Three Finger Jack's Treasure	Jamaica Publishing House

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
RECOMMENDED LITEATURE TEXTS FOR PRIMARY SCHOOLS**

Class Four

Author	Title	Publisher
	The Illustrated Anansi	MacMillan
Walmsley Anne	The Sun's Eye	Longman Caribbean
Non-West Indian		
Barlow Steve Skidmore Steve	Romeo and Juliet	Heinemann
Body Wendy	Fun Fables	Longman
	Meet Mark Alleyne Professional Cricketer	Longman
Carroll, Lewis	Alice in Wonderland	Heinemann, MacMillan Baronet Books

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

Class Four

Author	Title	Publisher
Clayton David	Crown of Blood (A Retelling of Macbeth)	Heinemann
	Aesop's Fables	Longman,
Dickens, Charles	A Christmas Carol	Longman
Garnett, Eve	The Family from One End Street	Heinemann
Grahame Kenneth	The Wind in the Willows	Baronet Books
Lewis C.S.	The Chronicles of Narnia	Longman
	Book 1: The Lion the Witch and the Wardrobe	Longman
	Book 2: Prince Caspian	Longman
	Book 3: The Voyage of the Dawn Treader	Longman
	Book 4: The Silver Chair	Longman
	Book 5: The Horse and His Boy	Longman
	Book 6: The Magician's Nephew	Longman
	Book 7: The Last Battle	Longman

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

Class Four

Author	Title	Publisher
Donaldson Julia	Hamlet	Longman
	Midsummer Dream	Longman
London, Jack	The Call of the Wild	Penguin
Myers, Walter Dean	At Her Majesty's Request An African Princess in Victorian England	Scholastic
O'Dell Scott	Island of the Blue Dolphins	Puffin
Orme, David	Macbeth, Warlord of Space	Longman
Reeves, James	Heroes and Monsters: Legends of Ancient Greece	Pan MacMillan
Stevenson, Robert Louis	Treasure Island	Baronet Books
Twain, Mark	The Adventures of Tom Sawyer	Baronet Books
Verne, Jules	Journey to the Center of the Earth	Baronet Books

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
RECOMMENDED LITERATURE TEXTS FOR PRIMARY SCHOOLS**

Class Four

Author	Title	Publisher
Verne, Jules	20,000 Leagues Under the Sea	Baronet Books
White, E. B	Charlotte’s Web	Longman
Music – Calypso		
Performer	Title	Label
Carter, Anthony “Gabby”	Emmerton Bridgetown We Culture	Blue Wave Records /ICE

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
SUGGESTED TEACHER RESOURCE MATERIALS FOR PRIMARY SCHOOLS
2003**

Author	Title	Level	Publisher	Recommended Year
Teacher's Language Arts Resources				
Buckton Chris Sanderson Anne	Models For Writing Package containing Teacher's Book Pupil's Book Photocopy Masters Overhead Transparencies		GINN	1, 2, 3 and 4
Dewsbury Alison Bindon Ross	Shared and Guided Reading and Writing Key Stages 1 and 2		GINN & Heinemann	1, 2, 3 and 4
Lindsay Sarah Painter Heather Frost Hilary	Comprehension and Writing Skills 4 - 6 Sentence and Word Skills 4 - 6 Package containing Pupil's Book, Interactive Big Book and Teacher's Resource Book		Longman Longman	1, 2, 3 and 4 1, 2, 3 and 4
Gray Cecil	Primary Comprehension			2, 3 and 4

MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
SUGGESTED TEACHER RESOURCE TEXTS FOR PRIMARY SCHOOLS
2003

Author	Title	Publisher	Recommended Year Level
Hornsby Beve, Shear Frula Pool Julie	Alpha to Omega Teacher's Handbook Flashcards Activity Pack	Heinemann	1, 2, 3 and 4
McCarthy Tara	Descriptive Writing Expository Writing	Scholastic	1, 2, 3 and 4
Noel, Dorothy Noel, Keith Kellier Myrtle	Carlong Revision Guide for Junior English	Carlong	1, 2, 3 and 4
Ott Philomena	How to Detect and Manage Dyslexia	Heinemann	1, 2, 3 and 4
Walcyn-Jones Peter	Top Class Activities	Penguin	1, 2, 3 and 4

**MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
SUGGESTED TEACHER RESOURCE TEXTS FOR PRIMARY SCHOOLS
2003**

Author	Title	Publisher	Recommended Year Level
Drama Texts for Teachers			
Adland, D. E.	Group Drama (Books 1-4)	Longman	1, 2, 3 and 4
Neelands, Jonothan & Goode, Tony	Structuring Drama Work		1, 2, 3 and 4
Slade Peter	Child Drama	University of London Press	1, 2, 3 and 4
Slade Peter	Drama and the Middle School	University of Lancaster	3 and 4
Stewig John	Spontaneous Drama: A Language Art	Merrill	3 and 4
<u>Word Puzzles</u>			
	Super Book of Brain Teasers	Brown and Watson	2,3 and 4

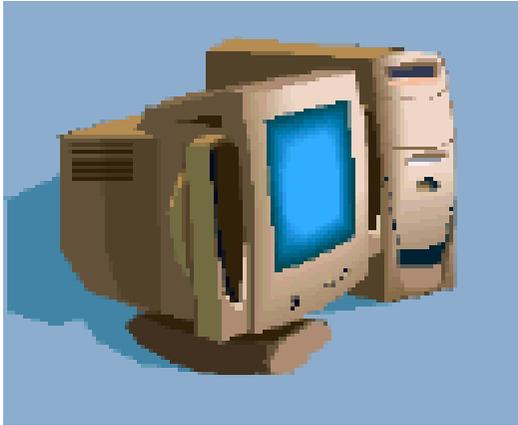
MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
TEACHER RESOURCE LANGUAGE ARTS TEXTS FOR PRIMARY SCHOOLS
2003

Author	Title	Publisher	Recommended Year Level
Gray Cecil	Swing into English	Nelson	1,2, 3 and 4
Delapenha, Joan & Rose Jean	1001 Questions for Common Entrance	Carib Publishing	3 and 4
Marshall, Eileen	Live Language	Carlong	1, 2, 3 and 4
Narinesingh Roy	Comprehension Skills For the Caribbean Books 1 – 4	GINN	1, 2, 3 and 4
Narinesingh Roy	Words and Meanings	Royards Educational	3 and 4
	Keskidee	Longman	1, 2, 3 and 4
Richards Haydn	Caribbean Junior English	GINN	1,2, 3 and 4

MINISTRY OF EDUCATION, YOUTH AFFAIRS AND SPORTS
SUGGESTED TEACHER RESOURCE TEXTS FOR PRIMARY SCHOOLS
 2003

Author	Title	Publisher	Recommended Year Level
<u>Children's Bibles</u>			
	The Picture Bible	Chariot Victor Publishing	1, 2, 3 and 4
	The Treasure Study Bible	Kirkbride	3 and 4
Dictionaries			
	Longman Active Study Dictionary Complete with CD-ROM	Longman	1, 2, 3 and 4
	Longman Basic English Dictionary	Longman	1, 2, 3 and 4
	Oxford Junior Thesaurus	Oxford University Press	3 and 4
	The Junior School Dictionary	Heinemann, Rigby Ginn	1, 2, 3 and 4

USEFUL WEBSITES



<http://www.school-library.org/pathfinder>
<http://www.sitesforteachers.com>
<http://www.proteacher.com>
<http://www.yahooligans.com>
<http://www.planetbookclub.com>
<http://www.wizzkidz.com/english>
<http://www.enchantedlearning.com>
<http://www.edhelper.com>
<http://www.primarygames.com>
<http://www.funbrain.com>
<http://www.gigglepoetry.com>
<http://www.rhlschool.com>