

STANDARD 1

Demonstrates Grade or Age Appropriate and Expressive Language Skills

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
Listening	<ul style="list-style-type: none"> - Demonstrates willingness to listen to teacher and other attentively. - Illustrates knowledge about people and things from materials in the classroom - Responds to questions about listening activities. 	<p>1.1 Key words e.g. where, when, how, and important vocabulary form daily materials from Readers, Unit 1: moved, home, new, neighbour. Standard English pronunciation of words and sentences.</p> <p>1.2 Talks by resource persons e.g. a nurse, 'How to keep healthy' a health worker, 'How to keep the environment safe.' Reading by teacher. Let's pretend Radio programmes current events and new items messages told, re-told and taken down e.g. Ms. Sam would like to see you at noon. Please go to her desk.</p> <p>1.3 Instructions to do or make things-First put the parts of the pictures puzzle on the desk. Secondly fix the dog's face. The fix his body. Fix his feet last.</p> <p>1.4 Instructions based on stories: eg. Listen to the story. Tell about Johnny Blues; Johnny's special house Repetitive rhymes.</p>	<p>Listening attentively to teacher's instructions and respond. Repeating words, sentences, specific information given by friend's voice, tape of cassette. Setting up situation with Let's pretend radio station and a class-made microphone operate it.</p> <p>Re-tell messages accurately. Games 'whispers'. Choose five pupils. Whispers it to the second, and so on. Compare secret/message given to no. 5 with no. 1.</p> <p>Miming while listening to story. Manipulating pictures to match sages in the story of the week. Individual and group participation.</p> <p>Asking, answering questions after listening – Who? What? Where? Why? How? Recalling information; summarizing; drawing.</p>	<p>Fun With Language RALP Readers Rainbow Readers Book for Class Library</p> <p>Tape; Cassette; children's records (music)</p> <p>Desk to set up Let's Pretend Radio Station; Cardboard roll and paper/foil ball for microphone</p> <p>Simple pictures Puzzles Teacher's resources booklet with materials for listening.</p>	<p>Can pupils repeat and pronounce words/sentences accurately?</p> <p>Can pupils do tasks after oral guidance?</p> <p>Can pupils give an opinion about an aspect of the listening experience?</p>	<p>Reading</p> <p>Health Education</p> <p>Art and Craft</p>

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		1.5 Class announcements eg. We will all listen to songs at break. It's too wet to go out.				

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Speaking	<ul style="list-style-type: none"> - Communicating ideas freely in First Language and later in Standard English. - Participates in meaningful activities which promote language learning - Develops new vocabulary and sentence construction - Pays attention to speech sounds and pronunciation - Expresses opinions and responds to what others say 	<p>1.6 Yourself, your family, animal friends; reader/story topic. Topics from other subject areas; current events; news Feelings about characters you meet.</p> <p>Rhymes – content Objects – description of colour, shape, size texture Telephone chats Giving messages from teacher to child Eg. about shopping list</p> <p>1.7 New Vocabulary and Standards English Sentences from all classes and experiences.</p> <p>Saying words beginning with h – (how, hurt,, hungry); th- (those, that, there) avoid d sound; different between hour and our; am and ham; <u>c</u>ar; girl; io in boy; a in war, warm; st, t, ing (ending) in trust, strict, walking.</p> <p>1.8 Courtesies; please, thank you praise; greetings; Farewell share feeling</p> <p>1.9 Special events at home, school, community; family matters.</p>	<p>Talking individual, in pairs, in groups. Taking turns Reporting information Responding to questions Summarizing class activities Telling how I/we did or made something; why we did it. Using Standard English structure in puppetry, dialogue Dramatizing emotions, describing them.</p> <p>Playing speech games eg. Shopping Day. Using teachers controlled sentences then free sentences.</p> <p>Pronounce sounds accurately. Describing things which must be named. Giving reasons for actions Sharing emotions Stating ideas in sentences Role play, show and tell activities.</p>	<p>Readers Story books Pictures Word Cards in wall pockets, wall, bank, tree Masks of animals Puppets of paper bags; socks; paper plate Toys available Art materials Telephones from cardboard and string</p>	<p>Does pupil participate in speaking session? Has he/her vocabulary increased? Can he/she speak in sentences? Can he/she use Standard English when required></p> <p>Can he/she use says 'h' at the beginning of hurt? Hello? Hungry? Can he/she say correctly? He had an hour to hop around the house?</p>	<p>Reading</p> <p>Science</p> <p>Health Education</p> <p>Physical Education</p> <p>Games</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
		<p>1.10 Different kinds of sentences- question, exclamation; tone of voice to show these. Using to be to have to do correctly</p> <p>1.11 Words related to description; shape, size, colour, texture, smell, taste.</p> <p>1.12 Reports on activities and experiences eg. school concert field trip, nature</p>				

STANDARD 2

Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives									
<p>All about me and my book friends</p>	<p>A. Print The child will discriminate between likenesses and differences in form and symbols in any given situations.</p> <ul style="list-style-type: none"> - know and respond to activities involving likenesses. - listen to follow directions - demonstrate the ability to articulate exactly what is heard - recognizing that alphabet letters represent print - respond to questions on the alphabet - upper and lower case letters fluently - acknowledge that sounds can vary. 	<ol style="list-style-type: none"> 1. Visual discrimination activities – letters, words –likeness, differences 2. Auditory discrimination – likenesses and differences in letter sounds; words 3. Single sounds are emphasized in the initial and final positions – b d t <u>d</u>og <u>m</u>ud 4. Game involving naming the letters of the alphabet eg. reorganize a set of letters cards to show sequence. 5. Questions: Which letter is upper case and which is lower? Eg. Mm Dd Ed Ff Gg Bb 6. What sound do you hear at the beginning of this word? land mat 	<ol style="list-style-type: none"> 1. Manipulating letter card and naming each letter. 2. Matching the letter card with the word card that begins with the same letter. 3. Matching upper case letters to the lower case one eg. M b B c C m 4. Identifying and grouping words that do not have the same beginning letter. 5. Echoing similar letter sounds. 6. Listening to and responding to questions based on letter sounds. (a) Which letter begins these words? man, nut, banana Give the sound for each 	<ol style="list-style-type: none"> 1. Name cards 2. Letter card – alphabet both upper and lower cases <p>Words card eg.</p> <table border="1" data-bbox="1230 483 1472 613"> <tr> <td>Mat</td> <td>Meg</td> <td>Man</td> </tr> <tr> <td>Sam</td> <td>Sand</td> <td></td> </tr> <tr> <td>let</td> <td>land</td> <td></td> </tr> </table> <ol style="list-style-type: none"> 3. Large environmental print chart magazine cut out <p>Pictures Activity sheets</p> <p>Set of alphabet cards</p> <p>Alphabet game</p>	Mat	Meg	Man	Sam	Sand		let	land		<p>Can the child tell when a letter or a word is the same or different?</p> <p>Can the child identify the names of given letters?</p> <p>Can the child tell which is a capital letter and which is not?</p> <p>Can the child give the sound of specific letters?</p> <p>Can the child name correctly the letter and its sound in his or her name?</p> <p>Can the child put in correct sequence the letters of the alphabet and say which comes first, next, last?</p> <p>Can the child write the letters of the alphabet.</p>	<p>Art – repetitive patterns using letters of the alphabet.</p> <p>Craft – cut outs of pictures, words for the Environmental print chart.</p> <p>Music – the Alphabet song</p>
Mat	Meg	Man													
Sam	Sand														
let	land														

STANDARD 2

Concepts of Print and Phonemic Awareness

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
All about me and my book friends	The child will: - develop the ability to use a book correctly.	Stories from Big Books -listening activity -speaking activity -reading aloud activity	Teacher modeling the correct way to use a book Discussing the layout of a Big Book	Big Books collection from teachers' resources	Can the child handle a book correctly?	Craft develop a "Me" Wall with pictures of each child and their name under each.
How to used a book correctly	<ul style="list-style-type: none"> - scan left to right when being read to. - know the parts of a book and name same correctly. - identify story books by their names. - name some favorite book titles. - Locate and identify titles and author a book - Demonstrate how to use a book correctly 	<ul style="list-style-type: none"> -Parts of a book cover page title, author, picture/illustrator inside pages back page. -Familiar story books Eg. Goldilocks, The Three Bears, Red Riding Hood -Text stories -Discussion – show and tell – how to use a book -Questions based on the parts of a book, Book Friends 	<ul style="list-style-type: none"> Child – scanning from left to right in teacher models. Naming parts of a Book Identifying story books by their titles. Pointing to the title, the author in text story books Demonstrating how to use a book and saying why. Oral answers to questions on the care of Books Naming book friends 	<ul style="list-style-type: none"> Books from class library Story books already read by adults to children Set of RALP books Book 1 – 26 Books from class library Question cards 	<ul style="list-style-type: none"> Can the child tell how a book is laid out? Can the child "read" a book from left to right? Can the child name the parts of a book Can the child identify story books by their titles? Can the child point to the title author of unfamiliar book? Can the child talk about a Book Friend with ease? Can the child answer general questions about books? 	

STANDARD 2

Demonstrates Emergent Reading Skills in Phonemic Awareness and Concepts of Print

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives																
<p>All about me and my book friends Phonemic Awareness</p>	<p>Phonemic Awareness The child will -demonstrate the ability to discriminate between letter sounds and words.</p> <p>-distinguish between a single syllable and a multi-syllable word</p> <p>-recognize the difference in two sounds</p> <p>-hear and repeat a rhyme in words</p> <p>-identify individual phonemic in simple spoken words</p> <p>-blend individual phonemics to create two and three letter words.</p>	<p>Word rubber banding -song Old Mc Donald Children's name</p> <p>-game, Picture Box Sound counting</p> <p>-songs/nursery rhyme Eg. Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown and Jill came tumbling after.</p> <p>-Alliterations Pg. 1</p> <p>-syllables Tapping the number one/more than one</p> <p>-word families using Onset Rimes C at m at f at</p> <p>-blending activities</p> <p>-simple decodable texts</p>	<p>Discussing how this game goes while singing song</p> <p>-stretching mmm in McDonald -using their names to stretch the sound of the initial letter in the song as well</p> <p>-modelling the game Picture Box Sound counting ccc aaa ttt ● ● ●</p> <p>3 sounds make up the word cat</p> <p>-supplying simple words to continue counting</p> <p>-naming a word and clapping out the syllables in the word.</p> <p>-making words using word families</p> <p>-blending sounds to make new words</p> <p>-reading simple decodable texts</p>	<p>Name tags</p> <p>Word card with a picture</p> <table border="1" data-bbox="1230 380 1465 451"> <tr><td colspan="3">cat</td></tr> <tr><td>●</td><td>●</td><td>●</td></tr> </table> <p>-word cards with words that are the same and those that are different Eg.</p> <table border="1" data-bbox="1230 639 1465 857"> <tr><td>cat</td><td>cat</td></tr> <tr><td>can</td><td>cat</td></tr> <tr><td colspan="2">Put x on the same words, circle the one that is different</td></tr> </table> <p>-word card to show which words rhyme</p> <table border="1" data-bbox="1230 964 1465 1036"> <tr><td>mit</td><td>sits</td></tr> <tr><td>sat</td><td>fat</td></tr> </table> <p>-Scope and Sequence Chart for Grade 1 Phonemic Awareness activities</p> <p>-RALP text sets Bks 1 to 26</p> <p>-audio cassette/player -environmental Print Chart</p>	cat			●	●	●	cat	cat	can	cat	Put x on the same words, circle the one that is different		mit	sits	sat	fat	<p>Can the child discriminate special letter sounds eg. b d; p g ?</p> <p>-can the child discriminate beginning sounds in words? -can the child give the sound of specific letters in given words? -can the child tell which word pairs rhymes and which do not eg. cat / hat let / pen</p> <p>-can the child supply rhyming words following a pattern – rack, sack...</p> <p>-can the child Underline the alliterations in given poems, limericks all by himself / herself?</p> <p>-can the child give the odd sound in a given situation? Eg. mop, man, mop</p>	<p>Music – use a shaker, tambourine etc. to clap out syllables.</p>
cat																						
●	●	●																				
cat	cat																					
can	cat																					
Put x on the same words, circle the one that is different																						
mit	sits																					
sat	fat																					

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				Word cards Activity card.	<p>-can the child Bend words as a whole independently? Eg. /s/ at /m/at</p> <p>-can the child say each word sound by sound - /m/ē/</p> <p>-can the child clap the number of syllables he or she hears in each word? Eg. pr, pencil, book book mark</p> <p>-can the child say the last sound he or she hears in each word?</p> <p>-can the child combine phonemes to form a word, write and read the word?</p> <p>-can the child break a word into its separate sounds? Eg. big – 3 sounds fun – 3 sounds</p> <p>-can the child read his/her names their friends in the classroom?</p>	

STANDARD 3

Demonstrates Proficiency in Applying Relevant Decoding and Word Recognition Strategies to the Reading Process, and uses this Knowledge to Become a Fluent Reader.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
<p>3.1 Recognizes local environmental print such as graphic, symbols and signs.</p>	<p>The student will demonstrate an understanding that print, signs etc. in the environment, can be recognized because they carry a message.</p> <p>Knowledge Recognize signs because of where it is and the message it carries</p> <p>Skills Identify signs in any form and where it is</p> <p>Understanding Print carries a message</p> <p>Attitude Show willingness to participate and share new knowledge with peers.</p>	<p>-Name of school and other parts of the school building eg. library, kitchen, washrooms</p> <p>-Names on streets</p> <p>-Names on shops</p> <p>-Names on busses</p> <p>-Titles on books</p> <p>-Individual names</p> <p>-Numbers on doors 1 – 10</p> <p>-Labels in the classroom Other signs in and out of school. (charts posters etc.)</p>	<p>-Classroom demonstration to label something.</p> <p>-Follow up walk about to find names on other parts of the school. Headteacher’s office School library Kitchen</p> <p>-Field trip in school compound/community to look for other signs.</p> <p>-Creates labels, signs as given task- name cards, labels for classroom wall, table, window, class library, on furniture</p>	<p>Can the child find out any place in the school by identifying a label, sign name or number?</p> <p>Can the child find or identify given things in the classroom with the aid of a sign or table?</p>	<p>Social Studies - place names in the community. -parts of the school -lot numbers -room numbers -traffic signs</p> <p>Arts Preparing signs and symbols Using letters, numerals decoratively. Lettering and shading, colouring</p> <p>Language Lettering, designing copying signs, symbols</p>	<p>Cardboard Paper Scissors Brushes Crayon Paint String Stencils for traffic signs stencils for general use number symbols 0 – 9 Alphabet</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.2 The Student	<p>The student will readily identify all alphabet letters out of sequence and in any context randomly.</p> <p>Knowledge The letters of the alphabet have special forms or shape</p> <p>Skill Recognize letters in any context, form or style</p> <p>Understanding Letters do not change their basis shape.</p> <p>Attitudes Show a willingness to take risks and work with others to complete a task.</p>	<p>Identifying on flash cards or -sequenced alphabet motifs -jumbled letters – sorting sentence strips Charts (weather) days of the week Months of the year Name tags for class Games: Memory game Bingo (picture, letter, words)</p> <p>Heavy duty letters (They are frequently used, they do not look alike, they do not confuse pupils)</p>	<p>Identifying letters in names Name letters as they appear in words, on charts Alphabet Charts (seq.) Letter Memory Game -match letter to sound -match letter to name -say the name of a given letter</p> <p>Cut out letters from newspapers, magazines etc. Given a letter children will find it in five places. Circle, colour letters in paint If a letter cannot be readily identify, the child will look for it in the sequenced. Alphabet then proceed with given task. Trace letters Match letters of the same case, lower or upper case.</p> <p>Creating alphabet books Wordless picture books Teach heavy duty letters</p> <p>Ss Mm Bb Hh Rr Ff Cc Ww Pp Ll Write letters in different forms and styles.</p> <p>Play games Isolate letters in words in Initial, Medial and or final position</p>	<p>-can the child recognize letters randomly and name them on sight?</p> <p>Can the child play the game successfully?</p>	<p>Art Write letter in different forms and styles.</p> <p>Use letters for decorative purposes</p> <p>Art Creating pictures for letter books, wordless pictures books.</p> <p>Language Games – Memory - Bingo</p>	<p>Letters of the Alphabet Upper lower cases Different shapes, sizes Crayons Paint Scissors, paper</p> <p>Alphabet – upper/lower case letters cut out -in letter books</p> <p>Name tags Wordless picture books Words on flash cards</p> <p>Sequenced alphabet</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.3	<p>The child will develop the awareness that every letter has a sound</p> <p>That letters combined can also produce a sound</p> <p>Skill Learn and produce the sound of every letter</p> <p>Knowledge The child will know that each letter sound is different That some sounds are similar</p> <p>That when some sounds are put together you can hear sound.</p> <p>Attitude Show willingness to -take risks -try again -work in a group -determination to succeed</p> <p>Understanding Different letter sounds behave in different ways. They may be silent sometimes.</p>	<p>The alphabet sound symbol relationship. Songs to the tune of "The Farmer in the Dell." <u>Word</u> The letter Aa says /ă/ The letter Aa says /ă/ Every letter has a sound The letter Aa says /ă/ (All other letters will follow the same pattern)</p> <p>Sound for every letter of the alphabet</p>	<p>Teach letter sounds individual. (use sound in context of a word, preferably in the initial position no blend, digraph) Eg. apple ant bag bed cow car</p> <p>-Repeat sounds and song regularly</p> <p>-identify sounds in other contexts</p> <p>-provide opportunity for children to use sounds in other contexts</p> <p>-stories } Give tasks for children to identify sounds outside -rhymes } -books } -pictures }</p> <p>-Listen to sounds on recorder or tape</p> <p>-use riddles and rhymes</p> <p>-identify sounds in names, of children, animals, things.</p> <p>-teach constants then vowel sounds (short vowels first)</p> <p>-Teach children to blend sounds into words</p> <p>-segment words into sounds</p>	<p>Alphabet Chart Alphabet cards Single letters Tape recorder Rhymes</p>	<p>Can the child distinguish between two sounds</p> <p>After hearing a sound can the child reproduced it?</p> <p>Can the child substitute letter sounds and say what sound was substituted?</p> <p>Can the hear sounds in words – beginning ending sounds</p> <p>Can the child write a letter for a given sound or one heard?</p> <p>- one child shows a letter the other produces the sound - Listen for words beginning/ending with a given sound</p> <p>- Listen for sounds in given words</p> <p>- write words beginning with given sounds</p> <p>- supply words beginning with given sounds</p>	<p>All areas of the curriculum</p> <p>Sounds in words</p>

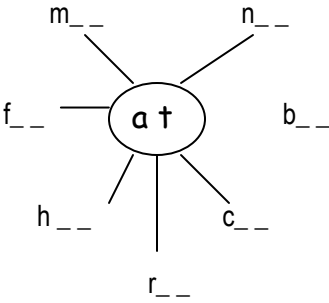
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3.4	<p>The child will use his/her knowledge of letter sound correspondence to read both regular and nonsense words fluently.</p> <p>Skill Recognize letters in a word use letter sound correspondence to decode words Use substitution skills to create new words</p> <p>Understanding A word is made up of different sounds</p> <p>Attitudes Willingness to learn by trial and error</p> <p>Sharing information</p>	<p>Letter recognition Letter sound correspondence Segmenting Blending Onset and Rimes Substituting letters, sound</p> <p>Word lists</p> <ul style="list-style-type: none"> -First Words -High Frequency Word -Dolch List of Easy Words -Words ending with familiar phonograms (endings) <table border="1" data-bbox="476 646 703 836"> <tr> <td>-at</td> <td>-bat</td> <td>cat</td> <td>fat</td> </tr> <tr> <td>-ar</td> <td>-car</td> <td>bar</td> <td>far</td> </tr> <tr> <td>-in</td> <td>-bin</td> <td>din</td> <td>tin</td> </tr> </table> <p>ake, ike, ill ank, ap, am ay, ail, ame, ell, it</p> <p>Games Bingo Fishing Stepping stones</p>	-at	-bat	cat	fat	-ar	-car	bar	far	-in	-bin	din	tin	<p>-Use letters in the Child's name to make words -practice onset/rimes (onset – letter or letter cluster that precedes the vowel (Rime-vowel and subsequent consonant(s))</p> <table border="1" data-bbox="856 446 1102 584"> <tr> <td>Eg. Onset</td> <td>Rime</td> </tr> <tr> <td>C</td> <td>at</td> </tr> <tr> <td>Sh</td> <td>eep</td> </tr> <tr> <td>d</td> <td>l g</td> </tr> </table> <p>-letters substitution for (word building Onset/rime (phonograms)</p> <p>-phonogram substitution for rimes</p> <p>-segmentation for letters. syllables</p> <p>-compile list of word with common factors.</p> <p>-add letters to create new words (inflection, plurals)</p> <p>-remove letters to create new words</p> <p>-read word lists</p> <p>-create individual word books</p> <p>-create concept map for words</p>	Eg. Onset	Rime	C	at	Sh	eep	d	l g	<p>Words lists Text Book Words</p> <p>Word Lists -First words -High frequency words -High interest words -Dolch list -Phonograms Eg. – ill -at -am -ar</p>	<p>-Can the child match letters</p>	<p>All areas of the curriculum</p> <p>Child's Experiences use letters to represent names of things in his experience Home Language Things in the home, bedroom, living-room, kitchen, backyard</p>
-at	-bat	cat	fat																							
-ar	-car	bar	far																							
-in	-bin	din	tin																							
Eg. Onset	Rime																									
C	at																									
Sh	eep																									
d	l g																									

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3.5	<p>The child will demonstrate his ability to read basic grade level sight words in isolation</p> <p>Knowledge Words may look different because of their</p> <p>Words contain the same letters but have different letter patterns</p> <p>All words are written with the 26 letters of the alphabet</p> <p>Attitude Show willingness to participate and complete tasks</p>	<ul style="list-style-type: none"> -RALP Readers -Rain Bow Readers -Names of children in class -high Frequency Words -Words on word wall -Non words/Nonsense words -Dolch list of easy words -Words peculiar to the school community -Dolch list of Easy Words -Some words may seem longer than others -Words may have the same letters but different letter patterns. -Rhymes and songs 	<ul style="list-style-type: none"> -Reading from Lists -Reading from Spelling Cards -Writing words Cards- containing lists of 2-5 words 5-10 words to be read rapidly and fluently -sorting and reading words -placing words in a, b, c order -compiling individual word books -identifying and reading words randomly -putting words in categories -using words in sentences oral and written -game "six up" -identify words based on the letter patterns cvc, cvvc, vcv etc. Using words independently messages, stories, poems 	<ul style="list-style-type: none"> -Word list -Word cards -Word sheets flashcards -Text Book RALP Readers -Sentence maker -Story Books -Games -Songs -Poems -Rhymes 	<p>Can the child use known skills to recognize / identify words.</p> <p>Can the child read words in isolation?</p> <p>Can the child read words with or without practice?</p>	<p>All areas of the curriculum</p> <p>Stories</p> <p>Based on a variety of contexts, genres.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.6	<p>The child will demonstrate a knowledge of letter sound correspondences</p> <p>Skill Apply letter to sound and sound to letter in isolation.</p> <p>Apply sound to letter and letter to sound of words.</p> <p>Knowledge Every letter has a sound that with its name and shape</p> <p>Skills Correctly use name, sound and shape to identify a letter.</p> <p>Understanding Attention has to be paid to what the letter looks like and what it says or what we hear to identify it.</p> <p>Attitude Willingness to take risks and learn by trial and errors.</p>	<p>Letter sound relationship</p> <p>Blending sounds</p> <p>Segmenting</p> <p>Reciprocal sounding out words</p>	<p>The child will blend letter sounds to make words</p> <p>The child will produce the sounds of letters on a one to one basis.</p> <p>The child will blend sound and repeat them rapidly to create words.</p> <p>The child will segment words into individual sounds</p> <p>The child will work with a partner and do reciprocal sounding out of words.</p> <p>The child will listen to his recorded work.</p> <p>The child will listen to recorded letter sounds.</p>	<p>Letters</p> <p>Words</p> <p>Tapes</p> <p>Tape recorder</p> <p>Words from Text Book</p> <p>Word lists</p>	<p>Can the child produce sound of letters correctly?</p> <p>Can the child blend letters to make words?</p> <p>Can the child segment words into individual sounds?</p> <p>Can the child respond by supplying sound for letters and letters for sounds?</p>	<p>All curriculum areas where reading has to take place.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives																						
3.7	<p>The child will demonstrate ability to blend two or more letter sounds in order to decode words.</p> <p>Skill Identify individual letter sounds and putting them together to make words.</p> <p>Knowledge Every letter has a sound. These sounds can be put together.</p> <p>Understanding Two or more letters can be blended together to make words.</p> <p>Attitude Willingness to take risk and work with others</p>	<p>A blend is created when two or more letter sounds are put together.</p> <p>/m/+/ă/t/ = mat</p> <p>Words from text book</p> <p>Phonogram/Word Family List</p>	<p>Given individual letters the child will blend to produce one sound e.g / l / + / a / = la</p> <p>Given word in parts the child will blend to produce a word</p> <p>/ba/+/bÿ/ /bas/+/kět/ /p/+/ě/+/t/</p> <p>Given onset and rimes children will complete a table</p> <table border="1" data-bbox="898 651 1125 1003"> <thead> <tr> <th>Onset</th> <th>Rime</th> </tr> </thead> <tbody> <tr> <td>s</td> <td>at</td> </tr> <tr> <td>f</td> <td>at</td> </tr> <tr> <td>r</td> <td>at</td> </tr> <tr> <td>tr</td> <td>ip</td> </tr> <tr> <td>s+l</td> <td>a+p</td> </tr> <tr> <td>p+r</td> <td>ay</td> </tr> </tbody> </table> <p>Blend sort Given word parts the child will select and blend to make words eg.</p> <p>Given word parts the child will select and blend to make words eg.</p> <table border="1" data-bbox="873 1336 1192 1369"> <tr> <td>pen</td> <td>cil</td> <td>ra</td> <td>m</td> </tr> </table> <table border="1" data-bbox="873 1393 1192 1425"> <tr> <td>fl</td> <td>ag</td> <td>bas</td> <td>ket</td> </tr> </table> <p>/f/ /a/ /r/ /m/ /b/ /oo/ /k/</p>	Onset	Rime	s	at	f	at	r	at	tr	ip	s+l	a+p	p+r	ay	pen	cil	ra	m	fl	ag	bas	ket	<p>RALP Readers</p> <p>Rainbow Readers</p> <p>Word Lists</p>	<p>Can the child use this ability to decode words in every area of school</p> <p>Spelling -phonogram building</p> <p>Writing Blend words for successful writing activities through self correction.</p>	<p>Can the child blend two sounds /fr/</p> <p>Can the child blend more than two sounds? /s/ /p/ /l/ = /spl/</p>
Onset	Rime																											
s	at																											
f	at																											
r	at																											
tr	ip																											
s+l	a+p																											
p+r	ay																											
pen	cil	ra	m																									
fl	ag	bas	ket																									

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.8	<p>The child will demonstrate the ability to segment printed words.</p> <p>Skill Use, practice and develop appropriate auditory skills to complete given tasks</p> <p>Knowledge Know that printed words can be spoken also and spoken words can be printed / written.</p> <p>Attitude Willingness to take risk, share tasks and self correct or accept help.</p>	<p>Segmenting two, three, four letter words. Eg. class, school boy baby, mother afternoon by on</p> <p>-words with blends tree class play</p> <p>-words with digraphs chicken when shell</p> <p>-compound words afternoon</p>	<p>-Listening activities -Listening for two letter words three letter words four letter words five letter words</p> <p>-children will work in groups, teams pair under teacher's supervision</p> <p>-listen and respond with letters or sound or combination put letters together and produce the sounds</p> <p>-repeat sounds as needed</p> <p>-segment words and produce individual sounds</p> <p>-segment two, three, four, five letter words for individual sounds.</p> <p>-blend letters in two, three, four, five letter words</p> <p>Write letters/words for corresponding sounds</p> <p>Clap when specific sounds are heard.</p>	<p>Word Lists</p> <p>Text Book</p> <p>Childs writing</p> <p>Words in the Environment</p> <p>Other Books</p> <p>Flash cards</p> <p>Letter cards</p> <p>Word cards</p>	<p>Can the child blend two, three, four, five letters to make words correctly?</p> <p>Can the child listen and follow instructions.</p> <p>Can the child respond accurately based on a given task?</p> <p>Can the child say</p>	<p>All areas of the curriculum where independent reading is necessary.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.9	<p>The child will demonstrate the ability to sound out regular one syllable words and nonsense words fluently.</p> <p>Knowledge Know that words can be sounded out.</p> <p>Skill Sound out words by letter patterns</p> <p>Understanding You can hear the sounds in words as you say a word.</p> <p>Attitude Willingness to take risks by trial and error and to work with others.</p>	<p>One syllable words Eg. man, cat, boy, ram, pin, pit, pan, run etc.</p> <p>Picture cards</p> <p>Picture word cards</p> <p>Letter cards</p>	<p>Review letter sounds -vowels and consonants</p> <p>Practice putting letters together to make 3 letter words.</p> <p>Sounding out three letter words.</p> <p>Compiling lists of regular three letter words with aid of letter cards, word cards, word, pictures cards, class reader and any other available books.</p> <p>Word examples man bit can fit ban hit fan sit ran wit</p> <p>Oral blending after identifying individual letter sounds Creating concept maps.</p> 	<p>Letter cards</p> <p>Word cards</p> <p>Picture cards</p> <p>Word picture cards</p> <p>Diagraph sh th</p> <p>Double vowels e e</p> <p>Sound boxes (to separate sounds) </p> <p>Word lists with regular 3 letter words</p>	<p>Can the child produce the correct sound for an individual letters as in man, bag.</p> <p>Can the child produce the sound for diagraphs Eg. as in <u>sh</u>e, <u>th</u>e</p>	<p>All curriculum areas to facilitate reading of texts and other materials.</p>

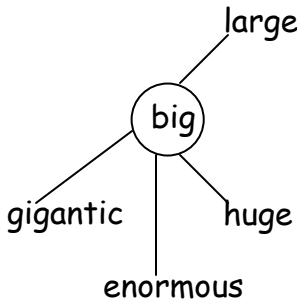
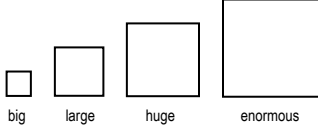

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.10	<p>Given appropriate phonograms, the child will create as many word families as possible.</p> <p>Knowledge The child knows that a word family has the same ending.</p> <p>Skill Select appropriate onsets to build word families.</p> <p>Understanding Word families have common letters at the end of their names.</p> <p>Attitude Risk taking and determination</p>	<p>Phonograms -am -it -eg -and -at -in -ag -ear -ad -or -ill -ail -an -en -ake -ale -ee -ook -ay</p> <p>Single consonants Digraphs sh, ch, th Blends – tr, pr, st Vowels – oo, ee,</p> <p>Onset, Rimes</p> <p>Rhymes</p> <p>Pictures</p>	<p>After reviewing the alphabet and different groupings children will use individual consonants and phonogram / endings to build word families.</p> <p>Use pictures to generate ideas Use rhymes to identify rhyming words which can build families.</p> <p>Substitute and interchange initial consonants ban, nan, ban, nab Substitute and interchange medial vowels Eg. bin, din, fin kin ben bun ban bon</p> <p>Talk about the words Make sentences</p> <p>Create words books -individually -class book</p>	<p>Word lists</p> <p>Lists of word families</p> <p>The alphabet</p> <p>Consonants, chart vowels chart</p> <p>List of blends</p> <p>Lists of consonants</p>	<p>Given an ending and a number of letters (single consonants; child use them correctly and efficiently to create word families.</p> <p>Can the child recognize and read the words he/she has created</p>	<p>Reading materials for all other areas.</p> <p>Writing materials for all other areas.</p> <p>Spelling when writing for all other purposes.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives																	
3.11	<p>The child will demonstrate an ability to read decodable texts accurately and fluently.</p> <p>Knowledge Every word in a text can be represented in speech. Reading is talk written down.</p> <p>Skill Apply knowledge of speech when reading a text book.</p> <p>Understanding That fluent reading comes by practice.</p> <p>Attitude Reading taking and determination to succeed.</p>	<p>Decodable words from appropriate Grade Level Texts</p> <p>-Class Reader</p> <p>-Other Story books</p> <p>-Other Levelled Texts</p>	<p>Identification and recall of sight words and known words by</p> <ul style="list-style-type: none"> -underlining -matching -highlighting <p>Observation of punctuation marks in text</p> <table border="1" data-bbox="871 446 1201 500"> <tr> <td>?</td> <td>.</td> <td>!</td> </tr> </table> <p>-Phrasing and chunking where necessary</p> <p>-Reading aloud in groups in pairs individually for teacher, for peers.</p> <p>-Listening to recorded stories</p> <p>-Reading along with recorded text – talking books.</p> <p>Silly questions (activity) Answering</p> <table border="1" data-bbox="1024 1003 1171 1036"> <tr> <td>Yes</td> <td>No</td> </tr> </table> <p>to questions after reading them. Eg.</p> <table border="1" data-bbox="871 1101 1201 1133"> <tr> <td>Can a fish swim</td> <td>Yes</td> <td>No</td> </tr> </table> <table border="1" data-bbox="871 1166 1201 1198"> <tr> <td>Can a cat sing</td> <td>Yes</td> <td>No</td> </tr> </table> <p>Making human sentences</p>	?	.	!	Yes	No	Can a fish swim	Yes	No	Can a cat sing	Yes	No	<p>-Appropriate Grade Level Decodable Texts</p> <p>-Class Reader</p> <p>-Word Lists</p> <p>-Word families</p> <p>-Letter cards</p> <p>-Games- Bingo</p> <table border="1" data-bbox="1228 630 1432 711"> <tr> <td>cat</td> <td>man</td> <td>bag</td> </tr> <tr> <td>run</td> <td>boy</td> <td>Sam</td> </tr> </table>	cat	man	bag	run	boy	Sam	<p>As the child reads does he</p> <ul style="list-style-type: none"> -identify words rapidly on sight -pronounce punctuation marks -recognize punctuation reading rate -appropriate expression <p>Can he retell what he reads?</p>	
?	.	!																					
Yes	No																						
Can a fish swim	Yes	No																					
Can a cat sing	Yes	No																					
cat	man	bag																					
run	boy	Sam																					

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.12	<p>The child will demonstrate that he can extend vocabulary appropriate contexts.</p> <p>Knowledge Vocabulary form reading may be used for speaking, listening, and writing.</p> <p>Skill Transfer words from one context to another (four modes of languages)</p> <p>Understanding Vocabulary may be acquired and used for different purposes</p> <p>Attitudes Use new words in everyday activities appropriately.</p>	<p>Vocabulary from one context can be used in another</p> <p>Words learnt in one context can be extended to another context.</p> <p>Vocabulary (words/meanings) may be used for reading, writing, listening and speaking.</p>	<p>Pre Reading activities Find new words in a story</p> <p>Relate words to stories read or heard for reinforcement</p> <p>Listen for specific words as he is being read to.</p> <p>Discuss words that can be used at home and not at school eg. nicknames, creole some creole words</p> <p>Discuss word meaning Eg. row /rōw/-(a line of people in a row. Things in a row).</p> <p>Use words in different contexts in oral settings in written settings.</p> <p>Replace words in a story with other words</p> <p>-without changing the context, meaning etc. synonyms</p> <p>-changing the context- synonyms.</p>	<p>Books Stories Word Lists Picture Word cards Tape recorder tapes</p>	<p>Can the child link old words to new words in a particular context?</p> <p>Can the child relate words to stories he has heard?</p> <p>Does the child use words he has learnt in other contexts appropriately?</p>	<p>Language Rhymes Poems Stories</p> <p>Science Conversation during and after nature walks, field trips ...</p> <p>Social Studies Talking about “the home” “the family”, community workers.</p> <p>Mathematics Money-shopping The clock, time, time related activities.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.13	The child will demonstrate the use of newly taught/acquired, vocabulary appropriately.	New words in texts New words you heard New words you encountered in stories.	<p>Find new words in texts, story books</p> <p>Use new words in speaking, writing</p> <p>Share new words with peers</p> <p>Relate new words to stories previously read.</p> <p>Sort new words by (a) shape configuration (b) endings (c) beginning (d) families</p> <p>Use words in sentences Use words in riddles Use words in rhymes</p> <p>Share new words with class. Tell about the letter patterns, its shape</p> <p>Create a picture for the word.</p> <p>Play games giving every child a turn Supply missing letters</p> <p>Eg. mother m __ t h e __</p>	<p>Word lists Appropriate texts for Grade level, above and below</p> <p>Word book</p> <p>Word/picture dictionaries</p>	<p>Can the child use jumbled letters to make the word?</p> <p>Can the child use the word correctly in a sentence?</p> <p>Can the child identify the word among other words?</p>	

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.14	<p>The child will demonstrate his ability to read basic level sight words in context</p> <p>Knowledge Know that sight words must be recognized on sight</p> <p>Skill Identify sight words in a variety of contexts</p> <p>Understanding Discover that sight words are very important in any kind of text. (75% of all texts is made up of sight words.)</p> <p>Skill Identify, recognize sight words in different contexts.</p> <p>Attitude Show a willingness to explore words in different contexts.</p>	<p>Sight words from the following contexts</p> <ul style="list-style-type: none"> -Class readers -Other readers -Dolch word list -Dale's word list (teacher can use words common to both words.) (combine the two lists) -First words -High frequency words -High interest words -Recorded lists -Newspapers 	<p>Read a given number of words from a list or word cards routinely.</p> <p>Read words from word wall</p> <p>Display words selected by learner</p> <p>Select words at teacher's request</p> <p>Sort words in pre-arranged order independently, or in groups.</p> <p>Write dictated words</p> <p>Search texts for sight words and underline circle or colour them.</p> <p>Cut section of new papers and distribute to class for circling, colouring, marking highlighting underlining.</p>	<p>Word lists</p> <ul style="list-style-type: none"> -Dolch -Dale's -First words -High frequency words -High interest words -Word families -Word lists on tape <p>Tape recorders</p>	<p>Can the child identify and read sight words</p> <ul style="list-style-type: none"> -from a list -from his own writing -from the writing of others including class texts and other books at his level. -from environmental prints 	<p>All contexts where it is necessary for the child to read in and out of the classroom.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives												
3.15	<p>The child will master and demonstrate the use of synonyms and antonyms on a daily basis.</p> <p>Knowledge Recognize that same or similar things can be expressed with the same word.</p> <p>Skill Use more descriptive and vivid language</p> <p>Understanding Willingness to take risks and learn by trial and error</p>	<p>Synonyms-words which may be used to describe the same things</p> <p style="text-align: center;">Concept map</p>  <table border="1" data-bbox="487 665 793 925" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Words</th> <th style="text-align: left;">Opposite Antonyms</th> </tr> </thead> <tbody> <tr> <td>big</td> <td>small</td> </tr> <tr> <td>old</td> <td>new</td> </tr> <tr> <td>wet</td> <td>dry</td> </tr> <tr> <td>in</td> <td>out</td> </tr> <tr> <td>up</td> <td>down</td> </tr> </tbody> </table> <p>Antonyms are words which show opposite meanings.</p>	Words	Opposite Antonyms	big	small	old	new	wet	dry	in	out	up	down	<p>Creating concept maps</p> <p>Finding words which are synonyms</p> <p>Finding words which show opposite meanings</p> <p>Creating picture books for concepts</p>   <p>Collecting and listing words which are synonyms or opposites. Write sentences with these words to describe pictures.</p> <p>Oral work to reinforce meaning.</p> <p>Compare/contrast meanings objects</p> <p>Supply synonyms; opposites for sentences, stories.</p> <p>Picture it</p> <p>Circle words in context</p> <p>Compiling lists of antonyms synonyms</p> <p>Dramatize situations role play</p>	<p>-Pictures</p> <p>-Word lists</p> <p>-Sentence strips</p> <p>-Word cards</p> <p>-Picture cards</p> <p>-Posters</p>	<p>Can the child id pictures which show antonyms/synonyms?</p> <p>Can the child supply words which are antonyms/synonyms?</p> <p>Can the child use antonyms/synonyms correctly in sentences, stories</p>	
Words	Opposite Antonyms																	
big	small																	
old	new																	
wet	dry																	
in	out																	
up	down																	

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.16	<p>The child will demonstrate appropriate use of vocabulary in context</p> <p>Knowledge Not every word makes sense in every context.</p> <p>Skill Choosing/selecting words appropriately for a context.</p> <p>Understanding Words have different meanings and must be used differently.</p> <p>Attitude Risk taking, accepting correction, willingness to cooperate.</p>	<p>Words in context</p> <p>Word selection</p> <p>Word substitution</p> <p>Discussing and sharing</p> <p>A Print rich environment</p>	<p>Highlighting new words</p> <p>Highlighting difficult words</p> <p>Substituting pictures for difficult words</p> <p>Substituting words for pictures</p> <p>Substituting antonyms</p> <p>Substituting other function words</p> <p>Exploring words through discussion sharing (teacher guided)</p> <p>Retelling using given words</p> <p>Retelling using other function words</p> <p>Choosing appropriate words from lists.</p> <p>Playing word games</p> <p>Completing simple cross word puzzles.</p> <p>Across 1. A cat mews</p> <p>Down 2. water an make us wet</p> <pre> m e w s e t </pre>	<p>Word lists</p> <p>Sentence maker</p> <p>Word wall</p> <p>Word pockets</p> <p>Pocket chart</p>	<p>Can the child use words in meaningful contexts in reading, writing, listening speaking</p>	<p>All areas of the curriculum for reading, writing, listening, speaking.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.17	<p>The child will demonstrate appropriate use of vocabulary and sentence structure</p> <p>Knowledge A sentence is made up of different words</p> <p>A sentence has meaning so it tells a story</p> <p>Skill Use words correctly in a sentence</p> <p>Understanding Words do different things in a sentence. They can answer specific questions.</p> <p>Attitude Willingness to share ideas material, take risks and follow instructions.</p>	<p>-Word choice -Word order/sentence structure -D+N+V D+N+Adj+V</p> <p>-D+N+Adj+V+P+D+N</p> <p>-Word function Noun – names things Verb - shows action Adj - Describes</p> <p>Sentences are made up of words.</p> <p>A print rich environment Days of the week Months of the year Weather words Children’s names Colour words Number names Labels on objects in class room etc.</p>	<p>Look at words in sentences</p> <p>Look at word order in sentences.</p> <p>Create sentences by choosing appropriate words (under teacher’s supervision.)</p> <p>Questioning sentences to see which word comes next.</p> <p>Use appropriate words to complete sentences</p> <p>Sentence making game Which word</p> <p>Use word cards to make sentences.</p> <p>The old man</p> <p>walks slowly.</p> <p>Find words that answer who, what, when, where</p> <p>Sorting words according to their function.</p> <p>Keeping a word book</p> <p>Learning a new word daily independently.</p>	<p>Word lists Word cards Sentence cards Sentence maker Word boxes</p>	<p>Can the child select given/appropriate words to make a sentence?</p> <p>Can the child select words according to function to complete a sentence?</p> <p>Can the child select words to answer who, what, why, when, where?</p> <p>Can the child use “wh” words in a pattern and substitute other words?</p>	<p>All areas of the curriculum where reading, writing listening and speaking.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
3.18	<p>The child will read fluently and with expression, appropriate grade level texts.</p> <p>Knowledge Fluent reading means reading groups of words smoothly, with expression</p> <p>Skills Phrasing sentence correctly and using punctuation marks</p> <p>Understanding Fluent reading helps the reader to understand what he reads. Reading is talk written down.</p> <p>Attitude Risk taking, determination and willingness to complete tasks.</p>	<p>Class reader:</p> <p>Other appropriate grade level texts.</p> <p>Texts at a higher and lower grade than the class.</p> <p>Poems, rhymes, riddles stories</p> <p>Environmental prints.</p> <p>A print rich environment</p>	<p>Using texts for</p> <p>(a) Reading aloud (b) Shared reading (c) Guided reading (d) Independent reading (e) Paired/peer reading</p> <p>Reading to teacher Reading for class Choral reading Echo reading</p> <p>Use of punctuation marks.</p> <p>● ? !</p> <p> , “ ”</p> <p>Recognizing phrases</p> <p>Dividing sentences into phrases where/when necessary.</p> <p>Creating Human Sentences</p>	<p>Class Texts</p> <p>Other grade level texts</p> <p>Texts at higher and lower levels to facilitate differentiation and inclusivity</p> <p>Texts for other curriculum areas</p> <p>Alphabet letter cards Flash cards Sentence cards</p>	<p>Can the child recognize groups of words which make sense?</p> <p>Can the child recognize key words instantly?</p> <p>Does the child have an adequate store of sight words?</p> <p>Can the child group or phrase words to facilitate meaning?</p> <p>Does the child pay attention to word order in sentences?</p> <p>Does the child miscue -repeat -omit words -substitute words</p>	<p>Reading in all areas of the Curriculum.</p> <p>All kinds of texts</p> <p>Speaking, listening, writing</p>

STANDARD 4

Comprehends, Interprets and Evaluates a Wide Range of Narrative and Information Text Appropriate to the Grade Level.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.1	Pupils will: read and follow simple written instructions	<p>Instructions are sentences that give us orders on how to do something or what to do.</p> <p>Some instructions are: -Class Rules eg. Do not speak loudly in class.</p> <p>-Recipes eg. How to make sandwiches or fruit salad.</p> <p>-Rules for playing games eg. Skip a turn</p> <p>-Directions for learning activities eg. Underline the nouns.</p>	<p>-Shared/independent reading of written instructions in sequence/one step at a time.</p> <p>-Decoding (working out the meaning of) unfamiliar words then using same in context.</p> <p>-Demonstrating the activity described at each phase or step of the written instructions.</p> <p>-Reading instructions and playing games.</p> <p>-Reading instructions and completing learning tasks.</p> <p>-Reading and obeying class rules.</p> <p>-Preparing dishes after reading simple recipes.</p> <p>-Writing the instructions or activities for the instructions on the sequence chart.</p>	<p>Written class rules</p> <p>Recipes</p> <p>Teacher made and commercial games.</p> <p>Activity sheets</p>	Can pupils read and respond to written instructions?	<p>Mathematics</p> <p>-Ordinals</p> <p>-Combinations</p> <p>Social Studies</p> <p>-Rules and responsibilities</p> <p>Word games</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.2	Pupils will recall facts and details of a text.	<p>A fact is a piece of information that is true about something or someone.</p> <p>Details are the descriptions used by authors.</p> <p>They tell how something looks, smells, sound, tastes or feel.</p>	<p>-Shared or independent reading of a text.</p> <p>-Listening to statements and identifying those which are true about the story / text.</p> <p>-Observing pictures and identifying those which express ideas that are true about the text or story.</p> <p>-Giving details of the true statements or pictures.</p> <p>-Illustrating and writing facts on chart.</p>	<p>Pictures cards</p> <p>Chart paper</p> <p>Crayons and markers</p>	Can the pupils recall facts and details after reading a story?	<p>Tables</p> <p>Creative writing</p> <p>Descriptive paragraphs</p> <p>Recall facts from Science and Social Studies lessons.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.3	Pupils will identify the main ideas of a given text.	<p>The main idea of a text is the information that is a significant as answers to question or solutions to problems.</p> <p>Identifying main idea helps pupils to</p> <p>(a) identify important content in the text. (b) organize the important content (c) summarize the content and (e) remember the content</p> <p>Setting purposes before reading or making predictions are ways of directing pupils towards the main idea.</p> <p>Initiating queries helps draw pupils attention to the main idea.</p> <p>Telling what story is about is another strategy.</p>	<p>-Making predictions and setting purposes before reading</p> <p>-Shared or independent reading of the text.</p> <p>-Discussing the details of the text and telling what the story is about.</p> <p>-Asking the following questions to initiate queries: What is the author trying to say here? What is the author's message? What is the author talking about?</p> <p>-Drawing attention to significant comments made by individuals.</p> <p>-Turning attention back to the text to clarify ideas.</p> <p>-Pulling information together and identifying the main idea</p> <p>-Writing a title for the story.</p>	Narrative and Expository text	Can pupils identify the main idea of a given text?	Social Studies Highlight significant ideas from a given text

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.4	Pupils will identify and discuss similarities and differences in stories.	<p>When things are alike we refer to them as being similar. Things that are not alike are said to be different.</p> <p>The characters and events in stories are similar and different in many ways.</p>	<p>-Selecting two stories that can be compared.</p> <p>-Identifying the aspects that will be compared eg. Character's actions and qualities, events I the stories etc.</p> <p>-Identifying and discussion distinguishing characteristics for each story.</p> <p>-Explaining the structures of the graphic organizer</p> <p>-Modelling the use of the graphic organizer</p> <p>-Writing the similarities of the two stories in the overlapping section of the graphic organizer.</p> <p>-Writing the information that is unique to one story or the other in the parts of the circle.</p>	Compare and contrast graphic organizer.	Can the pupils identify similarities and differences in stories?	<p>Science: Identify similarities and differences between plants, animals, living and non-living things and such like.</p> <p>Health safety -Home and school health rules.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.5	Pupils will identify sequences of events in stories.	<p>When pupils are asked to identify the sequence of events in stories, they get an opportunity to explore and discuss the story structure (ie. Beginning, middle and end.)</p> <p>The sequence of events may be told in chronological order (using 1st, 2nd etc) or beginning, middle and end.</p>	<p>-Shared or independent reading of a story.</p> <p>-Discussing the events of the story in terms of the beginning, middle and end or what happened first, next etc.</p> <p>-Arranging picture cards to show the sequence of events in the story.</p> <p>Discussing the structure of the Story Board Graphic Organizer.</p> <p>-Drawing pictures or writing sentences that show the sequence of events in the story, on the story Board.</p> <p>-Asking guiding questions that help pupils arrive at the sequence of events eg. what happened first?</p>	Story Board Graphic Organizer	Can pupils identify the sequence of events in a story?	Mathematics -Ordinals

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.6	Pupils will demonstrate understanding of literal meaning of stories	<p>The Literal meaning of a text is exactly what is stated, word for word in the text.</p> <p>Searching for the literal meaning requires no reading between the lines.</p>	<ul style="list-style-type: none"> -Observing and talking about the title page and cover. -Predicting the contents of the book. -Sharing background knowledge on the title of the text /story. -Introducing the KWL graphic organizer. -Writing background knowledge in the first column and what they want to find out in the next. -Shared/guided or independent reading of the story. -Identifying and talking about who, what, where, when, how and why in the story. -Summarizing what was learnt from the third column. -Asking questions about the content -Discussing questions and resolving disagreements by rereading the text. -Identifying the gist of what was read. -Giving advice to characters. 	KWL chart	Can pupils interpret the literal meaning of stories read?	<p>Science</p> <ul style="list-style-type: none"> -safety rules -direction/instructions or medications

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.7	<p>Pupils will answer “who”, “what”, “how”, “When”, “where”, “Why” and “what if” questions about stories read.</p> <p><u>Skill</u> -Answer questions based on stories.</p> <p><u>Knowledge</u> -Ask questions to clarify information</p> <p><u>Understanding</u> Recognize that not all the questions can be answered using information directly stated in the story.</p> <p><u>Attitude</u> Willingly shared findings.</p>	<p>Asking pupils comprehension questions is a mean of monitoring their comprehension. The questions that they are asked should not only be literal recall questions. They should be asked questions that require them to focus on concepts and connections.</p> <p>Literal recall questions are those that have only one answer and require readers to remember isolated bits of information. Questions that require pupils to focus on concepts and conceptions are inferential. With these kinds of questions pupils have to use their own ideas.</p>	<p>-Reading the questions before reading the story.</p> <p>-Visualizing the kinds of things they have to think about as they read the story.</p> <p>-Predicting how to answer the questions, whether they would have to locate it in the story, read between the lines or answer without even reading the story.</p> <p>-Reading the story while thinking about the answers to the questions they would have to answer.</p> <p>-Rereading the questions in an effort to determine where/how the answer can be found.</p> <p>-Answering questions and sharing answers.</p> <p>-Explaining how the answers were found.</p>	Big books and smaller versions.	Can pupils answer different levels of questions based on stories read?	<p>Mathematics: Reading simple mathematical stories and answering questions.</p> <p>Science and Social Studies: Answering questions based on concepts.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.8	Pupils will identify cause and effect relationships in a text.	<p>Looking for causes and their effects within a story helps children focus on two important elements of comprehension:</p> <p>-what happened in the story and -why it happened</p> <p>It gives them opportunity to look carefully at the consequences of characters actions and to think about how different action might have different effects.</p> <p>What happens is often the effect of an action or event.</p> <p>Why it happened is the event's cause.</p> <p>Effects may be either positive or negative.</p>	<p>-Shared or independent reading of a story</p> <p>-Choosing a character from the story and talking about the character's actions.</p> <p>-Writing sentences on drawing pictures that describe the character's actions.</p> <p>-Thinking about the results of the character's actions.</p> <p>-Writing sentences or drawing pictures that explain the results of the character's actions.</p> <p>-Recognizing that it was the character's actions that give rise to the particular result(s).</p> <p>-Naming the character's actions the cause and the results(s) of same the effect.</p> <p>-Observing that one action may have more than one effect, and that effects may be either positive or negative.</p> <p>-Completing the cause – Effect contraction</p>	<p>Cause – Effect contraction</p> <p>Cause and effect cards</p> <p>Crayons</p>	Can pupils analyze causal relationships?	<p>Mathematics</p> <p>-Solving mathematical problems.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.9	Pupils will predict and justify what might happen next in stories.	<p>Predictions are the guesses readers make about what will happen in the book they are reading.</p> <p>These are thoughtful guesses and they are based on what the reader already knows about the topic and what they have read so far.</p> <p>Readers also use clues from the story and their own lives to predict events.</p>	<p>-Observing and talking about the cover and title of the book.</p> <p>-Guessing what they think the story will be about.</p> <p>-Writing or drawing predictions on prediction charts.</p> <p>-Shared on independent reading of the story.</p> <p>-Guessing what will happen next at key points of the story.</p> <p>-Guessing how a major problem in the story will be solved and how the story will end.</p> <p>-Writing or drawing clues that support their predictions.</p> <p>-Checking predictions to confirm or revise same as they read on.</p> <p>-Using the 'Follow the clues' graphic organizer to help identify clues and make predictions.</p>	<p>Chart paper</p> <p>Markers</p> <p>Crayons</p>	Can pupils make predictions that are supported by clues in the story?	<p>Science</p> <p>-Make predictions about the weather</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.10	Pupils will relate story information to real-life experiences.	<p>When pupils relate story information to real-life experiences they are making a connection. This type of connection is known as text-to-self connection.</p> <p>In text-to-text self connections pupils link the ideas they are reading about to personal events even in their own lives. A story event or character may remind them of something or someone in their own lives.</p> <p>Information in a nonfiction book may remind them of a past experience.</p>	<p>-Shared or independent reading of realistic fiction or a memoir.</p> <p>-Thinking about what the story "reminds me of"</p> <p>-Explaining the experienced accidents, though or feeling orally or in writing.</p> <p>-Listing connections on chart</p> <p>-Expanding individual connections into personal narrative pieces.</p> <p>-Modelling the use of the connections form or organizer.</p> <p>Writing summary of the story in the first column and connections in the next.</p>	"Connections" Graphic organizer	Can pupils make text-to-self connections?	Composition/creative writing.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.11	Pupils will distinguish between fact and fantasy.	A fact is true information about something. Fantasy refers to information in which magic causes impossible and wondrous events to occur. The information is not factual. Fantasy speaks of a life outside of our world and fuels the imagination.	<ul style="list-style-type: none"> -Shared, guided or independent reading of fiction and nonfiction text. -Discussing details of events in the stories. -Talking about whether the events could happen for real or not. -Relating the real events to personal experiences. -Highlighting the differences between stories with fantasy and those with factual information. -Reading statements from stories and grouping same as fact or fantasy. 	<p>Variety of texts</p> <p>Fact and fantasy cards.</p>	Can pupils read a text and say whether the information is factual or a fantasy?	<p>Science and Social Studies</p> <p>-Answering true and false questions on concepts.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.12	Pupils will use context clues to understand text.	<p>Sometimes you may hear or read words that are unfamiliar. Often the words around the unfamiliar word, will give a clue to the new word's meaning such clues are called context clues.</p> <p>Types of Context clues:</p> <ol style="list-style-type: none"> 1. Clues that give a definition of unknown word. 2. Clues that give examples or illustrations of the unknown word. 3. Clues in which the unknown word is compared or contrasted with another word. 4. Clues where the reader has to think about the rest of the sentence in order to understand the unknown word. 5. Clues in which a knowledge of root words and affixes has to be used in order to understand the unknown word. 6. Clues in which the word's function in the sentence or its part of speech has to be used in order to figure out the unknown word. <p>Sometimes the words in the sentence do not provide any clues. When this happens a dictionary has to be used.</p>	<ul style="list-style-type: none"> -Shared or independent reading of a story. -Identifying unfamiliar words -Modelling the use of context clues in order to figure out the meaning of the unfamiliar words. -Reading aloud sentences with unfamiliar words then using context clues to find the meaning of same. -Looking up words without clues in the dictionary. -Building word wall for the new words. -Using the new words in sentences, both oral and written 	<p>Books</p> <p>Sentence strips</p> <p>Cardboard</p> <p>Word wall</p>	Can pupils use a variety of context clues in order to understand text?	<p>Reading: Teaching of sight words</p> <p>Dictionary skills</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.13	<p>Prior knowledge is a readers' knowledge or previous experiences about a topic.</p> <p>In an effort to understanding what they are reading, readers go back and forth between what they know about the topic and what they are finding out.</p>	<p>-Observing and talking about the cover and title of the book.</p> <p>-Introducing and explaining the KWL graphic organizer</p> <p>-Talking about and recording what they know about the topic in the first column.</p> <p>-Thinking and writing questions on what they want to know about the topic. Questions which they hope will be answered from the story.</p> <p>-Writing the questions in the second column.</p> <p>-Shared or independent reading of the story.</p> <p>-Discussing what they have learnt from the story and recording same in the final column.</p>	KWL Chart	Can pupils relate prior knowledge in order to understand a text?	Can pupils relate prior knowledge in order to understand a text?	Oral expression on an experience story.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.14	Pupils will identify the speaker or narrator in a story/text	<p>A narrator is someone who tells a story or gives an account of something.</p> <p>Narrators may be presented in the form of objects persons or animals.</p> <p>A narrative text is one that tells a story.</p>	<p>-shared, guided or independent reading of a narrative text.</p> <p>-Discussing the events of the story.</p> <p>-Identifying the characters in the story.</p> <p>-Discussing the actions of the characters.</p> <p>-Identifying the character who is doing the speaking or telling the story.</p> <p>-Discussing the speaker's conversations.</p>	Puppets	Can pupils identify the narrator in a story?	<p>Composition</p> <p>-composing and telling stories</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.15	Pupils will read aloud, age, appropriate level text with fluency so as to convey meaning to the listener.	<p>Fluent readers demonstrate:- -smooth phrasing and a good pace. -use of information and punctuation well -reading that “sounds like talk”</p> <p>Dis-fluent readers read word by word, skip punctuation and make every sentence sound alike.</p> <p>Fluent reading is accomplished when pupils reread materials until it sounds meaningful.</p>	<p>-Reading aloud, along with teacher a familiar book.</p> <p>-Noticing how and following the pattern as teacher reads smoothly making it “sound like talk”, uses intonation and punctuation.</p> <p>-Describing how fluent reading sounds.</p> <p>-Listening to a model of dis-fluent reading and commenting on how it sounds.</p> <p>-Reading and rereading sentences fluently.</p>	Big book and smaller version	Can pupils read aloud fluently?	Poetry -Read poems and stories aloud.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.16	Pupils will retell a story, or parts of a story read or told orally.	<p>Young children usually have trouble with brevity when they attempt to retell a story. The following guidelines are therefore important</p> <ul style="list-style-type: none"> -Remember to tell only what is important -Tell it in sequence -Tell it in a way that makes sense -Try not to tell too much 	<ul style="list-style-type: none"> -Shared, guided or independent reading of the story. -Modelling retelling the story using the “retelling a story” frame (who, what, when, where, why, how) -Observing and talking about the brevity of the story -Observing and talking about the sequence of events. -Retelling stories using the retelling frame. 	<p>Big books</p> <p>Retelling frames</p>	Can pupils retell a story in sequence and with brevity?	<p>Health Science</p> <ul style="list-style-type: none"> -How to brush your teeth <p>Oral Expression</p> <ul style="list-style-type: none"> -How to prepare a snack e.g. sandwiches, fruit salad.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.17	Pupils will identify characters and talk about them.	Characters are the persons or animals in a story. The qualities of characters are revealed through their actions and conversations. The author's narration and the comments of other characters also reveal the qualities of characters.	<ul style="list-style-type: none"> - Shared, guided or independent reading of the story. - Identifying the people or animals in the story. - Describing the actions of the people or animals in the story. - Discussing the conversations (if any) of the characters in the story. - Completing the character chart in groups or individually. - Dressing up a doll or stuffed animal to represent a favourite character. 	<p>Big book</p> <p>Stuffed toys</p> <p>Scrap material</p> <p>Scissors</p> <p>Character chart</p>	Can pupils read stories and analyze characters?	<p>Composition</p> <p>-Descriptive paragraphs</p> <p>Drama</p> <p>-Act out roles of characters</p> <p>Art and Craft</p> <p>Draw or model favourite characters</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.18	Pupils will use words appropriate to grade level which can convey feelings.	<p>“Feelings” refer to the emotions or sensations that we experience.</p> <p>We may feel sad, sorry, happy disappointed, excited.</p>	<ul style="list-style-type: none"> - Shared, guided or independent reading of books that feature rich use of words that convey feelings. - Writing the names of feelings on cards and displaying pictures/faces that show same. - Demonstrating the nature of these feelings. - Matching feelings cards with faces. - Using words that convey feelings in oral and written sentences. 	<p>Cardboard</p> <p>Crayons</p>	Can pupils use words that convey feelings appropriately?	<p>Art</p> <p>-Draw faces that express feelings.</p>

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.19	Pupils will dramatize poems and events from a story read or told.	To dramatize a story means to change it into a play. Dramatizing allows the reader to get a real feel of the action in the story.	<ul style="list-style-type: none"> - Shared, guided or independent reading and rereading of the same story. - Discussing the events in the story. - Assigning pupils to take various roles. - Thinking about and focusing on roles. - Using props and costumes to help pupils think their way into their role. - Making suggestions that will help children act more expressively. - Dramatizing stories and inviting reflections on same. 	Costumes	Can pupils act out stories?	Social Studies -Role playing community helpers

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
4.20	Pupils will develop stories from stimuli	<p>A stimulus (stimuli plural) is anything that excites or causes an action in a person, animal or a plant.</p> <p>Some stimuli are pictures and objects.</p> <p>Stimuli may also tell a story.</p>	<ul style="list-style-type: none"> - Displaying stimuli for pupils to observe. - Inviting discussions on stimuli - Asking open ended questions to guide discussions e.g. what else do you notice? - Asking volunteers to contribute sentences about the stimuli for a story. - Reading the sentences/story expressively and at a natural pace. - Rereading the story aloud with teacher several times then on their own until they have memorized same. - Telling the story from memory. 	<p>Pictures</p> <p>Objects</p> <p>Chart paper</p> <p>Markers</p>	Can pupils develop their own stories?	Pictures study and story telling.

STANDARD 5

Writing Conventions of Standard English – Spelling.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
<p>5.1 Shows awareness of conventional spelling</p>	<p>-Pupils will demonstrate an understanding that words in print can be recognized using different skills.</p> <p>-Pupils will develop the awareness that words can be grouped to develop writing skills.</p> <p>-Pupils will interpret and recognized words that are based on specific themes.</p> <p>-Pupils will use resources (such as personal dictionary, word list) to confirm spelling and word use.</p>	<p>Words on different themes e.g. Family Mummy, Daddy, Sandra, Roger, Sister, brother, grandmother, baby.</p> <p>Building word families e.g. Moving words walk, talk, skip, run jump, ride, sail, hop</p> <p>Fun and colour words red, blue, green big, tall, pretty</p>	<p>Tracing words</p> <ul style="list-style-type: none"> - Spelling words from brainstorm exercise on specific themes - Grouping words from text and spelling same. - Arranging cut out letters to form words - Copying words several times - Writing words in child's personal dictionary or word Group Booklet - Playing games with partners and classmates to reinforce spelling rules. 	<p>Fun With Language Series</p> <p>Rainbow Readers Series</p> <p>RALP Readers Series</p> <p>Flash cards, objects, pictures</p>	<p>Can the pupil spell words in a particular group or on a given theme?</p> <p>Can the pupil use spelling skills to recognize words?</p> <p>Can the pupil use words appropriately in written expression activities?</p>	<p><u>Art</u></p> <p>-Drawing and colouring persons, objects and scenes and writing words or sentences on them.</p> <p><u>Mathematics</u></p> <p>-Sets using given descriptions</p> <p>-identify and spelling content words e.g. equal, zero</p> <p><u>Social Studies</u></p> <p>-Making booklets or festivals and celebrations.</p> <p>-Identifying and spelling content words e.g. family, brother</p> <p><u>Health and Family Life and Citizenship Education</u></p> <p>Using strengths and improving weaknesses of group members.</p>

STANDARD 5

Uses conventions of written Standard English at Grade level to compose and organize in coherent text for a variety of purposes.

Topic	Objectives	Content	Method/Strategies	Materials	Evaluation	Curriculum Connectives
5.2 Spells correctly regular short vowel words	Pupils will Recognize that					

