

LANGUAGE ARTS CURRICULUM GUIDE
LEVEL 4
LISTENING

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
ATTENTIVE LISTENING Response to sounds	Listen attentively in order to hear/receive information and respond appropriately.	Listening and responding to what is heard. Listening attentively in order to hear/receive information and extracting appropriately information.	Listen with the entire body. Look at speaker and show interest in what is said. A willingness to be polite and courteous when one is speaking.	<ul style="list-style-type: none"> • Listening means more than just hearing. To listen is to pay attention and to hear means to be aware of. • One should not be easily distracted by competing noises but try to focus on the message. 	<p>Listening then telling what was heard so as to distinguish between listening and hearing.</p> <p>Determining whether one can hear without listening through demonstration.</p> <p>Listening and answering questions on speech delivered at assembly.</p>	<ul style="list-style-type: none"> • Listen to sounds in the environment and identify specific sounds heard. • Listen to a radio programme and answer questions about what was heard. 	Listening and responding to content related sounds in all other core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<ul style="list-style-type: none"> • To listen is to make an effort to hear or to give attention. • To hear is to perceive with the ear, be informed, find out but understand for e.g. • <u>Speech</u> delivered at Assembly • <u>Messages</u> to classmates, teachers, Head-mistress. • <u>Warning</u> sounds of ambulance, fire engine, 	<p>Taking messages from one person to another.</p> <p>Listening to read alouds and presenting what was heard orally or by illustrations.</p> <p>Responding appropriately to bell for fire drill and bell that signals assembly, dismissal etc. of school.</p> <p>Listening and extracting pertinent information.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>screams, guns, police siren's bell for fire drill.</p> <ul style="list-style-type: none"> • Sounds of pleasure; • laughter, • music • applause • Advice from doctor. 			
Directions/ Instructions	Practise attentive listening which is important for following oral directions/ instructions and to complete specific tasks.	Listening, recalling and following oral directions to complete given tasks such as taking messages or conducting experiments.	<p>Show willingness to obey/follow/ respond to given instructions.</p> <p>Willingness to ask questions for clarity.</p>	<p>Directions/ Instructions are important for finding places or completing tasks.</p> <p>Listen attentively in order to follow directions/ instructions.</p>	<p>Listening to directions/ instructions given by teacher or classmates.</p> <p>Repeating directions in the correct sequence to self.</p> <p>Identifying key words important for completing</p>	<p>Listen and follow instructions to make</p> <ol style="list-style-type: none"> 1. a kite 2. a picture dictionary 3. fruit salad 	<p>Listen and follow instructions to carry out tasks in Science, Social Studies, Physical Education and Art & Craft.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Listen for sequentially related words such, as first, second.</p> <p>Directions/ Instructions</p> <ul style="list-style-type: none"> - Find a place e.g. shop, church, school. - Use equipment e.g. pencil sharpener, games, toys - Solve a problem e.g. Mathematical - Make something e.g. a paper aeroplane, boat or a picture. 	<p>tasks.</p> <p>Listening to tape recordings of directions.</p> <p>Following those directions to complete specific tasks.</p> <p>Playing directions/ instruction related games.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				- Carry out an experiment or play a game.			
Sequence and Organisation	Recognise that signal words and timelines are important for understanding sequences. These are also necessary for continuing a sequential organization of maybe written instructions.	Listening and perceiving an organization then continuing a sequence.	Willingness to do things in the correct order.	<p>Identification of sequentially related words and <u>time lines</u> such as <u>dates</u> are necessary for sequencing.</p> <p>(i) <u>Continuous Processes</u></p> <ul style="list-style-type: none"> - The Water Cycle - Life Cycle of an Insect. - Cooking a meal. - Assembling an appliance. - Growing Plants. 	<p>Identifying key words that denote sequence in passages.</p> <p>Listening to specific passages with sequences and identifying signal words and time lines.</p> <p>Examples of such words are</p> <p>(1) first, second, third, finally, at the same time, before, after,</p> <p>(2) yesterday, last week,</p>	<p>Listen to a paragraph and then arrange jumbled sentences in the correct sequence.</p> <p>Listen to a story and retell it in the correct sequence.</p> <p>Arrange pictures in sequential order after listening to stories.</p> <p>Rearrange sentences in specific sequence after listening to passage.</p>	<p>Listening to and responding to sequence related activities such as</p> <ul style="list-style-type: none"> - How to play a game in Physical Education. - How to complete specific problems in Maths. - How to conduct experiments in Science.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(ii) <u>Story-Telling</u> - The Ginger-bread Boy. - Alice in Wonderland. - Annancy and the Plantains. - The Dog and the Bone.	last month, in 1979 ... Listening to specific parts of a process and continuing to the end. Listening to stories and retelling important events in sequence. Listening to the beginnings of stories and continuing to the end.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Listening Comprehension <ul style="list-style-type: none"> Main Idea and Details 	Listen and use summary skills to present the essence of what is heard e.g. from news (radio) messages, stories, incidents.	Listening attentively to selections and identifying the main idea and details.	Willingness to present summarized versions of what was heard.	The main idea gives the frame or synopsis of the story. The important details support the main ideas. - Short Stories - Paragraphs from other content areas. - Poems. - News paper articles. - Experience - Books - Interviews	Listening to stories and creating titles for stories heard. Doing Illustrations of stories heard. Retelling a story heard in one sentence. Identifying plot, characters, setting, problems and events. Listening to interviews and answering questions to bring out the main idea.	<ul style="list-style-type: none"> Listen to a short story or poem then write an appropriate title for it. Select an appropriate title from a given set of titles after a listening activity then give reasons for choice made. 	Attempt to summarize content heard in all core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
RESPON-SIVE LISTENING <ul style="list-style-type: none"> • Conversation 	Listening attentively in order to respond appropriately in a conversation or to contribute to a conversation or lesson.	Listening, responding and contributing to discussions.	Respond appropriately to oral communication regardless of the speaker or topic. Respect each other's opinions.	Courteous Listening <ul style="list-style-type: none"> - awaiting one's turn to speak - awaiting one's turn to ask questions. - contribute to conversation while in group setting. 	Listening courteously when someone is speaking. Asking questions at the appropriate time. Asking questions to clarify what is said. Giving information to contribute to conversations in groups.	Ask questions about what was heard.	Contribute to conversations in all core-areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
APPRECIATIVE AND CREATIVE LISTENING	Listen attentively to stories, songs, poems and rhymes which give enjoyment because of the mood and tone they convey.	<p>Listening and responding appropriately to stories, poems or songs heard.</p> <p>Responding to the mood of stories and dramatizing stories and poems.</p>	<p>Respond to rhymes and moods in story or song.</p> <p>Empathize with characters in a story.</p> <p>Use trial and error to develop personal verses, anthologies, etc.</p> <p>Showing appreciation for poems, songs, and rhymes.</p> <p>Listen for recreational purposes.</p>	<p>Songs, poems and stories give enjoyment.</p> <p>Favourite stories, poems, songs.</p> <p>Stories based on different morals e.g. kindness, obedience.</p> <p>Different kinds of stories, fairy tales, adventure stories,...</p> <p>Recorded music.</p>	<p>Listening to stories read by teacher/pupils.</p> <p>Identifying mood of stories heard.</p> <p>Dramatising stories.</p> <p>Saying why they like or dislike a story.</p> <p>Listening to recorded music and doing interpretive dances.</p> <p>Clapping to the rhythm of music and poems.</p> <p>Working with others in groups to write and publish in the classroom.</p>	<p>Answer questions about a story.</p> <p>Discuss the pleasant aspect of stories, music or poems heard.</p>	<p>Show appreciation for listening activities according to the mood the activities convey.</p> <ul style="list-style-type: none"> - dramatizing - dancing - singing

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
CRITICAL LISTENING Predicting Outcomes	Listening carefully and predicting outcomes by grasping the main idea thus making full use of thinking skills.	Listening carefully to titles and beginnings in order to predict the outcomes of stories.	Predict outcomes without bias or prejudice.	<p>To predict is to foretell what will happen.</p> <p>Stories</p> <ul style="list-style-type: none"> - The Boy who always shouted "Wolf". - The Hare and the Tortoise. 	<p>Listening to parts of stories.</p> <p>Predicting outcomes for same.</p> <p>Confirming or disconfirming outcomes.</p> <p>Discussing why some predictions can be confirmed and some cannot.</p> <p>Drawing some aspect of the story.</p> <p>Using situations to predict outcomes.</p>	Predict the outcome of a selected story and say why that prediction was made.	Predict outcomes of stories related to <ul style="list-style-type: none"> (i) Science (ii) Social Studies (iii) Mathematics (iv) Health Education

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Judgement or Opinion	Listen keenly and critically in order to give an opinion and also make important decisions.	Listening and making judgements or articulating an opinion.	Make decisions and judgements.	To make a judgement or form an opinion of what is heard is to listen carefully and demonstrate good sense. - Articles from Newspapers - Stories - Books - Talks	Discussing the meaning of judgement/opinion. Listening to stories and telling why they like or dislike specific characters. Making judgements about type of stories/moral etc.	Listen to a story and present an opinion about it e.g. I think it is a ____ story because it is ____.	Form judgements about solutions to problems related to the four core areas.
Cause-effect Relationship.	Listen in order to engage in problem solving for the development of life skills and for good decision making.	Listening to and helping to solve a problem.	Generate solutions to difficult problems or dilemmas. Willingness to resolve conflicts.	There is outcome according to specific problems. Use of stories.	Listening to situations and identifying the problem. Discussing in pairs and in small groups the effect of problems.	Identify cause and effect from stories heard.	Identify cause and effect according to situation in 1. Social Studies 2. Science

LANGUAGE ARTS CURRICULUM GUIDE
LEVEL 4
SPEAKING

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
SPEAKING Recall of Story	Realise that stories or events can be understood if they are related accurately and with clarity to give a clear picture of the sequence.	Relating a story or an event accurately and with clarity.	Demonstrate confidence while relating story or event. Show willingness to present synopsis of stories heard.	<ul style="list-style-type: none"> • Story – Telling • A variety of stories e.g. folktales, fiction, non-fiction, science fiction, adventure and mystery stories. • Popular Events. 	<p>Listening then relating or retelling different kinds of stories of their choice.</p> <p>Identifying the sequence of events.</p> <p>Responding to questions designed to point out the sequence of stories.</p> <p>Working in groups to retell stories and to dramatize them.</p>	Relate the main ideas of stories or events heard.	Social Studies Recall of stories related to historical events e.g. Mashramani.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Dramatization	Realize that stories, poems or an idea can be acted out. This dramatization encourages socialization among pupils.	Dramatizing given stories, poems and skits to present an illustration of the game.	<p>Empathize with characters in stories or skits.</p> <p>Practise appropriate social behaviours through dramatization.</p> <p>Practising appropriate intonation.</p>	<p>Dramatization means to act out a story, poem, kit or idea.</p> <p>One needs to use appropriate vocabulary, expression, tone to produce the desired effect.</p> <p>Some stories are exciting (filled with action) or funny and can be acted out.</p> <p>Stories – fiction or non fiction, short plays, skits.</p>	<p>Presenting story, poem or idea from which children were encouraged to create.</p> <p>Reading the story over and over to know it well.</p> <p>Telling the story to classmates in their own words.</p> <p>Choosing a character that they like.</p> <p>Thinking about what they would do if they were the character.</p>	Dramatize a given story, short play or poem.	<p>Dramatizing situations related to</p> <ul style="list-style-type: none"> - Social Studies - Science - Mathematics

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Dramatizing the story, poem or skit.		
Expressing Opinions	Express personal opinions share feelings about specific topics to develop oral skills.	Listening to given facts and being able to give personal opinions based on the facts heard.	<p>Show appreciation for opinions of others.</p> <p>Show thoughtfulness in giving opinions so as to avoid hurting anyone's feelings.</p> <p>Show confidence when speaking by expressing opinions publicly.</p> <p>Express opinions without inhibitions.</p>	<p>Opinions are statements which tell what someone thinks or believes to be true but cannot be proven.</p> <p>Discussion on current or important issues.</p> <ul style="list-style-type: none"> - Use of the television - Books that are interesting - Our School Library - Riding to school 	<p>Expressing opinions about persons, places, things and events.</p> <p>Expressing likes or dislikes about persons, places, things and events also stating reasons for likes or dislikes.</p> <p>Listening to other people's opinions and forming conclusions.</p> <p>Asking questions after listening to other people's opinions.</p>	Read an article which presents a current issue and express opinions about it.	<p>Express opinions related to</p> <ul style="list-style-type: none"> - Social Studies topics - Science

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Description	Develop an appropriate descriptive vocabulary to present word pictures of given scenes, pictures or events.	Describing a picture, scene or actual object using appropriate language to present a vivid picture.	<p>Show interest as others describe scenes, pictures or events.</p> <p>Use interesting language to hold the interest of listeners while describing.</p>	<p>Descriptions means to tell in words how a person, place, thing or event looks, or behaves.</p> <p><u>ACTIVITIES</u> Picture study.</p> <p>Field trips around the environment.</p> <p>Group discussions.</p>	<p>Studying pictures and giving detailed descriptions using language related to the five senses.</p> <p>Participating in field trips around the school environment and describing something seen.</p> <p>Describing animals in their habitat.</p>	Describe a given picture or object using appropriate vocabulary to present a vivid picture.	<p>Describing pictures of</p> <ul style="list-style-type: none"> - animals - plant life - nature walks

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Poetry	Recite rhymes and poems with rhythm and tempo to derive pleasure for Oral Language Development.	Reciting poem using natural intonation and correct pronunciation to bring out meaning.	<p>Use good voice control when reciting poem.</p> <p>Show appreciation for poetry.</p> <p>Recite poem with good voice quality so as to express the mood of the poem.</p>	<p>Rhymes and poems are meant to be read and heard.</p> <p>Poems</p> <ul style="list-style-type: none"> - favourite poems - poems composed in class 	<p>Selecting poems then reading them aloud together.</p> <p>Discussing the text of the poems.</p> <p>Discussing how the poem makes you feel.</p> <p>Listening as others recite poems.</p> <p>Imagining what the poem is telling you about.</p> <p>Reciting poems together.</p> <p>Choral speaking.</p>	In groups of five choose a familiar poem and recite for the class.	<p>Science Recite poems about nature.</p> <p>Social Studies Recite poems based on different... cultural activities.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Oral Reports	Present summaries of events that occurred giving a view to others who may have been about or who would like to learn about the activity.	Reporting accurately on a project undertaken using correct grammatical structures.	Show a sense of organization of subject matter when presenting oral report on a trip or a project. Willingness to share experiences with others.	<p>Reports are accounts or</p> <ul style="list-style-type: none"> - news - events - opinions - or - reproduction of a speech <p>Reports should be clear, accurate and presented in sequence.</p> <p>Reporting is done to</p> <ul style="list-style-type: none"> - share stories read/heard - share news - share experiments - share experiences had 	<p>Discussing how reports are done.</p> <p>Working in groups to prepare reports.</p> <p>Planning a beginning sentence that would interest your reader.</p> <p>Using an object, a picture, or a story to make your report interesting.</p> <p>Discussing content of the reports.</p> <p>Presenting oral reports to class.</p>	<p>Give oral report on:</p> <ul style="list-style-type: none"> - an experiment that was done in the Science class. - a field trip that was undertaken. - a Social Studies project done in class e.g. report on how a model was made. 	<p>Social Studies Reporting on field trips</p> <p>Science Reporting on Experiments.</p> <p>Art & Craft Reporting on different projects e.g. collage, ceramics.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>Listening attentively and asking questions after reports have been presented.</p> <p>Practising correct grammatical structures when presenting oral reports.</p> <p>Presenting reports in logical order.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Discussion	Participate in discussions to contribute to specific subjects or to share personal thoughts.	Contributing to discussions on specific topics.	<p>Appreciate the views of others.</p> <p>Show willingness to listen to the views of others and to participate in group discussions.</p> <p>Be courteous.</p>	<p>Topics of interest and of pupils' choice.</p> <p>Topics chosen by teacher e.g. Public transportation.</p> <ul style="list-style-type: none"> - It is important to know the topic of the discussion. - Try to keep to the topic as you speak. - Think carefully before speaking. - Wait your turn to speak. 	<p>Discussing topics in small and large groups.</p> <p>Listening to the view points of others and making constructive criticisms.</p> <p>Identifying group leaders and giving reports based on group discussions.</p> <p>Examining points made by others.</p> <p>Reviewing what was said by others.</p> <p>Putting facts together and concluding discussion.</p>	Choose an interesting topic and lead a group discussion on the value or importance of...	<p>Social Studies: Discussing transportation and communication.</p> <p>Science: Discussing environmental issues.</p> <p>All other subject areas.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Speeches	Deliver short prepared speeches for different audiences at Speech Days or Prize Giving Exercises.	Delivering speech with adequate loudness so as to produce the desired effect. Using correct Standard English structures when delivering speeches.	Be willing to practise the use of good voice quality when delivering a speech so as to capture the attention of the audience.	Prepared speeches e.g. Introductions - of chair-person - of guest speaker - of class teacher ♦ Greetings - Seasonal and other occasions ♦ Welcome - New member of staff - New student ♦ Im-promptu Speeches. ♦ Saying a “Thank you” speech for gift received	Talking about examination of topics for speeches. Preparing and delivering short speeches. Recording speeches and listening to replays. Discussing areas that need to be improved.	Present a two minute prepared speech for a specific audience.	All subject areas.

**LANGUAGE ARTS CURRICULUM GUIDE
LEVEL 4
READING**

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
WORD ATTACK SKILLS Sight words	Identify words through sight for development of reading vocabulary.	Devising ways and means of learning new words and improving the sight vocabulary. Using visual clues to identify words.	Maintain an interest in learning new words. Identify words using a variety of approaches.	<ul style="list-style-type: none"> • Word categories such as words related to home, school, market, science, social studies etc. • Antonyms such as happy, unhappy. • Synonyms such as little, small. • Homophones – here, hear • Homographs – pole, pole 	Preparing word lists according to categories. Building word walls. Developing word lists from pictures/ picture-study. Keeping a wordbook, class/ individual dictionaries. Participating in word-search/ cross-word. Sorting jumbled words.	Identify new words. Find meanings of new words. Use words in context. Discriminate between words with similar features.	Identify content words in all subject areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<ul style="list-style-type: none"> Palin-dromes, -madam, noon. 			
Structural Analysis	Employ structural analysis to identify words by structure for independent decoding.	<p>Identifying words using structural analysis.</p> <p>Grouping words according to similar characteristics.</p>	<p>Use a variety of skills to decode words.</p> <p>Decode words independently using structural analysis.</p>	<ul style="list-style-type: none"> Syllabication means to divide words into syllables. Affixes <ul style="list-style-type: none"> (a) Prefix (b) Suffix Compound words – <u>sun light</u> Word families – <u>blind</u>, <u>blaze</u>, <u>blue</u>, <u>blend</u> Abbreviations UNICEF – United Nations International Emergency Children's Fund 	<p>Dividing words into syllables after hearing the word.</p> <p>Identifying roots of given words</p> <p>Identifying and using affixes and blends to build new words.</p> <p>Changing words by adding affixes.</p> <p>Making compound words.</p> <p>Dividing given compounds.</p>	Arrange a set of given words in syllables.	Identify content related words through the use of structural analysis.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Minimal pair theory e.g. <u>bag</u> , <u>big</u> , <u>dig</u> , <u>dog</u> , Little words in big words e.g.. <u>Para</u> <u>graph</u>	Writing poems Writing a statement which describes compound words.		
Phonics	Produce the sounds of letters and combine them to make all the words in the English Language.	Identifying words by applying the knowledge of phonics. Using letter sounds to break and build words as required.	Use rules and apply trial and error also memory to the spelling of words with regular phonic patterns. Use memory to learn and spell words with irregular patterns. Develop strategies to recognise and decode words phonetically.	Sound symbol relationships for all letters of the alphabet. (i) <u>Endings that rhyme</u> - <u>rain</u> , <u>sprain</u> (ii) <u>Consonant Blends</u> - sm, sn, sp, shr, spl, spr Vowel digraphs - <u>ou</u> , in <u>shout</u> - <u>aw</u> in <u>saw</u> - <u>au</u> in	Listening to and practising sounds. Discriminating between sounds. Blending letters to derive sounds. Discovering and applying rules to produce sounds. Using alphabet to discover blends.	Build lists of words as required for a given rule/s concept. Locate words that deviate from rules. Complete a given task e.g. rhyming words. List six "ie" words.	Identify words through phonic approach in all content areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				saucer - <u>ue</u> in <u>blue</u> - <u>ew</u> in <u>few</u> (iii) <u>Two</u> <u>sounds of</u> - <u>ea</u> in <u>meat</u> <u>head</u> - <u>oo</u> in <u>look</u> <u>food</u> (iv) Two sounds of “ei” - <u>ei</u> in <u>recei<u>v</u>e</u> - <u>ei</u> in <u>wei<u>g</u>ht</u> (v) <u>Final e</u> - can, cane - bit, bite (vi) Double letters - “ll” in ca”ll” - - <u>nn</u> in <u>run<u>n</u>ing</u>	Identifying diphthongs blends, words with silent letters. Make lists of each. Practising the "magic e" theory e.g. cane – can + e = cane when "e" is added to a three letter group the vowel takes a long sound e.g. gave <u>e</u> , white <u>e</u> , mile <u>e</u> , tone <u>e</u> .	Make a list of shorter words from a longer word/name etc e.g Amelia = a, am, aim, lame, lime, me, male, mail, meal, lie, mile, ale, ail.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(vii) Silent Consonants - <u>b</u> in thumb - <u>k</u> in knife - <u>gh</u> in tight - <u>kn</u> in know (viii) “ph” – f <u>phantom</u>			
Vocabulary	Read and build a meaningful vocabulary for describing, relating and reporting activities.	Using relevant vocabulary in speech and writing.	Apply trial and error principles. Show determination to complete tasks. Asks questions about unknown words and attempt to incorporate them in working vocabulary.	Vocabulary Exercises - Word Meaning - Phrase Meaning - Sentence Meaning - Words with Multiple Meanings Synonyms are words that mean the same or nearly the same as another word	Reading sentences and telling the meaning of specific words. Answering questions which point out how to derive meaning of words from the contents where the words are found. Selecting correct/ appropriate words.	Complete five sentences by (a) Finding irrelevant words. (b) Selecting appropriate words. (c) Using synonyms.	All curriculum areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>e.g. keen – sharp.</p> <p><u>Antonym</u> A word that means the opposite of another word e.g. hot → cold</p> <p><u>Homophone</u> A word that has the same pronunciation as another but a different meaning and origin such as seen, scene.</p> <p><u>Suffix</u> A syllable or syllables put at the end of a word to change its meaning or to make another word such as</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				ly – badly ness – goodness <u>Abbreviation</u> A shortened form or to make words brief e.g. Doctor – Dr. <u>Contraction</u> A shortened form e.g. cannot – can't it's – it is			
Oral Reading	Read aloud to communicate with an audience which requires use of correct pronunciation, pitch, enunciation and fluency to convey the correct message/meaning.	Reading selected passages aloud using the appropriate skills such as pronunciation pitch enunciation and fluency.	Correct self and accept correction from others. Think and develop awareness of own performance. Read aloud with confidence.	Oral Reading requires decoding skills, correct pronunciation, pitch, enunciation, and fluency to convey the correct messages.	Practising the following (a) Pronunciation drills (b) Decoding through syllabication Identifying phrases from selected reading.	Reading Competitions (a) class level (b) school level	Oral Reading in all core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Reading aloud allows readers to hear themselves read and be able to think and develop an awareness of own performance.</p> <p>Narrative and expository writing from basal reading texts.</p> <p>Reading Sheets</p> <p>Recreational Reading Texts –</p> <ul style="list-style-type: none"> - Folk Literature - Fantasy - Fiction - Non-Fiction 	<p>Reading passages paying special attention to decoding and pronunciation.</p> <p>Participating in speech exercises in order to pronounce words correctly and focus on initial and final sounds e.g. initial <u>h</u> and final <u>d</u>, <u>t</u>, <u>ed</u></p> <p>Using the voice – pitch, tone and pace.</p> <p>Throwing the voice to accommodate audience.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Poems Songs	Reading smoothly with expression. Using talking books cassettes/recorders. Discussing strengths and weaknesses.		
Critical and Creative Reading	Read to discover information, facts and to form personal opinions from different types of writing for objective thinking and for developing research skills.	Reading and being able to talk sensibly about what was read. Reciting poetry using improved expression and enunciation.	Read widely for self improvement. Show consideration for audience while reading.	Children's Literature. - Fiction and Non-fiction - Drama poetry, conversations dialogue.	Read selected passages and answering questions about what was read. Participating in speech exercises - Pronouncing words correctly:- initial and final.	Read a one minute presentation on a topic of choice.	Content area reading in social studies, and science.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>Sound h, - d, t, ed, s</p> <p>Reading a variety of materials in order to find information.</p> <p>Participating in verse speaking choral speaking conversation/ dialogue.</p> <p>Using feedback from audience to improve performance.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<p>COMPRE-HENSION</p> <p>Main idea and supporting details.</p>	<p>Become aware that every story is based on a topic or main idea.</p> <p>Understand that details in a story support the main idea.</p>	<p>Extracting the topic/main idea of a passage.</p> <p>Selecting the supporting details of what is read.</p>	<p>Take time to preview material presented before giving it a title.</p>	<ul style="list-style-type: none"> • Passages from basal readers. • Passages from newspaper • Passages from trade books. 	<p>Previewing, Brainstorming.</p> <p>Reading for a topic sentence.</p> <p>Identifying topic sentence from passages.</p> <p>Reading to find details or ideas that support the main idea.</p> <p>Relating details to topic sentence and vice versa.</p> <p>Giving reasons for choices.</p> <p>Showing how details support the topic sentence.</p>	<p>Answer questions to reveal</p> <p>(a) The Main Idea</p> <p>(b) Supporting details</p> <p>State two/three details from the selections - major details minor details.</p>	<p>Tell the main idea and details of readings done in any subject area.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Predicting title after looking at (a) key words (b) part of a selection.		
Directions/ Instructions/ Explanations	Function in given situations by being able to respond to written directions/ instructions/ explanations.	Reading, interpreting and following written directions.	Self question to arrive at a specific order in which to carry out tasks. Follow given instructions. Respond to school and other rules.	Tasks related to - <u>Science</u> Complete experiments. - <u>Mathematics</u> Solve Mathematical problems. - <u>Social Studies</u> Follow directions to find specific places. Terms, - first, second, next, after, before.	Looking at topic and predicting the order of the direction/ explanation given. Listening for the sequence markers. Reading passages carefully as a group and individually. Answering oral questions about passage read.	Report or give feedback on activities related to directions/ explanations. Read a series of jumbled sentences that give directions/ explanations to complete a given task and rewrite these sentences in sequence. Identify and order the number of steps or processes required to complete a task.	Read instructions given in all subject areas and respond appropriately.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>Reading and following steps to complete given tasks.</p> <p>Interpreting message direction/instruction.</p> <p>Rewriting jumbled sentences.</p> <p>Planning a trip/activity incorporating sequence.</p> <p>Feedback mechanism.</p>	Report/or give feed back.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Inference	Draw inference from what is read for clarity of meaning and comprehension.	Reading and inferring from what is read.	Read carefully. Form informed conclusion from what is read.	<p>Making inference means to form conclusions about what is read e.g. Suppose you heard someone say <u>"Pictures of Bob Marley, the reggae singer can be seen in nearly every country of the world."</u></p> <p>From that statement it would be reasonable to infer that Bob Marley is popular.</p>	<p>Answering questions that require drawing inference such as use of What, How, Why, Where question.</p> <p>Look at pictures and inferring what the meaning may be.</p> <p>Looking at sentences and inferring or forming conclusion.</p> <p>Participating in reading aloud and drawing conclusions from what is read.</p>	Answer inference related questions from stories read.	Read and draw inference especially from Science.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
FUNC-TIONAL READING Interpret Maps, Plans, Charts.	Find specific places by being able to read and interpret maps, plans and charts.	Reading a map using the key provided. Following a plan by accessing the meanings of lines, symbols, colours etc.	Trial and error. Determination. Perseverance	Maps, Plans and Charts provide information in a concise way. Maps and plans of different places. Plans of school community homes. Charts for various subject areas.	Discussing key for a map. Interpreting key for a map. Designing a map and developing your own keys. Explaining keys to the class. Studying different Guyana maps and interpreting the keys.	Look at the key provided and answer given questions. Observe the lines on a plan. Substitute words for keys given. Write a short story based on map/plan	Social Studies Interpret Map of Guyana and other parts of the Caribbean. Interpret Plans for school, various classrooms, homes, communication, etc.
Interpret Codes	Solve puzzles/problems by being able to interpret codes.	Identifying codes and purposes for which codes are used. Developing some codes independently.	Experiment willingly with codes.	Codes are used for a variety of purposes. Morse code Number codes Letter codes.	Finding out the origin of codes. Looking at codes already in existence. Making mathematical codes in groups.	List five ways in which codes are used. Talk about the meaning of two codes. Interpret a given code.	Interpret codes in the various subject areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Purposes of codes - on locks - phone cards - telephone numbers - licence plates. Use codes to develop spelling skills.		
Questionnaires	Share personal information by being able to read and complete questionnaire.	Interpreting questions correctly. Completing questions from Questionnaires.	Exercise patience when questions are asked. Ask questions in return. Develop the habit of asking/ answering questions.	Questionnaires are used to extract specific information. Purposes for asking questions. How to complete a questionnaire.	Identifying key question words and punctuation marks. Paying attention to question structures. Practise writing, reading and asking questions.	Complete Questionnaires after reading and interpreting questions. (Questions based on personal information)	Complete Questionnaires based on the following core areas - Mathematics - Science - Social Studies

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Dictionary Skills	Locate specific words their correct spelling, meaning, pronunciation and part of speech in order to produce better speech and writing.	<p>Finding a particular word entry.</p> <p>Using a guide word.</p> <p>Using the pronunciation key competently.</p> <p>Using 2nd and 3rd letter to find a word.</p> <p>Using simple diacritical marks.</p>	Develop the habit of checking for word meanings (particularly for unknown words) when writing/reading.	<p>A dictionary is a book that explains the words of a language.</p> <p>It is arranged alphabetically.</p> <p>It gives the meaning, pronunciation and spelling of words.</p>	<p>Finding words in a dictionary.</p> <p>Using the guide word, entry word.</p> <p>Using alphabetization to 2nd/3rd letter.</p> <p>Reading meanings using the pronunciation key.</p> <p>Choosing meanings appropriate to context.</p>	<p>Find given words independently.</p> <p>Arrange words in alphabetical order.</p>	For all curricular content area.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
The Thesaurus	Improve vocabulary by being able to use thesaurus to find synonyms.	Recognising synonyms. Identifying appropriate synonyms and using them in speech and writing.	Use different levels of a word in writing e.g. strong, weak big – huge-gigantic, enormous sense words.	The thesaurus is a dictionary in which synonyms, antonyms and other related words are classified under certain headings.	Identifying words and using the thesaurus to find suitable synonyms. Using words in context. Brainstorming to find words which are similar in meaning. Using the thesaurus to double check and improve writing.	Complete sentences with suitable words. Select the most appropriate word to complete a statement. Use the cloze procedure to complete a paragraph.	For all curriculum activities.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
RECREA-TIONAL READING	Read books which provide pleasure, entertainment and information.	<p>Selecting books appropriate to level and interest.</p> <p>Reading independently.</p>	<p>Develop and maintain good reading habits and interest.</p> <p>Write stories for classroom publishing.</p>	<p>Read a variety of material according to preference/ interest</p> <p>News papers</p> <p>Magazines</p> <p>Story Books</p> <p>Other Study Material</p> <p>Advertisement</p> <p>Caption</p> <p>Comics/Charts</p> <p>Library Books</p>	<p>Participating in independent reading, read alouds, shared and paired reading.</p> <p>Completing journals, check lists on materials read.</p> <p>Using Graphic Organisers to record information on materials read.</p> <p>Participating in classroom publishing.</p> <p>Participating in Readers Theatre.</p>	<p>Observe students at free time and their reading preferences/ habits/interests.</p> <p>Keep and develop reading logs.</p>	<p>Reading independently in all core areas.</p> <ul style="list-style-type: none"> - Mathematics - Science - Social Studies

LANGUAGE ARTS CURRICULUM GUIDE
LEVEL 4
WRITING

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
WRITING Handwriting	Communicate in writing using well formed letters in script or cursive for letter writing questionnaires and other written communication.	Producing a more fluent joined up/cursive writing in independent work.	Develop a sense of pride in producing clear and legible handwriting in print and cursive.	<p>Correct cursive form of writing (e.g.) Vere Foster, Round hand.</p> <p>Features of layout</p> <ul style="list-style-type: none"> - headings - use of columns/indentation <p>Upper and Lower case letters in print and cursive.</p> <p>Labelling of diagrams, maps, charts and graphs.</p>	<p>Practising to write in script and cursive.</p> <p>Using writing to record their experiences in a range of activities across the curriculum.</p> <p>Producing a printed style of handwriting.</p> <p>Leaving a space between words and ending sentences with a full stop or question mark.</p> <p>Beginning sentences with capital letters.</p>	<p>Label an illustrated plant or flower.</p> <p>Write a letter using the specific format.</p>	<p>Art Border patterns.</p> <p>Science & Social Studies Labelling of diagrams, maps, charts and graphs.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Completing simple questionnaires.		
COMPOSITION - Narratives	Use appropriate narrative skills such as attractive beginnings, characterization, mood and point-of-view to produce interesting stories.	Relating an event, incident or experience in narrative form.	Develop a sense of achievement after presenting a narrative.	Narrative writing: 1. simple stories for listening and reading. 2. expanding story lines. 3. completing a story after being given the (a) beginning (b) end (e.g.) (a) Write a story beginning with “I stood by the pond	Listening to and reading stories. Brainstorming ideas on a specific topics. Listing the major stages of a selected topic under the headings events and details. Identifying and using appropriate words and language to express ideas. Writing a sketch about the specific topic in chronological order-when the	Write a story beginning with “I was happy when I opened the parcel.”	Social Studies Stories of important persons and their contributions to society. Major events - Holidays

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>then I lost my.....”</p> <p>(b) Write a story ending with, “I knew he was there”.</p> <p>4. Experience stories (e.g.) (a) Our school outing to the Sugar Factory</p> <p>(b) The day I lost my book</p> <p>5. Short script</p>	<p>incident occurred, who was involved and what happened.</p> <p>Writing stories. Completing stories for the group.</p> <p>Sharing stories with the group/class.</p> <p>Mounting stories in the class library.</p> <p>Editing stories.</p> <p>Keeping a writer’s book by writing short scripts for role playing.</p> <p>Sequencing ideas and ordering events clearly.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Creative Writing	Produce entertaining stories and poems to provide pleasure.	Developing a topic based on one's experiences and own thoughts.	Enjoys writing creatively.	<u>Stories</u> from the imagination e.g. Guyana Bill stories Anansi stories Poems e.g. Cinquain.	Discussing stories, poems and dramatic pieces. Making up characters. Writing stories. Reading stories Role playing and dramatising using dialects and Standard English.	Group Project. Write a story and dramatise it to the class. Compile a booklet of poems.	Science Causes of Day and Night. Mathematics Create riddles and word problems.
Descriptive Writing.	Understand that keen observation and arrangement of details are necessary for producing descriptive narratives.	Using special words in descriptive writing. Producing realistic and lively stories using descriptions which focus on the five senses.	Show an appreciation for ideas of others. Observe and record accurately.	Extracts from stories etc. Describe favourite characters, events, etc. places of Interest (e.g.) The Zoo The Botanic Gardens, the Sugar Factory, the Flour Mill and Resort.	Listening to stories and retelling the descriptive parts. Describing objects in the classroom orally using the five senses.	Describe your classroom on a rainy day.	Social Studies Describe <ul style="list-style-type: none"> - Places of Interest - National Monuments - Favourite Scenes Science Describe <ul style="list-style-type: none"> - Animals - Plants An experiment

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Describe Animals e.g. - Pets</p> <p>Animals I dislike Objects (e.g.) My favourite toy. Scenes (e.g.) Phagwah Day.</p> <p>Cartoon characters (e.g.) Tom and Jerry.</p>	<p>Changing characters in stories.</p> <p>Brainstorming to make a list of words.</p> <p>Listing reasons why characters are favourites.</p> <p>Arranging ideas in correct order. Writing a paragraph and giving the main idea.</p> <p>Working in groups.</p> <p>Discussing ideas before writing.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Explanations	Produce clear and well sequenced explanations for <ul style="list-style-type: none"> - Science Reports - How to passages - Instructions for tasks 	Organising and writing thoughts and ideas in a sequenced order for a clear and concise expository writing.	Gaining self satisfaction in making explanations which are interesting and sequenced. Make an effort to produce well organized explanations.	Explanations involve. <ul style="list-style-type: none"> - having well organised thoughts and ideas - having well sequenced subject. - having clear and concise ideas. Always make an interesting beginning. Explanations (e.g.) How to play a game. How to care for a pet.	Reading explanation and discussing its organization. Listing ideas to be used in explanation sequencing ideas. Explaining to the group terms that may be unfamiliar. Writing explanations.	Write then read to the class an explanation on how to make a kite.	Science <ul style="list-style-type: none"> - Explain how to make circuits. Mathematics <ul style="list-style-type: none"> - Explain how to solve a problem.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Directions	Write clear and sequenced directions so that others can read, comprehend and be able to follow.	Writing directions using clear and specific terms in order that the direction can be easily followed.	Willingness to give directions when called upon.	<p>When giving directions one must be brief and to the point. Give directions in a step by step order.</p> <p>Directions are written in the present tense.</p> <p>Use of cardinal points.</p> <p>Map Reading</p> <p>Give directions on how to find perimeter, area measuring.</p> <p>Give directions on how to do an experiment in writing.</p>	<p>Using specific vocabulary in sequencing the facts.</p> <p>Group work – Using a map and giving directions.</p> <p>Writing directions.</p> <p>Reading directions to class.</p> <p>Reading a map.</p> <p>Using linking words.</p>	<p>Write out the directions on How to go from your school to another building in your community (e.g.) Post office; shopping centre.</p>	<p>Social Studies Write directions for finding specific places in the community.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Vocabulary (e.g.) turn to the right/left next to the_ _.			
Reports	Write reports in a clear and concise manner to respond to activities done e.g. fieldtrips, science activities or fund -raising activities.	Organising and writing reports. Categorising the different forms of writing.	Seize opportunity to practice writing skills.	Reports - Class Projects - Book Reports - Visits	Talking about content. Discussing their writing.	Write a report on a visit made to a place of importance.	Social Studies Write a report on class visit. Science Write a report on an Experiment done
Letter Writing/ Social Notes	Write personal letters in order to plan, inform explain, entertain and express attitudes or emotions.	Listing ideas that will be and should be used placed in the various types/forms of letters.	Show a sense of pride after completing a letter.	Letters of Invitation: include information about the day, date, time and place of occasion what the activity would be (e.g.) - Birthday Party - To view a video.	Discussing the invitation and naming what should be included. Giving reasons to support the ideas. Writing an invitation.	Writing of letter of Invitation to invite the class to have lunch at your home.	Social Studies Write letter of invitation to invite a Resource Person to speak on a specific topic. Science Write letter informing a friend about an experiment you have conducted.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Letters/ Replies to Invitations	Write letters of acceptance and refusal to develop the skill and to show courtesy.	Writing letters of acceptance/refusal to an invitation in detail.	Show courtesy by replying to an invitation promptly.	Replies <ul style="list-style-type: none"> • Letters of acceptance indicate that one is willing to attend a specific activity. • Letters of refusal explains that one cannot attend a specific function. – acceptance or – refusal. <p>Be prompt in giving your reply.</p> <p>If refusing, always say thanks for the invitation.</p>	Listing some possible reasons for accepting/refusing invitation. <p>Arranging facts and events in correct order.</p> <p>Writing replies to given letters of invitation.</p>	Write a letter/note accepting/refusing an invitation to view a video programme.	Social Studies/ Science <p>Write letters/ replies to invitations for</p> <ul style="list-style-type: none"> - Visits to Places of Interest/Field Trips. - Participating in experiments.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Give reasons for accepting/ refusing the invitation.			
Letter/ Apology, Excuse	Communicate excuse and/or apology using the appropriate language to convey regrets.	Writing letters of excuse and apology which communicate specific information.	Show consideration and thoughtfulness for others.	<p>Letters of Excuse for absence from school <u>Regret:</u> (e.g.) you couldn't go on an outing.</p> <p><u>Apology</u></p> <ul style="list-style-type: none"> - a misunderstanding - a book you lost which belonged to a friend <p><u>Sympathy</u> (e.g.) loss of a loved one.</p>	<p>Discussing the times when you need to make apologies.</p> <p>Naming/ Identifying the parts of a letter of Apology or Excuse.</p> <p>Reading samples of specific letters.</p> <p>Planning a one paragraph apology.</p> <p>Writing letters of apology using the specific format. Writing salutations and closing correctly.</p>	<p>A note apologising for breaking your neighbour's window.</p> <p>You are ill for the day write a letter of excuse to your teacher.</p>	<p>Social Studies Write a letter of excuse explaining why you cannot attend a planned Field Trip.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Friendly Letters	Communicate emotions and pleasant information to promote friendships.	Listing the parts of a friendly letter. Writing friendly letters including the specific format.	Present letters neatly and in a proper form. Show enthusiasm when asked to write letters.	Friendly Letters Friendly letters communicate emotions and information. Post cards.	Reviewing the parts of a friendly letter. Planning the writing of friendly letters. Reading samples of friendly letters. Punctuating friendly letters. Capitalising letters. Writing salutation and closing correctly. Addressing an envelope. Sharing experiences and thoughts.	Write a letter to a friend who has moved away and is attending another school. Write a friendly letter to a relative who lives in another country.	Social Studies <u>Write friendly letters</u> to pen pals sharing information about developments in your country.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Dialogues	Communicate through written dialogue form to interact with others.	Writing simple dialogues in order to interact successfully with others. Using dialogues in narrative writing.	Show pleasure when called upon to write a dialogue.	A dialogue is an informal piece of writing. It is like a simple message on a paper that some one replies to. It is a conversation. It is lively. Begin a new paragraph for each speaker. Begin the first word in each sentence with a capital letter.	Naming the components of any dialogue. Listing the guides for writing a dialogue. Observing as two pupils have a conversation on a specific topic then present part of this conversation in dialogue form.	Write a dialogue between you and your best friend.	Write dialogues pertaining to - Social Studies - Mathematics - Science

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Vocabulary Building	Build vocabulary to improve speech and writing or to make communication more effective.	Identifying words by context clues. Grouping words according to their functions. Grouping words according to their categories.	Use acquired vocabulary to improve speech and writing.	Words used in Compositions. Word group – happy sounds. Word categories - Parts of speech - Synonyms - Antonyms - Homonyms - Derivations - Homograph - Palindromes (e.g.) madam eve, level. Anagrams (e.g.) spot, tops. Compound words	Using a dictionary for checking definitions. Making sure that definitions are clear and correct. Guessing the definitions of words used in texts. Using new words in sentences/ paragraphs. Applying the use of context clues to get word meaning. Identifying words and meaning through their structure.	Complete a cloze exercise. Substitute words in given sentences/ paragraph.	Place new content words found in personal dictionaries for 1. Social Studies 2. Science 3. Mathematics

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Use of Crossword Word search Cloze passages Word Structure prefix + root prefix + root + suffix in cite, in born un able un faith ful rest less Similes and metaphors. Collective Nouns.	Analysing the structure of the unknown words. Experimenting with words to improve writing skills. Using figurative language to enhance writing. Comparing and contrasting people, places and things in writing.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Capitalization	Use capital letters correctly for clarity and coherence of writing.	Recognising and inserting capital letters appropriately in given pieces.	Willingness to observe capitalisation.	<p>First use capitals for</p> <ul style="list-style-type: none"> - first word of a sentence - first word of every line of poetry. <p>Proper nouns and titles of books, films, stories, poems, days of the week, months in the year, national holidays.</p> <p>Titles of persons – His Lordship. President Minister of Education. Letters in abbreviation</p> <ul style="list-style-type: none"> - GPL, QC, NCERD, PEIP, 	<p>Practising the correct formation of capital letters.</p> <p>Listing titles of books in class library.</p> <p>Writing names of classmates.</p> <p>Preparing a wall chart with Days of the week and months of the year.</p> <p>Listing the national holidays.</p> <p>Collecting the various newspapers and magazines.</p> <p>Arranging the facts in order.</p>	<p>Insert the capital letters that are missing in sentences.</p> <p>Make scrapbook "Newspapers in Guyana."</p>	<p>Social Studies</p> <p>Write names of places, names of countries and acronyms using capital letters.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<ul style="list-style-type: none"> - CCH, OR, OE Proper names of persons, places, organisations, books etc. - Jason, Mainstay, Splashmin Guyana Association of Rice Producers, - The Holy Quoran, Bible Bhagwat Geeta - Lord Rama, Jesus, Prophet Muhammad <p>Newspaper headline subject</p>	Categorising the collecting under captions		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Punctuation	Add meaning to written work by using punctuation marks appropriately.	Using punctuation marks appropriately.	Develop the habit of using punctuation marks.	<p>Commas – to separate words, compound sentences, addresses, full stops for greeting, question marks.</p> <p>The Apostrophe e.g. Possession – boy's hat. Contractions - can't</p> <p>The exclamation mark. Come here!</p> <p>Inverted Commas. "I like to play," said Miles.</p>	<p>Talking about different kinds of punctuation marks</p> <p>Identifying the different sentences in a given extract.</p> <p>Inserting the comma at the correct position.</p> <p>Ending sentences with the full stop, question marks or exclamation mark.</p> <p>Practising using the apostrophe for contractions.</p> <p>Editing and proof reading.</p>	Insert the correct punctuation marks in different pieces of writing.	<p>Mathematics Insert punctuation marks in word problems.</p> <p>Social Studies & Science Use correct punctuation marks in reports.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Question Mark - Can I come?			
Spelling	Spell words correctly to convey the correct meaning of word and sentences.	Spelling and using correctly some common prefixes and suffixes. Using the dictionary to help in the spelling of poly-syllable words.	Show a desire to check spellings in a dictionary, on a computer, spelling checker. Spell words which (1) occur frequently in their own writing. (2) are important to them. (3) exemplify regular spelling patterns.	Words with common patterns used regularly - because, after, open, teacher, together Under over words with regular patterns for vowel sounds - ing, - ion, - ous. Syllabication – two/three Syllables. Prefixes and suffixes un – in - - able dis – ness - ful	Listing/ grouping words with like syllables. Beating out sounds in the syllables. Recording new words. Making word trees using the dictionary. Finding the meaning of prefixes and suffixes. Building new words. Using prefix/ suffix.	Use the dictionary to find the meanings and correct spelling of specific words.	All content Areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Inflectional endings bead – ing head – ed bed – d-ing bed – d-ed</p> <p>Words related to Student Government, e.g. Secretary, Trea-surer En-vi-ron-ment</p> <p>Double consonant — committee accommoda-tion.</p>	<p>Selecting words in the context of their own writing spelling of words.</p> <p>Keeping a special word book/list of words they have used.</p>		

LANGUAGE ARTS CURRICULUM GUIDE
LEVEL 4
GRAMMAR

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
The Simple Sentence	Articulate and write simple sentences using the correct structure to convey specific information.	Writing simple sentences, question, command and request to ask or convey information.	The willingness to practise using a variety of correctly structured simple sentences in daily speech and writing.	<p>(a) The simple sentence comes in many structural forms.</p> <p>(b) There is one subject and one predicate.</p> <p>Simple sentences</p> <p>(a) The <u>cat</u> fell down the well.</p> <p>(b) Is "C" the first letter of the alphabet?</p>	<p>Listening to get acquainted with the structure of simple sentences.</p> <p>Pretending that the classroom is a nursery for plants and put up worthy environmental information and decoration (notices).</p> <p>Role-playing.</p> <p>Participating in Quizzes and games with questions/ answers, following instructions</p>	<p>Complete an exercise whereby one pupil reads a piece of continuous writing with numerous variety of simple sentences for others to identify by ear for one subject and one verb.</p> <p>Write up class notices, questionnaires, instructions, and requests for various purposes.</p> <p>Dramatise a simple worded skit about a zoo happening.</p>	All other areas across the curriculum in giving information, seeking solutions to problems and forming conclusions.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(c) The <u>teacher</u> is here. (d) <u>Daddy</u> please come home. (e) <u>You stand</u> at ease!			
Simple Negative Sentences	Articulate and write negative sentences for specific situations.	Identifying negative simple sentences from a set of sentences. Speaking, reading and writing sentences.	The willingness to use well constructed negative simple sentences in appropriate situations.	Negative simple sentences. (a) The <u>cat</u> did not fall down the well. (b) Which letters do not come before "C"? (c) The teacher is not here.	Playing with negatively phrased simple questions/ answers Following instructions or information. Using simple recipes to examine what actions must not be done.	Write up a game that you like using simple sentences that children your age could easily understand - How many negative words/ phrases are there. Write up a cartoon about a wicked boy using types of simple sentence that you know about.	All other areas across the curriculum in stating negative and asking negative questions about pets and plants.


TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>(d) Daddy, Mary <u>did not</u> obey your order.</p> <p>(e) Do not sit!</p>	<p>Generating own negative simple sentences to suit given situations e.g. responses to a shout of fire.</p> <p>Paying specific attention to the word "not."</p>		
Expansion of basic sentence types.	Use specific words to expand basic sentences to make the meaning clearer.	Adding appropriate adjectives and adverbs to expand basic sentence types.	The willingness to use expanded sentence types to provide more detailed information and vivid descriptions and ask questions and also give directives.	<p>Expansion of basic sentence types using the adjective;</p> <p>(a) The blind cat fell down the <u>new</u> well.</p> <p>(b) Which <u>black</u> and <u>white</u> kitten is yours?</p> <p>(c) The <u>Language</u> teacher is in the main hall.</p>	<p>Substitution Using descriptive words to convey information e.g.</p> <p>The – cat fell down the _ well.</p> <p>Exposing children to well written pieces in local newspapers, advertisements, speech etc. Putting some in files for good</p>	<p>Complete sentences on an individual basis, each using his/her own context.</p> <p>A variety of responses will be elicited here.</p> <p>Telling/writing up different kinds of questions What is Did you....</p>	<p>Areas that give scope for personal, intimate inputs e.g. Composition, Poetry, and Social Studies.</p> <p>The expression of simple sentence patterns is useful in all areas across the curriculum Social Studies, English Language, and Environmental Studies are more readily impacted upon.</p>

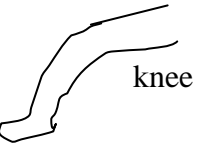

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				(d) My <u>dear</u> daddy, please come home <u>immediately</u> .	reading. Allowing children to improve on sentence that are not so well written.	Preparing a script for an interview of your mother/ grandmother. Write out questions and then collect answers.	
Sentence Expansion	Include adjectives and adverbs to help expand sentences for clearer description.	Writing expanded sentences using adjectives and adverbs.	The willingness to choose well defined descriptive language over and above trite language.	Story Telling: Tell a story about an incident you have witnessed on your way to school. Make it as mimed as possible e.g. <u>A Passage</u> - An electrical engineer cheated death yesterday. A pair of borrowed ladders stopped a heavy lift.	Have a class competition to choose the ten best stories chosen for the "improved" expression. Displaying them on the classroom wall. Putting copies into the class/school library.	Write a story of five to ten sentences about a dish that you like to eat during the holiday periods. Tell about a strange animal/object that you encountered one dark night. Listen to three taped stories, all on the same topic, then choose the best told story. Tell why it is the best	Include appropriate adjectives and adverbs to present more coherent reports orally and written in all core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>The lift tumbled three stories down on him.</p> <p>Which words are used to tell more in the first sentence?</p> <p>What is the first sentence saying?</p> <p>What is the subject of the writing?</p>	<p>Have children tell what they have witnessed on their way to school that might be of interest to them.</p> <p>Recording impromptu one-minute speeches.</p> <p>Recording conversation.</p>	<p>in your judgment.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Types of Sentences	Use sentences according to purpose in speech and writing.	Writing sentences to reflect given situations.	The willingness to add variety to speech and writing through the use of the basic sentence types.	<p>Some sentences give information, some ask questions and others give directions.</p> <p>Information sentence: Farmers keep cows for the milk. The cows are milked twice a day when their udders are full.</p> <p>In summer cows are kept out in a field. They eat lots of grass. In winter they are taken into a cowshed. The farmer has to feed them with hay.</p>	<p>Children are given a passage with information sentences to read. Question can then be issued afterwards they can even be issued together with the passage. Whatever is the approach, responses to questions should be preferably written down. These responses are the children's information sentences.</p> <p>Let children find short passages with information sentences. After some</p>	<p>Can questions form a passage which gives information and instruction?</p> <p>Games which provide answers to which questions are to be suggested.</p> <p>Use a recipe to get children to answer questions on the order of things to be done.</p> <p>Tell what to do to get from school to home.</p> <p>Write a simple and short recipe to make a dish you like.</p>	All curriculum areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>The cowshed must be kept clean. Cows are given clean straw.</p> <p>When the straw is dirty, it is removed. The farmer brings fresh straw in its place.</p> <p>Write sentences to answer these questions.</p> <p>(a) Why do farmers keep cows?</p> <p>(b) How often are cows milked?</p> <p>(c) When do farmers milk cows.</p> <p>(d) Name two farm animals</p>	<p>discussion of content, let them coin their own questions to receive answers from the text.</p> <p>A cloze passage can be made using an interesting information passage. Let children fill in gaps with suitable words.</p> <p>Categorising the different types of sentences.</p>	<p>Tell, ask, instruct by use of basic sentence types on telephones.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
PART OF SPEECH Noun (number)	Write sentences paying specific attention to the markers indicating the plural form of nouns.	Identifying plural nouns. Using plural nouns in sentences. Follow rules pertaining to the formation of the singular and plural form of nouns.	The willingness to use plural nouns correctly in speech and writing.	Nouns can be plural and carry a marker and follow rules. 1. Plural nouns are known by their endings e.g. (a) The presence of the "s" marker e.g. - boy - boys - All those black shoes are mine!	Looking at a list of nouns taken from a pocket, basket, bedroom anywhere that houses plural items. Identifying of plural formation to get accustomed to them, and respond with quickness to questions. Listening to the sounds of the singular form as against the plural form of nouns. Singing them, repeating them, seeing them all in appropriate contents.	An exercise where they complete thoughts. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">I need many ___ for the party</div>  An exercise that requires noun changes from singular to plural forms and the reversal of this. A game where the singular or plural form is spelt out and immediate response is required. This can also be done	Other areas of the - Language Curriculum - Social Studies - Mathematics - Science

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>(b) The presence of an "es" marker</p> <ul style="list-style-type: none"> - We drink from glasses (glass, glasses) - Give me some cherries please (cherry - cherr-ies). <p>(2) Plural nouns recognised by their irregularity e.g.</p> <ul style="list-style-type: none"> - letter/ changes. The <u>men</u> chased the man into the canal. 	<p>Writing the particular nouns in context.</p> <p>Looking at pictures of new noun ideas which can be used for the garnering of plural noun forms in note books etc.</p>  <p style="text-align: right;">knee</p>  <p style="text-align: right;">elbow</p> <p>Establishing rules for changes.</p>	<p>where a sentence is given and the noun word is put on a card. The response is given in the writing of the required word form and a new sentence made up.</p> <p>A game with cards of sentences where spaces are made for plural and/or singular nouns to be inserted. (Fill in the blanks.)</p> <p>The underlining of plural nouns in given sentences.</p> <p>Filling in a chart of plural nouns up.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION		INTEGRATION											
	KNOWLEDGE	SKILLS	ATTITUDE																
				<p>(3) No visible marker</p> <p>- The sheep are eating grass.</p> <p>(5) A totally new word form e.g.</p> <p>- Look at the <u>mouse</u>. The <u>mice</u> destroyed the carpet.</p> <p>- The presence of “ies” marker e.g.</p> <p>The <u>knives</u> are in <u>boxes</u>.</p> <p>Simon bought <u>plum-s</u>, <u>cherries</u>, and <u>loaves</u> of bread.</p>		<table border="1"> <tr> <td>Persons</td> <td>florist..</td> </tr> <tr> <td>Place</td> <td>oceans,</td> </tr> <tr> <td>Fruits</td> <td>oranges, ..</td> </tr> <tr> <td>Vegetables</td> <td>tomatoes,.</td> </tr> <tr> <td>Implements</td> <td>fork lifts, .</td> </tr> <tr> <td>Buildings</td> <td>houses, castles,</td> </tr> </table> <p>Change given sentences into plural ones.</p> <p>Identify singular and plural nouns in a passage.</p> <p>Use given plural nouns in well constructed sentences.</p>	Persons	florist..	Place	oceans,	Fruits	oranges, ..	Vegetables	tomatoes,.	Implements	fork lifts, .	Buildings	houses, castles,	
Persons	florist..																		
Place	oceans,																		
Fruits	oranges, ..																		
Vegetables	tomatoes,.																		
Implements	fork lifts, .																		
Buildings	houses, castles,																		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Plural form of Compound Nouns	Write sentences paying specific attention to the markers indicating the plural form of compound nouns.	Making singular compound words plural.	The willingness to use the plural forms of compound nouns correctly.	<p>Compound nouns also have a plural form.</p> <ol style="list-style-type: none"> 1. Fused nouns such as cupboard-cupboards, grand-mother, grand-mothers. 2. Hyphenated nouns such as mother-in-law, mothers-in-law. 3. Nouns that do not carry a hyphen or are not fused e.g. governor 	<p>Explaining and demonstrating how rules are applied to given singular nouns.</p> <p>Categorising singular and plural nouns.</p> <p>Making plural nouns noticeable by using them in sentences beside singular nouns.</p> <p>The <u>employer</u> carried the injured <u>workmen</u> to the hospital.</p> <p>The rain beat down upon the <u>roofs</u>.</p>	<p>Listen to recorded stories or poems and write down all plural nouns heard. (Be careful about your spelling!)</p> <p>Prepare a skit for a market scene. Be sure that you make use of plural forms of nouns.</p> <p>Write a sentence which contains the plural form of a compound noun/subject that is made up of hyphenated and separate words.</p>	Use the correct plural form of compound nouns in all core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>general, govenors general,</p> <p>4. Nouns that carry hyphen and words that are separate e.g. foot and mouth disease - foot and mouth diseases,</p> <p>great – grand-mother, great-grand-mothers.</p>	<p>Constructing own sentences using list of plural nouns.</p> <p>Participating in quizzes.</p> <p>Recording answers in notebooks.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Possessive Nouns	Show possession clearly, using singular and plural possessive nouns.	Using possessive noun form correctly in speech and writing. Placing the apostrophe correctly to demonstrate knowledge of possessive nouns.	The willingness to listen for the possessive marker sound, and read, write and speak with consciousness.	A possessive noun has an apostrophe marker to indicate both singular and plural forms of common and proper names. Sentences and passages from stories, descriptions, newspaper articles, sign boards and other public displays. 1. Telling Sentences. (a) The fox held the grand-mother's throat.	Shortening the number of words in a sentence by using a structure that contains a possessive noun form. Inserting the apostrophe to the appropriate noun in the sentence. Showing recognition of possessive singular and plural nouns by underlining them in given sentences. Completing sentences with the use of possessive nouns.	Shorten sentence parts by the use of phrases containing the singular and/or plural possessive noun forms. Give answers to questions with possessive noun structures. Write a passage dictated slowly. Read sentences with "of" phrases then re-write them using the possessive noun singular or plural. Fill blanks in sentences/ passages from given pairs of words.	Areas of the curriculum where the skill of coining statements is used. Problem solving across the curriculum where antecedents and referents are used.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>(b) We see the story through Shipley's eyes.</p> <p>2. Question sentence.</p> <p>(a) How do you like Sandra's new dress?</p> <p>3. Other Sentences</p> <p>(a) My café's name is Mabel's Mauby Shop.</p> <p>(b) We had one day's outing on Valentine's Day.</p>	<p>Speaking and listening activities where the sounds of the forms are recognisable.</p> <p>Recording and listening to one's own ability to master the possessive sounds.</p> <p>Hunting for words which do not conform to the rules.</p> <p>Reading sentences/ passages from newspaper, supplementary readers, public sign boards.</p>	<p>Read a given passage that contains singular and plural possessives.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>4. Substitute for the “of” phrase.</p> <p>(a) the rights of the child – the child’s rights</p> <p>(b) the leg of the table the table’s leg.</p> <p>(c) The love of his parents – his parent’s love.</p> <p>5. Less words to express the idea: ... the bell of the cat - the</p>	<p>Listening to sounds of the possessive names.</p> <p>Listening for correct pronunciation of possessive names.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>cat's bell ... the smelly nappies of the babies ... the babies' smelly nappies.</p> <p>6. Non-conformation. They took Lewis socks and shoes.</p>			
Personal Pronoun	Construct and use meaningful sentences with subject and object pronouns.	<p>Classifying subject and object pronouns.</p> <p>Using subject and object pronouns in sentences.</p>	The willingness to use the subject and object personal pronoun correctly and to listen carefully for the sound of correctness.	<p>The subject and object personal pronouns have specific functions and forms.</p> <p>It is a word used in place of a noun.</p>	<p>Identifying pronouns.</p> <p>Classifying subject and object pronouns.</p> <p>Stating whether a word is subject pronoun or object pronoun.</p>	<p>Completing sentences with the correct form of Personal Pronoun e.g.</p> <p><u>John</u> spent one month with <u>his</u> <u>friends</u>.</p> <p><u>He</u> played games with <u>them</u>.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>1. Personal Pronouns Subject forms: I, we; You, he, she, it,; they. He came early to the exhibition.</p> <p>2. Object pronoun forms: me, us; you; him, her, it, them.</p> <p>Sharon gave tickets to <u>them</u>.</p>	<p>Connecting the pronoun to the noun.</p> <p>Composing sentences with subject and object pronouns.</p> <p>Underlining or circling pronouns in sentences and paragraphs.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Indefinite pronouns	Produce clear and direct speech and writing with specific pronouns.	Recognising indefinite pronouns. Using indefinite pronouns in sentences competently.	The willingness to use the indefinite pronouns correctly on a daily basis.	<p>An indefinite pronoun refers to no particular noun form.</p> <p>It can be expressed as one word or as a compound word.</p> <p>1. Some Indefinite Pronoun forms are:- <u>all</u>, <u>another</u>, <u>few</u>, <u>none</u>, <u>several</u>.</p> <p>2. Some indefinite Pronouns are in compound form anybody, anything something, somebody,</p>	<p>Listening to sentence with the indefinite pronoun.</p> <p>Reading sentences with the indefinite pronoun.</p> <p>Composing/ articulating sentences with indefinite pronouns.</p> <p>Underlining indefinite pronoun form in sentences.</p> <p>Writing sentences with indefinite pronouns.</p> <p>Writing sentences that need the apostrophe added to the</p>	A show and tell occasion where the indefinite pronoun is used.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>each one, no one.</p> <p>3. The apostrophe and – s. This hat is not mine. It is somebody else's.</p>	<p>specific word which may be a compound word as in content.</p>		
Verb	<p>Use action verbs appropriately according to situation.</p>	<p>Differentiating between verbs which show action and those which do not.</p> <p>Writing sentences with specific verbs competently.</p>	<p>Show enjoyment at the success in creating a perfectly and grammatically structured utterance.</p>	<p>Action verbs which show action e.g. run, cry, eat.</p> <p>Other verbs e.g. is, are, will.</p> <p>A story sample that is carefully chosen for its single word verbs.</p>	<p>Reading stories then identifying and listing each kind of verb.</p> <p>Coining definitions for an action verb and a non- action verb.</p> <p>Making sentences with special verbs.</p>	<p>Isolate the verbs in given sentences, some containing action verbs and others containing other verbs.</p> <p>Construct sentences according to directions such as:</p>	All content areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				Joseph and his wife and children <u>were</u> very sad. They soon cooked and spread the Christmas dinner. There <u>was</u> garlic pork, pepper-pot, chicken, ginger beer and black cake. The next day <u>was</u> Christmas Day and all the food was on the table. And sure enough the bacoos <u>jumped</u> through the window, a whole crowd of them. They <u>banged</u> about, they <u>broke</u> dishes, they	Circling stated verb types. Using them into a set to tell a story or a description.	(a) Construct two simple sentences which contain an action verb. (b) Construct two sentences that have an action and a non-action verb.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>threw things, they shouted they chased Joseph and his wife and three children out of the house.</p> <p>Other stories with one part verb and verb phrases.</p> <p>One day, while carrying wheat to the castle, a poor miller happened to meet the king. Here he saw a chance to improve his lot. "Your Majesty," the miller said "I have a daughter who can spin straw into gold."</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				"That is a skill I should certainly use," said the king. "Bring her to the palace tomorrow."			
Subject and Verb Agreement	Producing sentences orally and written that are correct in terms of subject/verb agreement.	Differentiating between subject and verb and being able to determine agreement between subject and verb.	Show decisiveness in using and recognising agreement of a subject and its verb.	<p>There is a distinction between subject and verb and their agreement.</p> <p>If the subject is singular its verb must also be singular (note verb marker).</p> <p>If the subject is plural then its verb must also be plural (note the plural noun marker).</p>	<p>Defining the subject of a sentence.</p> <p>Defining the predicate of a sentence.</p> <p>Stating what is meant by subject and verb agreement.</p> <p>Choosing the correct form of pronoun used as the subject of a verb.</p> <p>Choosing the correct pronouns used as the subject of a verb.</p>	<p>Complete sentences and give a reason for the kind of choice of subject of verb.</p> <p>Tell a friend or peer about the best way found to understand agreement of subjects and their verbs.</p>	All content areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>1. Simon picks a fruit every day.</p> <p>2. Children steal their parents milk and sugar.</p> <p>3. Simon and Jerry pick a fruit every day.</p> <p>4. She combs her hair well.</p> <p>5. They comb their hair well.</p> <p>Pick out the subject and then describe it:</p>	<p>Choosing the correct noun form to agree with verb in a sentence or small paragraph.</p> <p>Constructing own sentences and reading them aloud to get the sound.</p> <p>Correcting errors of agreement in sentences.</p> <p>Writing short poems and other creative pieces to show mastery of subject/verb association.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<ol style="list-style-type: none"> 1. In the first sentence "Simon" is the subject. It is singular in number. 2. In the second sentence "children" is a plural subject. 3. In the third sentence "Simon and Jerry" is the subject. It is compound . 4. In the fourth sentence "she" is the subject. It is a 	<p>Writing questions about things you want to find out.</p> <p>Giving instructions to classmates and named characters.</p> <p>Reading instructions to get a feeling of what a well constructed question sounds like.</p> <p>Filling in subjects and/or predicate forms in given sentences.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>singular pronoun. "They" is a plural subject. It is a pronoun.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Agreement in questions. 2. Have you any food? 3. Does she come in early? 4. Are Jerry and John still friends? 5. Is Samuel still coming to the party? 			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Tenses	Indicate time in speech and writing by using the appropriate tense.	Articulating and writing the correct tense in compositions and reports.	Display the habit of proof reading all written work. Correct self or others.	There is distinction of verb form to indicate present, past, and future (times) tense. Present tense verb forms indicate the time of occurrence or completion of an action. 1. The present tense verb refers to present time e.g. She kicks the ball.	Examining verbs underlined in sentences and telling about their tense. Distinguishing one past tense verb form against another past tense verb form. Making necessary corrections in given sentences. Giving the main parts of listed verbs. Giving present and past tense forms of given verbs.	Write a letter to an overseas friend to tell her/him of a recent happening in Guyana. Tell the story of a past happening in your personal life. Tell in the form of a poem what you hope to become after you will have left school. Write an interesting account of the things seen on the way to school.	All listening, spoken, and writing areas of the curriculum.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>2. The present time form represents action as occurring in the future e.g. The party begins at 1 o'clock.</p> <p>3. The present time form tells general truth e.g. Mother is a good person.</p> <p>4. The present time form states habit, custom, characteristic. She always</p>	<p>Telling when a verb changes its form to indicate person e.g. third person singular. He sends, John Stands.</p> <p>Writing letters to tell about things that happened, things that will happen, and things that are happening.</p> <p>Listening to the sound of present, past and future tense forms in sentences.</p> <p>Proof reading own work and that of peers.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<u>eats</u> quickly. 5. The future tense verbs. 6. <u>Will</u> is used with the first person. 7. <u>Shall</u> is used with the second and third persons e.g. <u>I will</u> keep my promise. <u>You shall</u> never know me well. They shall come tomorrow.	Circling the correct word to complete the sentence. Matching parts of words. Comparing everyday spoken verb forms with new SE forms. Completing signs by inserting appropriate verbs e.g. (a) ___ off the grass! (b) Please do not ___ the animals.		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>8. The past tense verb forms.</p> <p>9. There are markers which tell that a verb is in the past tense form.</p> <p>10. Some verbs have the – <u>ed</u>, - <u>d</u>, or – <u>t</u> to the present infinitive form e.g. ask, asked, spend, spent, hear, heard.</p> <p>11. Other verbs have their past tense formed by internal</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				vowel change and other change and other changes of form begin - began, wake - woke, lie - lay, eat - ate, shall - should, can - could.			
Possessive Pronouns	Recognise and be able to construct sentences with possessive nouns.	Identifying possessive nouns. Defining possessive nouns. Using possessive nouns in sentences orally and written.	The willingness to construct sentences involving possessive pronouns.	A word that is used instead of a noun and shows ownership is a possessive pronoun. Sentences: The ball is mine, not his. She took the trophy because it was hers.	Identifying possessive pronouns from sentences. Constructing definitions for possessive pronouns. Making sentences using possessive nouns.	Write a skit about something or a situation that show a problem being solved.	Problem solving and explanation of problems across curriculum especially Mathematics and Social Studies.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Mine is different from yours.</p> <p>Is the cold medication yours?</p>			
Adjectives	Identify and use adjectives for more descriptive, interesting and vivid speech and writing	Identifying adjectives from the work each does.	Derive pleasure when using adjectives in daily speech and writing to make what is said interesting.	<p>Adjectives are words that tell more about nouns or pronouns.</p> <p>Adjectives tell</p> <ul style="list-style-type: none"> - What kind? New car, old car - Which one? <u>This</u> car, <u>that</u> car - What quantity? <u>Three</u> cars, <u>few</u> cars, <u>all</u> cars 	<p>Using sets of adjective that deal with specific situations party <u>exciting</u>, <u>beautiful</u>, house, public.</p> <p>Write sentences using adjectives e.g. small.</p>	<p>Underline adjective in sentence.</p> <p>Insert adjective in sentence.</p>	Areas across the curriculum.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<u>several</u> cars - How much or How many? Limited quantity.			
Adjectives	Use positive, comparative and superlative adjective, correctly to indicate quality in spoken and written sentences..	Choosing and using apt adjectives to convey specific messages, pictures, emotions.	Develop the strong desire to have pleasure and success when using adjectives especially when they are deliberately chosen for the occasion.	Positive, comparative and superlative adjectives tell of quality. Comparison: Telling more about other adjectives <u>more, most</u> . There is more chocolate than toffee.	Participating in exercises - <u>Comparison</u> I am tall. He is taller. - Contrast - Emphasis	Underline adjectives in sentences and paragraphs. Write a story about a little girl or boy in an exciting situation.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>They took him to the <u>highest</u> fence and asked him to jump.</p> <p><u>Irregular:</u> Little, less, least "I got the least marks in the Mathematics class" said Joan.</p> <p>"What, you're the brightest Maths person I've ever met!" exclaimed Jerry.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Adverbs.	Modify words used in speech and writing through the use of adverbs for effective language use.	Identifying the adverb that compares when it is used in a sentence or passage.	Speak clearly and coherently.	<p>Adverbs supply details of time, place and manner by answering questions how, how often, when, where.</p> <p><u>How</u>: The athlete ran <u>quickly</u></p> <p><u>How often</u>: The sun shone daily.</p> <p><u>When</u>: Sherry will arrive tomorrow.</p> <p><u>Where</u>: The cat strolled <u>outside</u>.</p>	<p>Reading given sentences or short passages.</p> <p>Identifying words that tell how, how often, when or where.</p> <p>Formulating a definition for adverbs.</p> <p>Making up sentences using given adverbs.</p>	<p>Underline adverbs from given sentences.</p> <p>Complete given sentences with adverbs.</p>	Use adverbs in speech and writing in all core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Conjunctions	Recognise and use conjunctions to show the relationship between words or groups of words in sentences.	Writing concise sentence through the use of conjunctions.	Willingness to be creative and to try out things.	Conjunctions are words that connect other words or groups of words. Some conjunctions in sentences <u>and</u> , <u>but</u> , <u>because</u> , <u>who</u> , <u>which</u> .	Reading given sentence. Identifying words that connect sentence. Making sentences with conjunctions. Defining conjunctions.	Underline conjunction in given sentences. Use conjunctions to join sentences orally and written. Make sentence in pairs, then join each pair to make one sentence.	Apply the skill in all other subject areas.
Direct Speech	Present direct speech patterns in standard forms for efficient and effective writing.	Writing dialogue with the required punctuation marks correctly placed.	Show confidence and consistency in using direct speech patterns.	There is a certain standard form of presenting direct speech patterns. Quotation Marks are used to mark off words of the original speaker or writer.	Illustrating how to:- Place end stops and commas within the lifted commas. Using a comma or commas to separate exact words of a speaker from the rest of the sentence, except when the sense of the	Write a short story about a dog that got away from its kennel and created havoc in his street. Be sure to use dialogue. Let your class listen as you tell about a discussion or any situation where dialogue was used.	All areas of the curriculum where lifted or quotation marks can be made use of.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>We use double quotation marks: the first set marks the beginning of the quoted text and the second set marks the end:</p> <p>(a) "I'd like to try," said Alice.</p> <p>(b) Simone said timidly, "I think I have the answer."</p> <p>(c) "Why," he asked, "didn't you tell me?"</p> <p>When a quotation is broken as in (c) above, it is continued</p>	<p>sentence requires some other mark.</p> <p>Illustrating that a quotation may be broken by explanatory words.</p> <p>Illustrating that when the direct words are broken by explanatory words then an extra set of quotation marks must be used.</p> <p>Illustrating that in continuous writing such as stories with conversation, a new paragraph must be started for a new speaker.</p>	<p>Read a text, then punctuate it correctly.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>without the first word being capitalised.</p> <p>When the quoted piece has two sentences and the writer chooses to separate them, each section must have its first letter capitalised e.g. "I'm sorry to be late!" exclaimed Alice. "Have you been here long Queen of Diamonds?"</p> <p>All end-stop marks are to be placed within the pair of quotation marks.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>(a) "Come!" Simon shouted.</p> <p>(b) "Please for some food," requested Ingrid.</p> <p>(c) "Are you well today?" asked Pam.</p> <p>(d) Jane said, "I saw you kick the dog."</p> <p>Commas are placed within the quoted text e.g. "Here is your umbrella," said Simon.</p>			

**LANGUAGE ARTS CURRICULUM GUIDE
LEVEL 4
VOCABULARY**

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Alphabetical Order	Arrange words according to dictionary/ alphabetical order such as those in the dictionary, thesaurus, encyclopedia and telephone directory.	Locating words according to alphabetical sequence first, second and third word.	<p>Have a sense of order/ arrangement.</p> <p>Take turns where necessary.</p> <p>Appreciate why things are placed in specific sequence.</p>	<p>Words are arranged according to the alphabet sequence for easy location.</p> <p>e.g. (a) <u>first letter</u> 1. <u>m</u>usic, <u>d</u>ance, <u>h</u>ammer, <u>p</u>an, <u>s</u>ong.</p> <p>(b) <u>second letters</u> 1. <u>l</u>ent, <u>l</u>ive, <u>l</u>ook, <u>l</u>uck.</p> <p>(c) <u>third letters</u> 1. <u>m</u>ade, <u>m</u>ast, <u>m</u>at, <u>m</u>aze</p>	<p>Identifying given words.</p> <p>Reading given words.</p> <p>Arranging given words according to the alphabet</p> <ul style="list-style-type: none"> - first letter - second letter - third letter <p>Using the dictionary to find words.</p>	<p>Make a personal dictionary.</p> <p>Make a book</p> <ul style="list-style-type: none"> - Words I know (must be done in alphabetical order) 	<p>Place content words in alphabetical order.</p> <p>Use dictionary and encyclopedia to find content related words.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Syllables	Recognise that Syllabication is an important approach to the identification of words.	Identifying given words in syllables.	<p>Speak and read with confidence.</p> <p>Pronounce words correctly.</p> <p>Attack words independently.</p>	<p>Words can be easily identified and pronounced when they are broken up into syllable/parts.</p> <p>Syllables are the small parts a word is broken up into e.g. (a) patrol — pat-rol (b) accident— ac-ci-dent (c) pedestrian —pe-des-tri-an (d) safety — safe-ty</p>	<p>Identifying given words.</p> <p>Looking at words and naming the roots of these words.</p> <p>Identifying the prefixes of given words.</p> <p>Identifying the suffixes of given words.</p> <p>Breaking up whole words in parts for identification.</p>	<p>Arrange a set of words in syllables.</p> <p>Identify the roots of given words.</p>	Identification of content words through syllabication.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Words with multiple meaning	Recognise that some words have multiple meanings and should be used correctly in context.	Using words in the correct context. Selecting the best word for use in sentences.	Develop an enriched vocabulary. Make informed choices.	Some words have more than one meaning. e.g. <u>leaves</u> , fly, jumps, line e.g. (a) The boy <u>leaves</u> home early. (b) The <u>leaves</u> are green. 2. (a) The <u>fly</u> is an insect. (b) Birds <u>fly</u> . e.g. To look - Telling the time - Answer: watch.	Identifying words with multiple meanings. Reading words with multiple meanings. Locating the meanings of the specific words. Comparing the words with the specific sentences. Making sentences using words with multiple meanings. Explaining the function of each word in its context.	Compile a word list/book. Play a game “What is the answer”	Use specific content words in all core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Making a book with these words (multiple meaning).		
Synonyms	Use a variety of words that are alike to produce meaningful pieces of writing.	Using synonyms to give clarity to writing.	<p>Appreciate the use of new words.</p> <p>Develop independence and self determination.</p> <p>Use words competently.</p> <p>Make informed choices.</p>	<p>Synonyms are words which are similar in meaning. e.g. enemy – foe halt – stop incorrect – wrong assist – help</p> <p>Write synonyms for the words underlined</p> <p>(a) The man is <u>rich</u>. (b) The old man is <u>weak</u></p>	<p>Defining synonyms.</p> <p>Identifying synonyms.</p> <p>Using dictionary to verify pairs of synonyms.</p> <p>Completing sentences using the synonym of words underlined.</p> <p>Matching words with synonyms.</p> <p>Compiling a chart of words and synonyms.</p>	<p>Make a (a) chart (b) personal book</p> <p>Complete given exercise.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Antonyms	Use antonyms effectively in speech and writing.	Writing the opposites of words to change the meanings of sentences.	<p>Appreciate why variety is important.</p> <p>Develop an interest in acceptance.</p>	<p><u>Antonyms</u> are words that are opposite in meaning.</p> <p>e.g. tall – short beautiful – ugly black – white</p> <p>Write the opposite of the word underlined:</p> <p>The man was <u>dark</u> in complexion.</p> <p><u>Opposites</u> with prefix: <u>un, dis</u> happy – unhappy fair – unfair appear – disappear obey – disobey</p>	<p>Identifying words and their opposites.</p> <p>Reading words and opposites.</p> <p>Making sentences using words and their opposites.</p> <p>Matching words with their opposites.</p> <p>Substituting words for their opposites.</p> <p>Making a chart showing words and their opposites.</p>	<p>Make a</p> <ol style="list-style-type: none"> 1. chart 2. personal book of antonyms. 	<p><u>Science</u> Scientific terms transparent e.g. opaque.</p> <p><u>Mathematics</u> The opposite of a ○ is a _____.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Homophones	Select specific homophones which have the same sounds but different spelling and meaning for efficient use of vocabulary in speech and writing.	Using correct homophones in sentences.	<p>Distinguish between similarities.</p> <p>Make correct decisions.</p> <p>Make informed choices.</p>	<p>Homophones are words with the same sound but different in spelling and meaning.</p> <p>e.g. not – knot hear – hair new – knew</p> <p>Put in the correct word: 1. John bought a ____ car. (new, knew)</p> <p>2. I stood ____ for a long time. (hear, here)</p>	<p>Identifying homophones.</p> <p>Explaining each word and its function.</p> <p>Making sentences using homophones.</p> <p>Completing sentences using homophones.</p> <p>Making a word list of homophones.</p>	Use specific homophones to complete sentences.	Use words correctly in all content areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Animal sounds	Recognise that all animals make sounds which are important for identification.	Using the correct vocabulary to indicate the sounds of animals in speech and writing.	<p>Appreciate all forms of communication.</p> <p>Respect each other's contributions.</p>	<p>Animals make sounds. e.g. dog – barks snake – hisses frog – croaks donkey – brays horse – neighs lion – roars</p> <p>Complete the given sentences (a) We heard the ___ of the lion. (b) The frogs ___ all night long.</p>	<p>Identifying/ name animals.</p> <p>Making the sound of animals.</p> <p>Matching animals with their sounds.</p> <p>Making a chart showing animals and sound.</p> <p>Completing given sentences.</p>	<ul style="list-style-type: none"> • Making a chart with animals and their sounds. • Completing a crossword puzzle on animals and their sounds. • Playing a matching game on animals and their sounds. 	<p>Science</p> <ul style="list-style-type: none"> - Characteristics of Animals. - Animals and their sounds.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Animal Homes	Recognise that animals have homes with specific names and these become important for the use of specific vocabulary in speech and writing.	Using the correct vocabulary to indicate the homes of animals in speech and writing.	<p>Treat homes of all with respect.</p> <p>Appreciate beauty and variety.</p> <p>Be independent.</p> <p>Use specific vocabulary.</p>	<p>Animals have homes. e.g. dog- kennel bird – nest pig – sty horse – stable rabbit – burrow bee – nest</p> <p>Which animals live in these places/homes.</p> <p>(a) aviary (b) aquarium (c) apiary (d) byre</p> <p>Complete these sentences: 1. A place where ___ are kept is called a sty.</p>	<p>Identifying and naming animals.</p> <p>Matching animals with their homes.</p> <p>Making a chart showing animals and their homes.</p> <p>Completing given sentences putting homes/animals.</p>	<p>Making a chart showing familiar animals and their homes.</p>	<p>Science Characteristics of Animals - Animals and their homes.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				2. We visited the stable and saw many _____.			
Suffix	Show understanding that words can change their meaning if suffixes are added to them.	Using specific words competently in speech and writing.	Develop an attitude for discovery. Be creative.	Suffix is a word, part of a word that is placed at the end of another word and changes its meaning or use. Suffixes – er, or, y, ful, ness, ment e.g. football – football <u>er</u> paint – paint <u>er</u> act – act <u>or</u> conduct – conduct <u>or</u> peace – peace <u>ful</u> entertain – entertain <u>ment</u>	Identifying and reading given words. Identifying and pronouncing suffix. Defining the term suffix. Making new words by adding suffix. Compiling a word list with words and suffix. Constructing sentences using words with suffix.	Compile a word list. Complete given exercises.	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				e.g. A person who plays football is called a <u>footballer</u> .			
Abbreviation	Be informed that some words can be written in a shortened form and knowledge of these forms are necessary for quick identification and comprehension.	Identifying abbreviated words and writing the whole words for given abbreviations also using the words in sentences.	Work co-operatively in groups. Show understanding of word forms.	Some words can be written in a shortened form. Abbreviation is the shortened form of a word. e.g. January – Jan Tuesday - Tues Metre – m Minutes – mins Streets – st Kilometre – km Doctor – dr Hire purchase – hp	Identifying given words. Reading given words. Writing the shortened form of the given words. Completing sentences putting in the abbreviation form of words underlined. Writing in extended form for abbreviated words.	Write abbreviations for a given list of words such as (i) Street - (ii) January - (iii) Sunday -	All curriculum areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Write in extended form:</p> <p>(a) H.M – Headmaster Head-Master/ Head-Mistress</p> <p>(b) instal - instalment</p> <p>(c) deci – decimal</p>			
Contractions	Show awareness that specific words can be combined using an apostrophe to form one word which is important for appropriate use of words in speech and writing.	Constructing contractions and using them appropriately in sentences.	Demonstrate an understanding of word forms.	<p>Contraction is the joining together of two words to form one word.</p> <p>e.g. cannot – can't do not – don't does not – doesn't are not – aren't have not – haven't did not – didn't.</p>	<p>Defining the term contraction.</p> <p>Identifying contractions.</p> <p>Making sentences using contractions.</p> <p>Completing sentences putting in contractions.</p>	<p>Make a chart with contractions.</p> <p>Complete given exercises involving the work of contractions.</p>	Use appropriate word forms in all core areas.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Complete sentences putting in the contraction of the words underlined. e.g. 1. The girl <u>did not</u> go to the market. 2. The children <u>are not</u> going to the park.</p>	<p>Writing the expanded form of contractions. Writing pairs of words in contraction form. Completing sentences with contractions.</p>		
Simile	Show awareness that similes are used to indicate comparisons between two unlike things and use of this device is necessary for effective speech and writing.	<p>Identifying similes in writing.</p> <p>Using similes in speech and writing to give clear descriptions.</p>	<p>Develop a sense of close relationship.</p> <p>Respond positively to similarities and differences.</p>	<p>Similes help to show comparison between two unlike things that are alike in some respect e.g. (a) as heavy as lead. (b) as light as feather</p>	<p>Defining the term simile.</p> <p>Explaining the comparison between two unlike things.</p> <p>Reading and writing similes.</p> <p>Completing sentences using similes.</p>	Write short paragraphs using similes of favourite poems.	<p>Use similes in descriptive writing in the following core areas</p> <ul style="list-style-type: none"> - Science - Social Studies

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>(c) as green as grass</p> <p>Complete these sentences.</p> <p>1. The book was as light as _____.</p> <p>2. The water in the pot was as _____ as crystal.</p>	<p>Making sentences using similes.</p> <p>Identifying similes in paragraphs and discussing its effect in each case.</p> <p><u>Materials</u></p> <ul style="list-style-type: none"> - strips with a variety of similes. - Paragraphs with similes. 		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Words and origin	Recognise that some words that are used daily originate from countries other than England.	Researching and writing the origin of given words.	<p>Use the dictionary as a resource material.</p> <p>Look at words critically.</p> <p>Willingness to conduct research on unfamiliar words.</p>	<p>The story about words.</p> <p>What the term origin means.</p> <p>Words e.g.</p> <p>1. Trench – chef, restaurant, choux pastry.</p> <p>2. Italian – spaghetti pasta, pizza.</p> <p>3. Spanish – spaniel</p> <p>4. Dutch - spangle</p> <p>5. Old English – spark,</p> <p>6. Chinese – chop – suey chow.</p>	<p>Identifying given words.</p> <p>Pronouncing words correctly.</p> <p>Check dictionary for the meaning and origin of words.</p> <p>Making a personal dictionary of words and their origin.</p> <p>Explaining the words to pupils.</p> <p><u>Materials</u> Dictionaries.</p>	<p>Find the meaning of given words and their origin.</p> <p>Compile word list showing this origin e.g. French, Dutch, Italian, Spanish, Old English.</p>	Researching word origin in the various core areas.

