

LANGUAGE ARTS CURRICULUM GUIDE

LEVEL 6

LISTENING

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Attentive Listening	Listening attentively to follow detailed instructions, and respond to information requested/given	Listening to follow directions or instructions. Listening to gather information. Listening in order to respond to questions intelligently.	Willingness to make adjustments in own listening habits. Listening attentively without speaking when instructions are given. Demonstrate ability to articulate exactly what is heard.	Specific and brief - <u>Direction</u> how to make a telephone call. - <u>Get to a particular location</u> e.g. a) the library b) the museum c) the airstrip Selected passages for dictation e.g. from text books, newspaper /magazines.	Listening to others as they give directions. Following directions/ instructions given to complete task. Noting the order and important facts in directions given to get to a particular location. Writing passages dictated by teacher.	Given directions on how to get from the school to a particular building in your community (group or individual work). Producing exact passage dictation.	Social Studies: Locate land marks and monuments in the community given from oral instructions given. Mathematics: Follow instruction to complete a problem. Science: Follow instructions to complete an experiment. Art & Craft:

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					Sending oral message/ information from student to student (game).		Design a postage stamp for a specific occasion according to oral instructions given.
Sounds	<p>Sounds can be categorized according to their pitch and intensity.</p> <p>Sounds can be welcoming or frightening.</p>	<p>Categorizing the various sounds heard (in relation to intensity and pitch).</p> <p>Identifying sounds that are damaging to health and well being.</p> <p>Identifying the origins of peculiar sounds around the environment.</p>	<p>Acknowledge that sounds can vary.</p> <p>Enjoy listening to pleasant kinds of sounds.</p> <p>Appreciate the fact that not all sounds are pleasant to the ear.</p> <p>Demonstrate awareness that loud sounds can damage the ears and effect health and well-being of persons in the home and community also</p>	<p>Sounds can be categorized according to their pitch and intensity.</p> <p>Sounds can be pleasant as well as disturbing.</p> <p>Sounds give messages and warnings.</p> <p>Games e.g. <i>What was that?</i> <i>Silence is Golden.</i></p> <p>Sounds created/made by tins, paper, ruler etc. with</p>	<p>Listening to recordings of various sounds in the environment e.g. siren, gunshots.</p> <p>Categorising pleasant and unpleasant sounds.</p> <p>Identifying sounds.</p> <p>Making different kinds of sounds and saying when they are used or heard.</p>	<p>Listening to sounds in the community at various times during the day e.g. dawn, dusk and writing sound words.</p>	<p>Science</p> <p>Listening to Science related sounds</p> <ul style="list-style-type: none"> - of electrical instruments. - of musical instruments. - codes and muffled sound.

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Sounds	There are initial, medial and final sounds in words.	Grouping sounds e.g. single sounds, blends, letters with no sound, sounds that rhyme or belong to one family.	<p>disturb persons rest and sleep.</p> <p>Respond to sounds of urgency.</p> <p>Pronounce words correctly emphasizing initial, medial and final sounds.</p>	<p>words that rhyme.</p> <p>Recording of Dawn's Chorus.</p> <p>Some single sounds are emphasized in the initial and final position b, d, t, k, s p desk, road Some sounds are silent e.g. tomb, comb, lamb, thumb.</p> <p>Some blends are emphasized th sp, sk, them Medial sound fate.</p>	<p>Talking about sounds heard after listening to them during a quiet period.</p> <p>Listening to and sharing sounds with others.</p> <p>Emphasizing initial medial and final sounds of a word list.</p> <p>Making a 'sound' poem.</p> <p>Reading and listening to poem.</p>	Listening to a passage read and re-read the passage emphasizing the appropriate initial medial and final sounds.	<p>Pronounce content words correctly:</p> <ul style="list-style-type: none"> - Mathematics - Science - Social Studies

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Comprehension	A range of situations can give rise to questioning and responding	Answering questions orally after listening to a story, song etc.	Show respect for the contribution of others. Listen actively when someone is speaking.	Word meanings in context heard after listening to a passage, speech. - Passages/ stories - Poems, songs - Recordings of speeches by prominent persons.	Listening to reading from different sources. Using context clues to anticipate what is to follow. Asking questions to gain information. Asking about something that is not understood or not quite clear.	Use context clues to complete and unfinished story e.g. <i>Jane was going to the _____ to get some fish.</i>	All areas of the curriculum e.g Summary of talk given by Resource person in Social Studies or Health Education.
	Inference can be drawn from what is said as well as what is left unsaid.	Selecting important/ relevant information.	Develop a disciplined approach to listening. Display sensitivity to the dangers of poor listening. Demonstrate	Messages can be inferred from information given. Recordings of stories, talk. Extracts from Human Rights	Asking and answering questions. Identifying the main idea of presentation. Recalling relevant information.	Select and then report the main idea from a listening situation.	Listening as to explain what is heard and solve problems, and to carry through with experiments.

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			awareness that poor listening could be a sign of hearing loss or indiscipline.	Papers <i>e.g.</i> <i>Rights of the child</i> <i>Indigenous Rights.</i> Games <i>e.g.</i> <i>Guess a Word.</i> Homophones give <i>e.g.</i> Questions such as:- 1. Why do you think ____? 2. How would you feel ____? 3. What would you do ____? 4. How do you know?	Drawing meaning from what is heard. Playing games. Drawing inferences after listening to a speech.		
Responsive Listening Conversation	Guidelines are important for good conversation.	Responding appropriately in a dialogue/ conversation. Sustaining an exchange of ideas.	Showing appreciation for the importance of good listening. Displaying courtesy to others by not	- Keen listening is important for good conversation. - One should display courtesy by not	Completing dialogues/ conversations. Talking about activities done over the weekend with classmates	Pupils' ability to engage in meaningful conversation.	Participate in conversations about topics on - Mathematics - Science - Social Studies paying heed to the guidelines for

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			interrupting. Awaiting one's turn to speak.	interrupting the speaker while speaking. - One should await one's turn to speak. Topics to engage pupils in conversation <i>e.g. Did you see _____ on TV yesterday?</i>	(Role play) Questioning friend about his/her weekend.		conversation.
Appreciate and Creative Listening	A wide range of creative literature can be listened to and enjoyed.	Compiling booklet of creative pieces.	Appreciate and understand the different uses of language in speaking and writing.	Stories and rhymes, poems and songs. Imaginative play. Improvised drama. Role play – characters, incidents in language and other subject areas. Music – pre-recorded	Listening to recordings and class presentations. Telling stories and reciting poems. Listening to and responding to jokes and riddles. Creating own stories and songs to be shared.	Prepare a script or do an improvised episode from a story.	Drama Stories, short plays based on Science and Social Studies ideas.

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				cassettes, live presentations, a percussion band riddles/ jokes.			
Critical Listening	<p>The language of literary pieces can be analysed.</p> <p>Fact and opinion/fiction can be distinguished.</p>	<p>Make interpretations after listening to a presentation.</p> <p>Identifying fact and opinion.</p>	<p>Show respect for the contribution of others.</p> <p>Demonstrate keen listening skills.</p>	<p>Announcements at assembly on sports day.</p> <p>Explanations – how to make ...</p> <p>Debates – Social and Sensitive Issues.</p> <p>How the Student Government is helping/ hindering the school.</p> <p>Arguments <i>e.g.</i></p> <ul style="list-style-type: none"> - <i>with a parent</i> - <i>with a pupil</i> - <i>at a meeting of the Student Council.</i> <p>Interviews <i>e.g.</i> doctor, parent.</p> <p>Advertisements.</p>	<p>Listening to paragraphs based on facts and opinion.</p> <p>Noting the differences between the fact and opinion.</p> <p>Drawing conclusions from what is heard.</p> <p>Writing paragraphs based on facts.</p> <p>Giving opinions about things heard or read.</p>	<p>Pupils' ability to identify/ write a paragraph based on facts.</p>	<p>Social Studies Giving information about a monument/ landmark.</p> <p>Art and Craft Making a scrap book on factual items.</p>

SPEAKING

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Relate/Retell Experiences/ Stories etc.	Events experienced can be told in various forms to develop speech skills.	<p>Relating story in sequence speaking with adequate loudness.</p> <p>Relating an even in sequence using Standard English and dialect.</p> <p>Relating stories with clarity and good articulation.</p>	<p>Show a measure of tolerance when listening to others as they relate stories and events.</p> <p>Appreciate that the Creolese dialect is the native language of a large majority of Guyanese.</p> <p>Demonstrate clear and good articulation.</p>	<p>Different kinds of stories e.g. Science fiction, non-fiction, personal experiences. Current events.</p> <p>Relate an experience</p> <ul style="list-style-type: none"> - Must be done in sequence with adequate loudness. - Use Standard English or dialect according to purpose. - Must be clear with good articulation 	<p>Retelling stories and events in sequence.</p> <p>Using pictures and puppets to tell stories.</p> <p>Relate stories/ experiences in a sequential order paying attention to pronunciation and phrasing.</p> <p>Using dialect and Standard English to relate stories.</p>	<p>Draw a cartoon and use it to relate a story.</p> <p>Self Evaluation</p> <ol style="list-style-type: none"> 1. Is my voice strong? 2. Do I pronounce the words carefully? 3. Do I have any distracting mannerisms, either in my oral language or my body language? 4. Do I speak clearly? 5. Do I speak at a pace that is easily understood? 6. Do I make usage errors? 	<p>Science</p> <ul style="list-style-type: none"> - Science fiction <p>Social Studies</p> <ul style="list-style-type: none"> - Current events - Historical stories. <p>Art and Craft</p> <ul style="list-style-type: none"> - Making Puppets - Drawing Pictures

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Dramatization	Short plays and skits can communicate the main ideas clearly.	<p>Dramatizing short plays or skits so as to practice and extend language in meaningful contexts.</p> <p>Practising proper intonation during dramatization.</p>	Develop the spirit of co-operation by participating in dramatic activities as particular characters.	<p>Drama is a natural extension of creative play.</p> <p>Drama enhances pupils speech because tone of voice and expression are essential components of oral expression.</p> <p>Short plays and skits written by teachers as well as by pupils can be used.</p> <p>Use of local props and stage designs.</p>	<p>Select a good story that pupils will enjoy and be motivated to dramatize.</p> <p>Have the pupils identify the story's characters and discuss ways that those characters may have appeared, talked, felt and reacted within the story's various events. They should identify any character's unique characteristics.</p> <p>Have pupils describe the main scenes or events that occur in the story. Then</p>	Role play a particular character in a skit or play.	<p>All subject areas.</p> <p>Role play famous people and situations.</p>

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					<p>have the pupils choose the scene or scenes they want to perform within a drama.</p> <p>Assign character roles to the pupils, and review the predominant characteristics of the individuals whom they are portraying.</p> <p>Have pupils dramatize the scene or scenes selected by presenting their own interpretations or versions of them. They can invent their own dialogues for informal dramatics.</p>		

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Explanations	The essentials of a good explanation should be practised.	<p>Listening keenly as explanations are given.</p> <p>Sequencing information.</p> <p>Emphasizing the important points.</p>	<p>Listen carefully.</p> <p>Appreciate that persons with accents speak and pronounce words different.</p> <p>Demonstrate patience when making explanations.</p>	<p>In order to explain something you must</p> <ul style="list-style-type: none"> - know your subject - organize your thoughts - be clear and precise in your explanation <p>“How to” explanations</p> <ul style="list-style-type: none"> - prepare a favourite dish. - make a hand towel. - make a telephone call. <p>Words used for sequencing</p> <ul style="list-style-type: none"> - first, then, next, after, last. 	<p>Listening to others as they explain orally how to make something or how something is done.</p> <p>Listening with the intention of making valuable constructive corrections.</p> <p>Commenting on what is heard.</p> <p>Noting words used for sequencing.</p> <p>Noting link words and phrases.</p> <p>Making explanations paying attention to the essentials.</p>	<p>Project</p> <p>Make a map of the school community (collage) and explain how it was made.</p>	<p>Art & Craft</p> <p>Listen to instructions in order to illustrate a map of the community using different materials.</p> <p>Science</p> <p>Listen to instructions and make a circuit.</p> <p>Mathematics</p> <p>Listen to/read instructions and solve a problem.</p>

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Announcements	<p>Understanding is aided by carefully worded and clear speech.</p> <p>The voice can be projected so that the message can be heard by an audience.</p>	Speaking slowly and clearly to make announcements.	<p>Develop simplicity and clarity of speech.</p> <p>Develop a disciplined approach to listening.</p>	<p>To announce is to make known or to give a public or formal notice.</p> <p>Announcements</p> <ul style="list-style-type: none"> - to the class - to student body/ government - to school assembly. <p>Listen for specific details e.g. Who? What? Where? How much?</p> <p>Subject for announcement</p> <ul style="list-style-type: none"> - A Science fair. - A class outing/tour - the results of the elections for Student Government 	<p>Listening to an announcement being made with the intention of asking a question.</p> <p>Commenting on the content and delivery of announcement.</p> <p>Making announcements to a variety of audiences and paying attention to the essentials of announcing.</p>	<p>As President of the Student Government make an announcement (of your choice) to the other members.</p> <p>Discuss the effectiveness of the announcements heard.</p>	<p>Social Studies Announce planned details about an upcoming field trip.</p> <p>Science Announce a Math/Science Fair.</p>

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Introductions	Formal and informal introductions are made so that persons can become acquainted with each other.	Listening attentively when introductions are being made. Introducing self and others.	Develop self-confidence in speaking before an audience; presenting a person.	To introduce is to make a formal presentation of one person to another or others. Acknowledge/ make introductions. Acting out situations before the class. Using ice breakers before making an introduction. Susan Lee; Say hi to Ravi Roach – Pleased to meet you (Ravi's response).	Acting out following situations - introducing a parent to your teacher. - introduce a friend from another school to the President of the Student Government of your school. Practising to continue conversation after introduction. Role play - introducing a parent, friend.	Listen to and make comments on introduction of a guest speaker.	Social Studies Pretend you are introducing an important member of your community.

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Expression of Opinion	Opinions are expressed on current or important issues.	Discriminating between fact and opinion. Listening to the opinions of others and offering constructive criticisms.	Express opinion frankly without hurting others. Develop confidence in their ability to communicate orally.	A fact is a thing known to be true. An opinion is what one thinks or believes. Teachers' and pupils opinions on various issues e.g - Student Government - Healthy bodies - Self Esteem - Peer Pressure - Children's Rights.	Differentiating between fact and opinion. Expressing opinions on various issues. Listening to others as they express their opinions. Offering constructive criticisms. Defending one's viewpoints.	Express an opinion on a current issue. Prove that a statement is not factual.	Social Studies Give an opinion on a recent event.
Description	Speak clearly and distinctly so that those listening can form a vivid picture of what is being said.	Describing characters, scenes, pictures or events.	Show a willingness to use language creatively to make descriptions.	A description tells in words how a person looks, feels or acts, or how a place, a thing, or an event looks or	Describing persons, scenes, pictures and events. Making field trips to various	Draw a picture and describe what it depicts.	Social Studies Describe a local celebrity for all to like him/her.

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				<p>happened.</p> <p>Picture – Study (pictures of various sorts).</p> <p>Field Trips.</p>	<p>locations.</p> <p>Listening to descriptions and asking questions.</p> <p>Guessing game – describe a person or a scene so that those listening can guess what person or scene is being described.</p>		
Recitations	<p>Recitation requires:</p> <ul style="list-style-type: none"> - a good memory - the ability to enunciate and pronounce words - speech with expression. 	<p>Reciting favourite lines of poetry from memory.</p> <p>Reciting favourite poems using natural intonation.</p>	<p>Show an appreciation for poetry.</p>	<p>Recitation</p> <p>To recite/tell poetry or prose before an audience e.g. The Wind.</p>	<p>Reciting poems individually.</p> <p>Choral speaking.</p> <p>Dramatising poems.</p> <p>Discussing themes in different poems.</p>	<p>Recite a favourite poem with (appreciate) interpretation and expression.</p>	<p>Science</p> <ul style="list-style-type: none"> - Poems that verbally recreate the unique sounds of insects. - Poems about nature. <p>Social Studies</p> <ul style="list-style-type: none"> - Poems about community workers.

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					Discussing the mood of poems. Telling the story of the poem.		- Poems about cultural and historical events.
Oral Reports	Reports on books read, a trip or a project can be presented orally.	Presenting a report showing a sense of organization of subject matter. Practising correct grammatical structures when presenting a report.	Be willing to report accurately. Develop confidence in their ability to report orally.	Report To give an account of something seen, heard, read, done or considered. - Books-fact and fiction. - Field trips. - Class project group and individual).	Working in groups on class projects. Giving individual and group reports on projects. Reporting individually on books that were read. Making field trips. Compiling reports in groups. Presenting oral reports.	Present an oral report on a personal experience in a factory for instance.	Science & Mathematics: Present a report on a project.

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					Asking and answering questions based on reports.		
Discussion	Participation in group discussion requires clear and distinct speech.	Contributing to formal and informal discussions.	Show willingness to participate in discussions. Respect the view points of others.	Participants in discussion groups contribute ideas or possible solutions to real or proposed problems. No idea is rejected: rather, all suggestions accepted and formally recorded in writing. The time for such interaction is limited. Discussions	Discussing issues in small/large groups. Brainstorming Taking turns in speaking. Expressing points of view clearly and taking into account the views of others. Practising both formal and informal discussions. Appointing group leaders and reports based on	Lead a discussion and report to the class on a current topic in the News. Participate in Panel discussions and debates.	Science Discuss an issue that locals have on the use of herbs.

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				<p>are based on various issues e.g.</p> <ul style="list-style-type: none"> - school rules. - the use of the roads - water wastage. <p>Items in the daily News.</p>	discussions.		
Speeches	A good voice quality captures the attention of an audience.	<p>Making speeches that are either impromptu or prepared.</p> <p>Presenting a speech using correct and effective English.</p>	Display a sense of maturity when delivering and listening to speeches that touch on sensitive issues.	<p>Impromptu Speeches</p> <ul style="list-style-type: none"> - address a student committee - make an announcement. <p>Prepared Speech</p> <ul style="list-style-type: none"> - Vote of Thanks - Introduce a chair-person - acceptance speech to various 	<p>Preparing and presenting speeches.</p> <p>Listening and making constructive criticisms.</p> <p>Recording speeches and listening to recordings.</p> <p>Listening to speeches delivered by resource persons.</p>	Prepare and deliver a two-minute speech.	Science Address a science club on a personal scientific encounter.

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				positions e.g. President of the Student Government	Asking questions.		
Debates	Controversial issues must be debated with confidence.	Speaking at an acceptable rate when presenting points. Pronouncing words correctly for the benefit of the audience.	Develop a spirit of co-operation when working with team members. Graciously accept the decision of the judge.	For debates each group member must be familiar with information about a relevant problem or issue in order to develop answers to questions posed by the rest of the class. Various issues e.g. - Private schooling – vs- public schooling. - Corporal	Practising research skills in order to gather information. Organising points for oral presentation. Preparing speeches for debates. Each participant gives an opening statement, allow the participants to ask each other questions. Debating	Research a topic and be prepared to participate in a debate.	Debate on Social Studies: - current affairs. Science - evolution –vs- creation. Health Education - Various issues related to health e.g. Should AIDS victims be isolated?

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				punishment - Should SSEE be abolished. - Rights of the Child.	various topics at class and divisional levels.		

READING

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Words attack Skills Structural Analysis (word structure)	<p>The accurate identification of words aid comprehension of what is read.</p> <p>When affixes are added to root words the meaning of the words are changed.</p> <p>Ending may be inflectional.</p>	<p>Recognising words through a variety of structural forms.</p> <p>Identifying prefixes and suffixes in words.</p> <p>Identifying words with endings by the change which takes place.</p>	<p>Pay attention to details by the careful scouting of each word.</p> <p>Use affixes to improve speech and written work.</p> <p>Demonstrate willingness to use, and define inflectional endings correctly.</p>	<p>Review of prefix, suffix and root words.</p> <p>Definition of prefix and suffix (e.g.) Un- dis -im- in trans – across, over – through, circum- around / round about</p> <p>Plural of nouns, adding endings – “s”, “es”, “les”, “ves”</p> <p>Tense of verbs – d, ed, ing</p>	<p>Defining affixes Building words by adding prefix/suffix to root words.</p> <p>Noting the changed meaning of words.</p> <p>Grouping words for various categories of affixes.</p> <p>Making nouns and adjectives by adding suffixes.</p>	<p>Add prefix to the words then make sentences to show the meaning of the new words.</p> <p>Complete sentences.</p> <p>List various forms of word endings.</p>	<p>Science Quote lines that contain words with affixes.</p> <p>Show their importance to the experiment.</p> <p>Social Studies Make sentences to describe a prominent personality.</p> <p>Show evidence of affixes in used choices.</p>
Syllabication	<p>Words can be divided into syllables using certain rules.</p> <p>Dividing words in syllables</p>	<p>Dividing words correctly into syllables by applying rules of syllabication.</p>	<p>Appreciate the use of syllabication and observe simple rules in order to develop and improve</p>	<p>Rules for syllabication</p> <ul style="list-style-type: none"> - where to divide - double letter words - consonants/ 	<p>Using rules to divide words into syllables, clapping out the syllables.</p> <p>Pronouncing</p>	<p>From a word list, divide new words into syllables.</p> <p>Select all the three syllable</p>	<p>Social Studies Use a passage about a famous historical occurrence which includes the use of</p>

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	helps in correct pronunciation.		word attack skills.	<p>vowels.</p> <p>Divide words with two or more syllables.</p> <p><i>Compound words -</i> black/board house/coat</p> <p><i>Double letters</i> Ham/mer, hap/py</p> <p><i>Consonant/ vowel –</i> ba/con</p>	<p>words according to syllable pattern.</p> <p>Building and dividing compound words.</p> <p>Identifying compound words in a passage.</p> <p>Identifying two/three syllable words from a passage.</p>	<p>words and compound words from a given selection.</p> <p>Group words into correct category.</p>	<p>four/five syllable words. Underline them.</p> <p>Science Note some compound words used in Science lessons.</p>
Context Clues	The context helps the reader to decide which meaning was intended so that he/she can make a decision for the word meaning.	<p>Developing an understanding of the meaning and value of using context clues to aid in the meaning of a word.</p> <p>Observing the differences in</p>	Show a willingness to experiment with words.	<p>Definition of words.</p> <p>Whenever you meet in your reading, a word that is strange to you, you can look in the same passage for</p>	<p>Reading passage with a strange word meaning.</p> <p>Answering questions based on the passage.</p> <p>Using the</p>	<p>Read a passage successfully that contains strange words and apply context clues to get to the meaning of the strange words.</p>	<p>Science & Social Studies Supplementary readings in their areas.</p>

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		word shapes, length, initial and final letters.		<p>other expressions which give you hints of/or explain the meaning of the word.</p> <ul style="list-style-type: none"> - a word - a phrase - a sentence <p>Sight words – (i) Homonyms (ii) Synonyms</p>	<p>dictionary to get the correct pronunciation of a word.</p> <p>Looking for similarities and differences in word lists.</p> <p>Using / identifying words in various contexts.</p>		
<p>Phonic Analysis (Letter sound)</p> <p>Vowels</p>	Vowels have different sounds when they are placed in initial, medial and final positions.	Identifying the vowel sounds in words – initial medial and final.	Be willing to use vowel sounds appropriately in pronunciation.	<p>Vowels have a long sound and a short sound.</p> <p>Vowel sounds say the name of the letters ‘a’ ‘e’ ‘i’ ‘o’ ‘u’</p> <p>Diacritical markings for vowel sounds. The macron-, hat Breve U, heat.</p>	<p>Discussing the concept of vowel sounds.</p> <p>Modelling the sounds of vowels.</p> <p>Listening to recorded sounds.</p> <p>Using the dictionary and vowel charts.</p>	Complete words with different forms of spelling.	Mathematics Write a problem whose solution depends upon the spelling of a key word.

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				Other forms of long vowel sounds- ai, ay, ey, ee, oo.	Using the alphabet chart and diacritical markings. Identifying specific sounds in other forms e.g. in words with special spellings.		
Vowel digraphs.	Vowels can be combined to make one sound.	Identifying the combinations of vowels that fit the definition of digraph.	Endeavour to pronounce words that contain vowel digraphs correctly.	A digraph is formed when two vowels <u>letters</u> give one vowel sound e.g. 'ou', 'ei', 'au', 'oo', 'ea' as in cough , receive , taught wood , bread . Game: Colour the Traffic Light. - Words with vowel digraph. - Colour the light <u>green</u> if all the words	Combine letters to make digraph. Compiling word lists. Completing a crossword puzzle comprising of initial and final digraphs. Completing a word search. Playing games designed by teacher/parent	Reading a selection and listening to the words that have digraphs.	Science Complete a word search game with words containing digraphs. Pronounce words for a partner to hear.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				have the same digraph sound and <i>red</i> if they do not have the same vowel digraph sound.	etc.		
Consonant Blends	A blend is produced when two or more consonant letters produce a sound in which each letter is heard distinctly.	Recognising blends in words and producing the sounds accurately during reading.	Derive great satisfaction when blend is produced or identified.	<p>A consonant blend is produced when two or more consonant/ letters are distinctly pronounced when blended.</p> <p>Blends can be found in initial or final position in words. Bloom must clown task draw blind stop elephant sprint</p> <p>Games: Bingo Word search.</p>	<p>Alphabet Chart.</p> <p>Blends in initial and final position saying the blends in the two positions.</p> <p>Filling in the blends in given words.</p> <p>Playing simple word games.</p> <p>Compiling a word book.</p>	Complete a passage in which the blends in the final/initial position are left out.	Social Studies Read a passage and show skill in pronouncing words with consonant blends.

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	KNOWLEDGE	SKILLS	ATTITUDE				
Consonant Digraphs	Digraphs are composed of two consonants together in a word and produce one sound.	Producing the sound of digraphs in words. Identifying digraphs in words.	Show confidence when reading and pronouncing words with consonant digraphs	<p>When two consonants come together in a word and form one sound they are referred to as a consonant have a voiced sound and a voiceless sound.</p> <p><i>Voiced sound</i> they, them, bathe, breathe</p> <p><i>Voiceless sound</i> thigh, thimble, bath, breath</p> <p>Digraphs could be found in the initial & final positions.</p> <p><i>Initial</i> chap, ship, cheat, shoe, cherries, shut,</p>	<p>Combining letters to form digraphs.</p> <p>Completing words in sentences using the correct digraph.</p> <p>Having fun with digraph drills.</p> <p>Playing simple word search and crossword puzzles.</p>	Read simple sentences in which digraphs voiced/ voiceless sounds are found.	<p>All Content areas.</p> <p>Mathematics & Science Read a passage and show skills in pronouncing words with constant digraphs.</p>

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	KNOWLEDGE	SKILLS	ATTITUDE				
				<i>Final</i> much, tooth, pinch, bath, rash, wing			
Oral Reading	<p>Effective oral reading is dependent on correct volume, pitch, clear enunciation and good eye movement.</p> <p>Interpret materials to suit audience interests.</p> <p>Selections can be read with good phrasing and expression.</p>	<p>Demonstrating the capacity to read with correct volume, pitch and clear enunciation.</p> <p>Using good eye movement to read as many words per minute as is normal for age and reading material.</p> <p>Interacting with the text in order to help the listeners grasp the outlines/meaning.</p> <p>Maintaining oral reading</p>	<p>Enjoy reading and discussing what was read with others.</p> <p>Choose the correct speed in reading materials that are suitable for the level.</p> <p>Show delight in dramatization and being “some one else”.</p> <p>Show self confidence when reading with correct intonation and phrasing.</p> <p>Criticize one’s own reading</p>	<p>Instructions Announcements Invitations News Poems Sentences e.g. Jane is going - anger - happiness - fact</p> <p>Poem Easy to read stories.</p> <p>Personal performances be analysed by decoding words using - correct pronunciation volume, pitch enunciation</p>	<p>Listening to the teacher’s reading.</p> <p>Practising reading and noting the punctuation marks.</p> <p>Paying attention to reading rate. Pause at right time.</p> <p>Listening to model reading by teacher/peer.</p> <p>Repeated practising reading.</p>	<p>Read a Poem to the class.</p> <p>Present the ‘Three Little Pigs’ for a Readers Theatre.</p> <p>Use your class guideline for oral reading and listen to the reading of a friend.</p> <p>Pay attention to punctuation marks. Pause at the right places.</p> <p>Stress important words.</p>	<p>Read announcements at assembly.</p> <p>Science Read instructions to a group on how to mix a poisonous substance.</p> <p>Social Studies Present pantomimes for a Social Studies lesson.</p> <p>Integration would suggest that the reading skills would be demonstrated in all the subject areas.</p>

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	The word-by-word strategy can be used when reading unfamiliar text.	<p>fluency with good breath control and voice intonation.</p> <p>Demonstrating the use of simple fix up strategies to assist in the correct pronunciation of words and the reading of difficult texts.</p>	and that of others in order to improve.	<ul style="list-style-type: none"> - good phrasing, expression - eye-movement - breath control - voice projection. <p>Content area materials Plays, dialogues Tongue twisters.</p> <p>Reader's Theatre Easy to Read story books from the library selected by self/teacher Choral reading.</p> <p>Newspapers, magazines, Content area texts.</p> <p>Announcements</p>	<p>Reading material in given time.</p> <p>Talking about the actions of the characters.</p> <p>Discussing personal qualities.</p> <p>Reading and emphasizing ideas.</p> <p>Pantomiming story situation.</p> <p>Discussing the materials to be used.</p> <p>Group reading using simple hand puppets.</p> <p>Reading in chunks.</p> <p>Practising to</p>	<p>Read loud enough for all to hear.</p> <p>Prepare carefully before you read.</p>	

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				<p>Example of a Guideline for oral reading.</p> <ol style="list-style-type: none"> 1. Be sure you can pronounce the words correctly. 2. Say each word clearly, do not leave out part of the words. 3. Tape one's reading of a story, an experiment. 	<p>keep the voice up until the end is reached.</p> <p>Listening to the replay of one's reading.</p> <p>Listening to others read.</p> <p>Discussing with others class guideline.</p> <p>Making a class guideline or review guidelines used previously.</p>		
Silent Reading	Silent reading is an in-depth reading for meaning from text.	<p>Reading for specific purposes with freedom from fear of making mistakes known to others.</p> <p>Demonstrate the ability to pronounce</p>	<p>Gain and develop self-confidence to read a text, without voicing words.</p> <p>Practise good reading and study habits.</p>	Silent reading encourages immediate word recognition and comprehension; also good eye movement and reading rates.	<p>Pacing reading with the hands.</p> <p>Reading faster than speaking.</p> <p>Practising to hold the mouth shut with teeth firmly together, while</p>	<p>Prediction is confirmed after silent reading.</p> <p>Discuss material read.</p> <p>Write a summary of the story or</p>	<p>Social Studies/Science Discussing a topic after silent reading.</p> <p>Science: Confirm results after an experiment.</p>

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		words accurately and to read with good rhythm.		Oral reading always precede silent reading. Basal Readers Content Area texts Story books of different genres. Strategies DEAR – <u>D</u> rop <u>E</u> verything and <u>R</u> ead Newspapers	reading. Discussing the story/texts after reading. Asking for help when necessary.	part of the content read.	Social Studies: Find direction Mathematics: Problem solving.
Recreational Reading	Reading can be done for fun and enjoyment.	Selecting books based on students' criteria for an interest in reading. Using the library with confidence and with a purpose.	Exhibit a willingness to practise new ideas and activities. Be willing to share with others after reading. Show increased interest when selecting	Information and pleasure can be derived from reading a variety of books. Books, periodicals magazines from the school library or brought in by pupils/	Visiting the School/Public library to select fiction. Introducing a book to the class. Using free time to browse through books.	Prepare a list of books that you read and enjoyed during the school term. Read to and for someone to enjoy. Act out a part of a story you have read	Mathematics, Science & Social Studies: Share a fiction book you have read on Science, Social Studies or Mathematics with a friend who reads.

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			<p>reading materials.</p> <p>Display a sense of humour after reading 'light' books.</p>	<p>teachers.</p> <p>Things of interest in books – pictures, diagrams.</p>	<p>Choosing books and reading them to others.</p> <p>Discussing parts of a good book.</p> <p>Introducing books to others.</p> <p>Questions</p> <p>1. For whom are the texts written?</p> <p>2. What is the purpose?</p> <p>3. How I the text arranged?</p>	<p>more than once.</p>	
Reading Comprehension	Comprehension has specific skills that, when used, can help the reader to understand what was read.	Using specific skills to examine the text/story before, during and after reading.	Exhibit confidence when answering questions after reading text.	<p>A wide range of comprehension abilities need to be developed</p> <p>1. knowledge of and recall of word meaning.</p>	<p>Brainstorming to elicit answers.</p> <p>Predicting what the story is about before it is read.</p> <p>Confirming</p>	<p>Read a passage and answer five questions based on it.</p> <p>Read the story of '<i>Heidi</i>' and change one of the characters</p>	<p>Social Studies</p> <p>Compare the life of the people living in the 19th century to those living today.</p> <p>Science</p> <p>Make certain</p>

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				<p>2. ability to grasp detailed facts.</p> <p>3. inferring word meaning from content.</p> <p>4. following the structure of a passage.</p> <p>5. drawing inference from content.</p>	<p>answers after story is read.</p> <p>Giving oral and written answers based on a text.</p> <p>Reading and answering questions based on comprehension related activities</p> <ul style="list-style-type: none"> - word meanings - word structure - subject matter - main ideas - sequence - note details. 	<p>to retell.</p> <p>Use a television or radio log – Prepare five questions for your friends to answer.</p>	<p>predictions before an experiment.</p> <p>Complete the experiment.</p> <p>Verify your predictions.</p>
Reading Comprehension	Comprehension strategies are used to read for meaning.	Using a variety of strategies for reading and extracting information from text.	Apply a variety of strategies in the interpretation of a text.	To read a text one can use a number of different strategies e.g.	Examining the text for headings, sentence structure, paragraph and	Read a story/ text that is (not difficult) suitable for the age of the child.	Science/Social Studies: Read content of texts by applying strategies.

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				<p><i>Awareness strategies</i></p> <ul style="list-style-type: none"> - purpose for reading - topic/ background knowledge - reading styles. <p><i>Monitoring strategies</i></p> <ul style="list-style-type: none"> - check to see what is understanding - re-reading - evaluation - reading between the lines. <p><i>Adjusting strategies</i></p> <ul style="list-style-type: none"> - re-reading - self questioning - checking the information. 	<p>difficult words – deciding how to read the text.</p> <p>Reading, stopping and summarizing what was read.</p> <p>Group discussion to confirm information, sharing predictions and conclusions.</p> <p>Analysing information and checking relevance to the topic.</p> <p>Applying the K.W.L strategy using information charts.</p> <p>Brainstorming using semantic maps.</p>	<p>Prepare a simple story map based on the characters.</p> <p>Read a passage and then answer questions on it.</p>	

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Functional Reading	<p>Meaning can be derived from materials in the environment.</p> <p>Information can be found and given on simple forms and brochures.</p>	<p>Extracting information from various print and non-print sources.</p> <p>Reading and preparing simple information to help them in life coping situations.</p>	<p>Derive satisfaction when using materials other than a school text or book.</p> <p>Exhibit great confidence when applying basic academic skills to life situations.</p>	<p>Signs, labels, notices e.g.</p> <ul style="list-style-type: none"> - <i>'Beware of the Dogs'</i>, - <i>'Stop Children Crossing'</i>, - <i>'Entrance'</i>, - <i>'Exit'</i>. <p>Menu cards at restaurants.</p> <p>Transportation schedules.</p> <p>Grocery slips, Bank slips, Saving accounts.</p> <p>Labels on medications.</p>	<p>Reading labels, signs and notices.</p> <p>Following instructions.</p> <p>Asking and answering questions based on material.</p> <p>Reading cards, slips and labels.</p> <p>Giving opinions based on what was read.</p> <p>Filling up slips and cards.</p> <p>Explaining to others – plane/bus schedules and directions on labels etc.</p>	<p>Follow a written direction to locate an article.</p> <p>Prepare a simple Personal Data Form.</p>	<p>Science/Social Studies</p> <ul style="list-style-type: none"> - Filling forms. <p>Reading labels and directions.</p> <p>Read articles on the care of equipment.</p> <p>Tell a friend about your findings.</p>

WRITING

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Handwriting	Letters of the alphabet are made correctly in print and cursive according to purpose.	<p>Practising and developing good posture when writing.</p> <p>Positioning the paper to make good writing possible.</p> <p>Writing letters and words with appropriate spacing.</p> <p>Differentiating between lower case and upper case letters by proper use.</p> <p>Producing print and cursive for a variety of purposes especially as art work.</p>	<p>Show a willingness to practise use of the correct posture.</p> <p>Produce neat and legible handwriting through guided practise.</p> <p>Enjoy producing and selecting a personal signature.</p> <p>Develop a sense of pride in presenting neat and attractive writing work.</p>	<p>Appropriate setting, posture and position of paper when writing – Sit upright with back against the chair/ bench, feet flat on the floor holding paper/ book in front for letter formation in script and cursive.</p> <p>Titles of books, films, stories etc.</p> <p>Proper names, Block letters</p> <p>Letter heads on pages</p> <p>Labels – diagrams.</p> <p>Print letters, words and</p>	<p>Seating upright with back against the chair.</p> <p>Demonstrating good sitting/ standing posture when writing.</p> <p>Printing letters and numbers.</p> <p>Writing letters and words in various sizes.</p> <p>Using correct form of writing.</p> <p>Differentiating between block letters and print.</p> <p>Filling out simple questionnaires that require</p>	<p>Use correct posture for writing.</p> <p>Write letters and words with appropriate space.</p> <p>Label the parts of a plant.</p> <p>Write the name of your school in large block letters.</p> <p>Prepare a banner for “House”.</p> <p>Place signature at the bottom of written statements.</p>	<p>Physical Education and other areas.</p> <ul style="list-style-type: none"> - Posture for sitting and standing - Simple arm/hand activities.

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	KNOWLEDGE	SKILLS	ATTITUDE				
				numbers in a variety of ways - Cursive Writing. - letter and words. The Vere Foster writing. The Beacon writing. Writing competitions * class * school * other	print/scrip and a signature. Taking part in writing competitions.		
Narrative	Stories, dialogues, and incidents are imaginative outlets in oral and written exercises.	Recognising the beginning, middle and end of stories. Writing stories to share with others.	Appreciate stories read and shared.	A narrative recount on a series of events. Anecdotes, incidents, fictional accounts, historical events, tales, fables, and	Discussing what is a story and the different types of stories and the specific features. Building stories together with the teacher on the chalkboard.	Interpret pictures in order to tell a story in sequence. Write stories based on a picture as stimulus. Tell a story on the thoughts	Mathematics: Write stories on numbers and other mathematical concepts.

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				<p>short stories emphasize the narrative element.</p> <p>The common features of a story are:-</p> <ol style="list-style-type: none"> 1. Setting when or where the story takes place e.g. a dark lonely road. 2. Action – what the character is doing. 3. Dialogue – actual words used by the characters. 4. Characterization – People or animals in the story. <p><i>Linking</i></p>	<p>Reading the story together and rearranging sentences.</p> <p>Writing a plot/plan for story.</p> <p>Reviewing plot/plan with teacher.</p> <p>Talking about characters and the role they play.</p> <p>Discussing theme, conflict and climax.</p> <p>Presenting ideas in sequential order.</p> <p>Writing a paragraph or an idea.</p>	<p>of someone or something in a picture.</p> <p>Write stories based on a comic strip.</p> <p>Listen to a part of a story and write an appropriate ending.</p> <p>Pretend to be someone else and write a story.</p>	

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				<p><i>words:-</i> just then, soon, after.</p> <p><i>Sequence words:-</i> next, after, first, then.</p>	Writing a short dialogue between two members of the Student Government.		
Description	The use of the senses and attentiveness to minute details produce vivid descriptions.	Writing descriptions of people, places and things.	<p>Observe and report details.</p> <p>Ask questions.</p> <p>Examine using the five senses.</p> <p>Use descriptive language.</p>	<p>Descriptions are word pictures of peoples, places and things.</p> <p><u>Adjectives</u> are used to make clear pictures such as:- big, large, gigantic.</p> <p><u>Words that appeal</u> to the senses are also used such as:- delicious, bitter, tasty, salty.</p>	<p>Looking at, examining and describing given objects and pictures.</p> <p>Writing lists of adjectives for specific objects and pictures.</p> <p>Writing lists of sensory related words for given objects and pictures.</p> <p>Discussing given topics.</p> <p>Planning then writing - editing for</p>	Describe your classroom to a friend in another school.	<p>Science Describe experiments and demonstrations.</p> <p>Mathematics Describe mathematical instruments.</p> <p>Social Studies Describe important people, places and events.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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					self and others. - correcting and publishing.		
Expository	Factual and informative essays need well organized and sequential arrangements.	<p>Writing various pieces in sequence.</p> <p>Writing facts and not opinions when reporting.</p> <p>Telling how a thing is done.</p>	<p>Recognise the importance of reporting clearly, accurately and in correct sequence.</p> <p>Recognise the importance of being precise when reporting.</p>	<p>Topics include</p> <ul style="list-style-type: none"> - An accident I witnessed. - A fight between two pupils. - Recipes. - Shopping Lists. - Writing in Diaries - Writing in Journals. - Happiest/ worst day in my life. - Newspaper/ Magazine - Radio/ Television programmes - Summaries. <p>Autobiography e.g. I am a pencil.</p> <p>An explanatory</p>	<p>Giving oral then written reports.</p> <p>Discussing topics in groups.</p> <p>Writing in sequence using time order – then, before, after, immediately.</p> <p>Reading reports to the group.</p> <p>Writing reports on a specific activity.</p> <p>Writing summaries using special linking words.</p>	<p>Write in sequence:-</p> <ul style="list-style-type: none"> - How to make a circuit. - How to play a game. - How to prepare a fruit drink or a dish. 	<p>Science Write about</p> <ul style="list-style-type: none"> - Rain gauge. - Experiments and observation. <p>Social Studies Tell about topics e.g Student Government.</p> <p>Tell how a paper boat is made.</p>

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				<p>paragraph explains something or sets forth a series of facts about a subject.</p> <p>Vocabulary related to time first, next, then, lastly.</p> <p>Similes and metaphors <i>e.g.</i> <i>It went as fast as a _____.</i></p> <p>I'm a tiger</p> <p>Cause and effect linking words <i>e.g. if, the, when, why.</i></p>	<p>Using simple present tense.</p> <p>Explaining to a partner what was read. Writing down the explanation.</p> <p>Combining sentences using own writing.</p> <p>Expressing opinions orally and in writing.</p> <p>Giving support materials to view.</p> <p>Planning in groups.</p> <p>Reading and discussing written reports.</p>		

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Arguments	Points of view can be presented in the written form.	Writing paragraphs about current issues supported by points of view and factual information.	Allow each other to express his/her point of view.	Simple arguments e.g. - Why is Student Government necessary? - Children should not wear uniforms at school. - Teachers need to be always punctual at work.	Expressing opinions orally and in writing. Giving support materials to views. Planning in groups. Reading and discussing written reports.	Prepare a dialogue for a presentation:- - Why we must be punctual at school.	
Letter Writing	Writing has conventions of communication.	Writing simple friendly notes and letters. Writing simple business letters.	Show respect for the readers. Can detect simple mistakes in writing conventions.	Letters of invitation include information about- <i>the day, time and place of the event,</i> - what will the activity be e.g. * birthday party * visit to a resort * A day on the	Reviewing the parts of a letter. Reading letters. Writing simple letters, notes to relatives/ friends.	Write a friendly letter, using your own name and address. Label the five parts of your letter.	Write invitations for a class concert. Write Thank You letters to Resource Persons such as - Mathematics - Science - Social Studies.


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			Show thoughtfulness and courtesy through letters.	<p>Beach.</p> <ul style="list-style-type: none"> * To a concert/play. <ul style="list-style-type: none"> - Friendly letters * Replies * acceptance/refusal - Apology, * excuse for absence - Sympathy <p>Use of punctuation marks</p> <ul style="list-style-type: none"> - addresses, salutation, closing of letters. <p>Business letters e.g. write to a Camp (Goshen) requesting</p>	<p>Noting the differences/similarities of friendly and business letters.</p> <p>Noting the correct punctuation of letters.</p> <p>Preparing guides for writing friendly/business letters.</p> <p>Preparing the address on the envelopes.</p> <p>Exchanging letters with each other.</p>	<p>Write a note of apology to your teacher.</p> <p>Write a 'Thank You' letter to a donor, who presented the school with some books.</p>	

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				<p>information about their facilities for your age group and the cost for a one week stay for 20 students.</p> <p>Salutation/ closing of letters - <i>Friend</i> My dear, Yours, With love - <i>Business</i> Dear Mr/Mrs, Sir/Madam, Yours truly, Yours respectfully.</p>	<p>Writing replies to requests.</p> <p>Writing the salutation and closing of letters.</p> <p>Planning and focusing on relevant facts before writing.</p>		

VOCABULARY

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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Root Words	A Root Word is characterized by its ending and use.	<p>Identifying Root Words from given words.</p> <p>Using Root Words appropriately for a variety of purposes.</p>	<p>Work individually or in groups; share and discuss information.</p> <p>Show willingness to experiment and share ideas.</p>	<p>Root Words for</p> <ol style="list-style-type: none"> 1. comparison 2. tense 3. number <p>To name persons who do specific work e.g. <i>farm - farmer</i> <i>labour - labourer</i> <i>wood - woodcutter</i></p> <p>Add 'er' 'est' for adjectives.</p> <p>Add 'ly' for adverbs.</p> <p>Add 'ing' for continuous tense.</p>	<p>Defining roots.</p> <p>Developing a chart to show categories of words used as roots.</p> <p>Identifying categories of words which lend themselves to different endings.</p> <p>Developing games e.g. bingo, find the endings.</p> <p>Using appropriate suffixes.</p> <p>Identifying Root Words from dictionary.</p>	<p>Complete chart, table, big book, accordion books to show roots in various categories of words.</p> <p>Select appropriate endings to complete an activity.</p>	<p>Science/Social Studies:</p> <p>See the importance of word endings especially in experiments and community work.</p>

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Words and Meaning	Knowledge of the meaning of words is important for correct sentence construction and all writing assignments.	Using the dictionary to find the meaning of words. Selecting the most appropriate meaning of given words.	Use the dictionary as a resource material to research new words. Appreciate the use of words and their meanings in specific contexts. Show willingness to research, store and use new words to extend their vocabulary.	All words have meanings and some words have more than one meaning. <i>pessimist</i> – a person who looks on the dull side of life. Words with multiple meaning:- <i>run</i> - go at a pace faster than walk. - to score at cricket. - become depleted.	Identifying given words. Pronouncing given words. Finding the meaning of given words in context. Using a dictionary to select meaning of words. Researching given words. Substituting words/phrases or sentences for one word. Selecting the most appropriate meaning. Use words in sentences.	Find the meaning of these words: <i>abolished, slavery, emancipation</i> as used in a given passage.	Mathematics & Social Studies Show how the meaning of a word is dependent upon its context.

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Word Choice	Word choice is important so that the best word CAN be used which may be more explicit and effective than others.	Selecting appropriate words for writing assignments for example, narrative, expository, persuasive and for letter writing.	Avoid overused words e.g. nice, fine, great. Listen/read to acquire new and better words.	Words carry specific meanings according to context. Writers need to select words which are more explicit and effective than others. Writers should avoid overused words and words used by other speakers.	Using the dictionary and thesaurus to find new words. Using words orally in context.	Self checks. Self correction. Share new words with class.	Science, Social Studies & Mathematics: Choose words to fill in blanks in passage.
Compound Words	Compound Words are usually made up of two words- both being nouns.	Identifying and making compound words.	Experiment with compound words. Work with others to produce compound words. Gain confidence when building compounds	Compound words are usually made up of two words. Combining words statements, word cards for compound equations hand + bag =	Make compound words using:- (a) pictures (b) words (c) statements e.g.  football bird + cage = birdcage A horse that	List compound words. Separate a compound word into its parts. Make two statements which will produce a	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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			words.	handbag. A car that races = racing car	races = race horse.	compound word.	
Contractions	Contractions make speaking/ writing much easier.	Writing contractions for words underlined in sentences (vice/versa).	Use contraction in everyday language. Appreciate contraction as a style of language. Demonstrate the use of the shortened form of words when speaking.	A contraction is a shortened form made by joining two words and omitting one or more letters. An apostrophe is used to replace the missing letter One letter word * Could not * Does not Contractions * Couldn't * Doesn't More than one letter word * I have * Would not * I will	Explaining what is meant by contraction. Writing contraction for two words (vice/versa) Completing sentences using contractions for words underlines. Reading sentence strips with contractions <i>e.g I've had a hard day at work today.</i> Pronouncing contractions correctly.	Complete this exercise. Insert appropriate contractions for the words underlined. I <u>would not</u> return until 15:00 hours.	Mathematics: Writing mathematical problems of your own.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION	
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				Contractions * I've * Won't * I'll	Supplying contractions for pairs of words.			
Abbreviations	Abbreviations are used in speech and writing to economize on the number of words.	Using abbreviation when necessary.	Use abbreviated form of words in language usage. Understand what is the extended form of abbreviation.	Abbreviation is the shortened form of a word or a set of word e.g. February – <i>Feb</i> Headmistress – <i>HM</i> Guyana Power and Light – <i>G.P.L</i> Guyana Sugar Corporation - <i>GuySuCo</i>	Identifying abbreviations. Explaining what abbreviations mean. Writing abbreviations for a word or a group of words. Making sentences using abbreviations. Supplying the extended form of given abbreviations.	Write abbreviations for - Caribbean Common Market. - United Nations Development Programme. Write the extended form: - U.N.I.C.E.F - U.N	Mathematics Problems involving hire purchase. Formulas and their abbreviations. Social Studies An international Organisation that Guyana is a member of.	
The Possessive - The apostrophe	Possessive forms may be singular/or plural.	Identify the positions the apostrophe takes in	Show willingness to use the correct forms in both	The singular form 's the plural form s', 's is added at	Combine noun + 's e.g. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>boy</td></tr></table> +	boy	Making rules for the use of possessive forms.	Mathematics Problem solving.
boy								

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION				
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		<p>possession.</p> <p>Learning how to use the apostrophe and the possessive forms correctly.</p>	speaking/reading and writing.	<p>the end of an appropriate noun.</p> <p>Some plural forms have to be used differently e.g. men's, children's</p> <p>Cards for students</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px;">'s</div> <div style="border: 1px solid black; padding: 2px 5px;">s'</div> </div> <p>Word cards</p> <p>e.g. <div style="border: 1px solid black; padding: 2px 5px; display: inline-block;">boy</div></p> <p>Sentence strips</p> <p>1. The child's book. <i>The children's books.</i></p> <p>2. The girl's dog. <i>The girls' dogs.</i></p> <p>3. The baby's toy. <i>The babies toys.</i></p>	<div style="border: 1px solid black; padding: 2px; display: inline-block;">'s</div> = <div style="border: 1px solid black; padding: 2px; display: inline-block;">boy's</div> <p>Chart to show possessive form in use.</p> <table style="margin-left: 20px;"> <tr> <td style="text-align: center;">Singular</td> <td style="text-align: center;">Plural</td> </tr> <tr> <td style="text-align: center;">baby</td> <td style="text-align: center;">babies</td> </tr> </table> <p><i>Sentences</i></p> <p>The babies' toys are beautiful.</p> <p>The men's bag _____.</p> <p>The men's bags _____.</p>	Singular	Plural	baby	babies	<p>Completing sentences.</p> <p>Completing charts/tables.</p> <p>Inserting and choosing appropriate noun/ possessive forms.</p>	<p>Social Studies</p> <p>Writing reports</p> <p>Making announcement</p> <p>Debates.</p>
Singular	Plural										
baby	babies										

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Homonyms/ Homophones	Homonyms are words having the same sound and perhaps spelling but different meaning.	Using homophones efficiently to convey exact meaning in writing exercises.	Develop an attitude to extend/increase their vocabulary. Enrich their vocabulary through the use of homonyms. Display an attitude of confidence when speaking.	Homonyms/ Homophones are words having the same sounds and perhaps the same spelling as another but a different meaning homonyms e.g. allowed - aloud ant – aunt deer – dear groan – grown Sentence: The <i>currant</i> is a fruit used for baking cake. <i>Current</i> makes our electrical appliances work.	Explaining what the term homonym means. Making a word list of homonyms. Constructing sentences using homonyms. Putting in correct homonyms in sentences. Underlining homonyms in given sentences.	Complete a given exercise based on a text. Make crossword puzzles using homonyms.	Social Studies Write a poem on a World Event and make good use of homonyms and homophones.
Antonyms	The opposites of words can be formed by adding certain prefixes to these words.	Forming opposites using prefixes.	Increase their vocabulary through the use of antonyms. Express word –	Words that have opposite meanings are called antonyms e.g new words	Explaining what is meant by the term antonym. Writing	Complete exercise e.g. <i>We could tell which material was transparent</i>	Science Scientific terms – transparent, opaque. Mathematics

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			<p>use with confidence.</p> <p>Share and discuss new information.</p>	<p>ascend – descend Transparent – opaque entrance – exit e.g. with prefix possible – impossible responsible – irresponsible appear – disappear.</p>	<p>sentences using antonyms.</p> <p>Completing sentences putting in the opposite of words in the brackets.</p> <p>Building word lists with antonyms.</p> <p>Matching antonyms within a word list.</p>	<p><i>and which was _____.</i></p> <p>Complete cross word puzzles.</p> <p>Do word drills.</p> <p>Have dialogue using antonyms.</p>	<p>Writing numbers in ascending and descending order.</p>
Words and Origin	The origin of a word can be researched.	<p>Researching given words showing their origin.</p> <p>Compiling a word list of words of French, Dutch, Italian, Spanish, Chinese and Old English</p>	<p>Develop an attitude for discovery.</p> <p>Express and pronounce words correctly.</p> <p>Use the dictionary as a resource material.</p>	<p>The story of words.</p> <p>Examples or origin of words - French – <i>chef, restaurant</i> - Italian – <i>pasta, pizza, spaghetti</i> - Spanish –</p>	<p>Reading and identifying given words.</p> <p>Checking dictionary for the meaning and origin of words.</p> <p>Making a personal</p>	<p>Finding the meaning of given words and their origin.</p> <p>Compile word list showing French, Dutch, Italian, Spanish and Old English</p>	<p>Mathematics Problems.</p> <p>Social Studies Countries and words related to these countries.</p>

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		origin.		<i>spaniel</i> - Dutch – <i>spangle</i> - Old English <i>spark</i> - Chinese – <i>chopsuey,</i> <i>chow</i>	dictionary of words and their origin. Explaining the words to pupils.	words.	
Simile	Pairs of different words can be alike in some respect and these words can be used in our writing to show comparison.	Constructing sentences using similes. Completing sentences putting in missing parts of a simile.	Develop appreciation for the constant use of similes. Express language use by using figures of speech/simile.	Similes are figures of speech showing how two dissimilar things are alike in some respect. They are introduced with the words such as ‘like’ or ‘as’ e.g. - as crafty as a fox. - as like as two peas. - as fat as a pig. Sentence Jim moved as	Explaining what is meant by a simile. Writing sentences using simile. Completing sentences putting in parts of a simile. Showing how the two dissimilar words are related.	Completing given exercise e.g. <i>The child was a quiet as a _____.</i> Writing a description of someone and including similes.	Writing descriptions including similes - Mathematics - Science - Social Studies.

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				slow as a ____. Father was solid as a ____ when he made his point.			
Metaphor	Comparisons also enhance/ produce effective and vivid writing.	Constructing sentences and descriptive writing including metaphors.	Use metaphors in everyday language. Enrich their vocabulary through the use of figurative speech. Appreciate metaphors as a means of language style.	A metaphor is a figure of speech which means an implied comparison between two different things. <i>Metaphors</i> - tower of strength. - at a snail's pace. - take giant steps. <i>Sentences</i> - The old woman moved at a ____ pace. - The doctor said that his	Explaining what is meant by a metaphor. Writing metaphors in sentences. Explaining metaphors and their function in given sentences. Completing sentences putting in metaphors.	Compose games using metaphorical language.	Mathematics Problem e.g. a snail's race is 4mm a second. How far will it travel in 10 minutes?

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				patient has a _____ heart attack.									
Idioms	Idioms are effective expressions that can be used in everyday conversations and dialogues to clarify ideas for writers, listeners and speakers.	Using idioms effectively in speech and writing.	Appreciate idioms as a means of making ideas much clearer. Research to find out about idioms.	Idioms are expressions that are used in everyday conversations to make ideas clearer to the listener or reader. Examples of idioms - <i>out of sort</i> – not well. - <i>at arm's length</i> – at a distance. - <i>bad blood</i> – ill feeling - <i>green eyed monster</i> – jealousy.	Explaining what is meant by the term idioms. Matching idioms with their meaning. Writing the meanings of given idioms. Explaining the meaning of given idioms <i>e.g the lion's share back to the wall.</i> Writing sentences using idioms. Relating the interpretation of idioms	Match idioms with their meaning <table border="1" data-bbox="1598 560 1801 803"> <thead> <tr> <th>idioms</th> <th>meaning</th> </tr> </thead> <tbody> <tr> <td>in black and white</td> <td>Vain conceited</td> </tr> <tr> <td>stuck up</td> <td>in writing or print.</td> </tr> </tbody> </table>	idioms	meaning	in black and white	Vain conceited	stuck up	in writing or print.	Use idioms in descriptions - Mathematics - Science - Social Studies.
idioms	meaning												
in black and white	Vain conceited												
stuck up	in writing or print.												

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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					underlined in given sentences.		
Analogies	Some pairs of words can be compared to show a likeness.	Identifying analogies supplying suitable words for analogies. Explaining how words are linked in analogies.	Use analogies as a figure of expression in everyday language. Develop a rich vocabulary by using analogies. Appreciate analogies as a figurative language.	Analogies e.g. Spider is to fly as cat is to _____. June is to July as _____ is to May.	Eplain what is meant by the term analogies. Write analogies, complete analogies, putting in missing/ suitable words.	Complete this exercise:- <i>Sheep is to mutton as pig is to _____.</i> <i>High is to low as _____ is to down.</i>	Social Studies Use analysis to explain an historical fact.

GRAMMAR

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The Simple Sentence	<p><i>Simple sentences</i></p> <ul style="list-style-type: none"> - have some set structures. - have one subject and one finite verb. 	<p>Using simple sentence structures in speech and writing.</p> <p><u>Identifying</u> simple sentences when they are reading.</p> <p><u>Reading</u> paragraphs, short stories and extracts made up of simple sentences.</p>	<p>The willingness to practise using a variety of correctly structured simple sentences in daily speech and writing.</p>	<p>There are <i>two</i> basic parts of a simple sentence:- <i>the subject and the predicate.</i></p> <p><i>The simple subject</i> is the noun or pronoun that identifies the person, place or thing the sentence is about.</p> <p><i>The complete subject</i> is the simple subject and all the words.</p> <p><i>The predicate</i> contains the verb that explains what the subject is doing.</p>	<p>Reading sentences.</p> <p>Defining a simple sentence.</p> <p>Identifying simple sentences.</p> <p>Discussing the basic parts of a sentence.</p> <p>Identifying the simple subject and complete subject as well as the simple predicate and complete predicate in sentences.</p>	<p>Read and identify a variety of simple sentences from a piece of writing.</p> <p>Write up class notices, instructions, questionnaires and requests for various purposes.</p> <p>Dramatise a simple worded skit with a variety of simple sentences.</p>	<p>Writing sentences about projects based on</p> <ul style="list-style-type: none"> - Mathematics - Science - Social Studies.

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				<p><i>The simple predicate</i> contains only the verb, <i>the complete predicate</i> contains the verb and any complements and modifiers.</p>			
Sentence Function	<p>The simple user sentences have many functions:</p> <p>a) statement or declarative.</p> <p>b) question or interrogative.</p> <p>c) command/require or imperative.</p> <p>d) exclamation or exclamatory.</p>	<p><u>Classifying</u> sentences according to function.</p> <p><u>Differentiating</u> the four types of user sentences.</p> <p><u>Reading</u> user sentences with correct intonation, enunciation etc.</p> <p>Coining a simple sentence of a function as it is described.</p>	<p>The willingness to coin correctly structured simple user sentences.</p>	<p>There are four types of sentences according to function:-</p> <ol style="list-style-type: none"> 1. declarative/ statement, 2. interrogative or question, 3. imperative command/ request, and 4. exclamatory <p>e.g. A Declarative sentence makes a statement e.g <i>On Thursday we are going to see a movie.</i></p>	<p>Reviewing and listing the four basic sentence types according to function.</p> <p>Reading and naming sentences according to function.</p> <p>Writing examples of each type of sentence.</p>	<p>Read and identify sentences according to structure.</p> <p>Construct sentences of the four types.</p> <p>Role play to reinforce the various sentence types.</p>	<p>Use sentence types according to function.</p> <p>Science <i>Experiment</i></p> <ul style="list-style-type: none"> - Use of Imperative sentences. <p>Social Studies <i>Projects</i></p> <ul style="list-style-type: none"> - Declarative sentences.

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Sentence Expansion	Specific words expand basic sentences to make the meaning clearer.	Adding appropriate adjectives, adverbs and nouns to expand basic sentence types. Adding single words to describe or modify nouns, verbs, adjectives and adverbs.	The willingness to use expanded sentence types to give more detailed information and vivid description to specific topics. The willingness to add single words to the basic sentence structure to make an idea clearer.	Expansion of sentences with the use of appropriate adjectives and adverbs <i>e.g. bottom of the hill.</i> Expanded: The <i>feeble old</i> man lives <i>alone</i> in the <i>blue cottage</i> at the bottom of the hill.	Using descriptive words to expand sentences. Using both adjectives and adverbs in simple sentences. Playing games, role playing. Using words and <i>phrases</i> on cards to expand sentences. Filling in slots where adjectives and adverbs are missing.	Complete sentences individually, adding a wide choice of adjectives and adverbs (a variety of responses will be elicited here). Expand sentences to make information clearer by the addition of single words.	In areas of written expression e.g. Composition; Poetry, Social Studies where pupils will use a variety of words and phrases to make their writing more meaningful.
Negative sentence	Negative sentences are used for specific situations.	Identifying negative simple sentences. Using negative	The willingness to use well constructed negative sentences in	<i>Negative sentences</i> Words such as <i>no, not, none, neither ... nor,</i>	Playing games by formulating negative sentences.	Write instructions for game on how to make something	All areas of Curriculum.

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		simple sentences appropriately.	appropriate situations.	<p><i>never</i> and <i>nothing</i> are negatives.</p> <p>They make sentence meaning negative when added. They change the meaning of sentences e.g. <i>I am early.</i> <i>I am <u>never</u> early.</i></p> <p><i>This is Roy's bag.</i> <i>This is <u>not</u> Roy's bag.</i></p>	<p>Simple question/answer activity to develop concept.</p> <p>Reading warning signs, notices and recipes to examine what actions must not be done.</p> <p>Writing relevant negative sentences for a particular situation.</p> <p>Writing positive and negative sentences as assignment for classroom wall.</p>	using negative words in simple sentences as cautions.	

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Nouns	Nouns are names. They can be proper or common, concrete or abstract.	Identifying and using noun classes correctly in sentences.	The willingness to employ the different classes of nouns in speech and writing.	<p>A noun is a word used to name a person, place, thing or quality. (courage)</p> <p>Nouns can be classified into specific types:-</p> <ol style="list-style-type: none"> 1. <i>Proper</i> – Guyana 2. <i>Common</i> – country. 3. <i>Concrete</i> – children. 4. <i>Abstract</i> – happiness. <p>There are also <u>compound nouns</u> – landlady</p> <p><u>Hyphenated nouns</u> – Mother-in-Law</p>	<p>Underlining nouns in sentences.</p> <p>Filling in nouns.</p> <p>Completing sentences with nouns.</p> <p>Naming situations where abstract nouns are most used e.g. state of mind, matter.</p> <p>Associating abstract nouns with concrete nouns e.g. children – happiness.</p> <p>Making wall charts with the different kinds of nouns.</p>	Read sentences then underline the kind of noun.	Using different kinds of nouns in all subjects according to purpose.

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	<p><u>Collective nouns</u> name groups,</p> <p><u>Mass nouns</u> name qualities or things that cannot be counted.</p> <p>Nouns can be masculine feminine or neuter (common)</p>	Identifying and using noun classes correctly in sentences.	The wiliness to employ the different classes of nouns to improve speech and writing.	<p><u>Collective nouns</u> e.g.</p> <ul style="list-style-type: none"> - team - flock - committee - bouquet - tribe. <p><u>Mass Nouns</u> name qualities or things that cannot be counted e.g.</p> <ul style="list-style-type: none"> - sand - flour - gold - strength <p><u>Gender – nouns</u> can be classified as</p> <ul style="list-style-type: none"> - masculine - feminine or common gender e.g. * man * woman * people * son 	<p>Constructing sentences so that the collective noun can mean one body.</p> <p>Constructing sentences so that each of the members are identified (used as plural)</p>	Distinguish the use of a collective noun in terms of it being a singular or plural subject.	Science Name the mass nouns that you have found in your Science lessons.

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	Some verb forms are used as nouns.	Formulating sentences and phrases with gerunds as nouns.	Develop an awareness of more aware the gerund is being used as a noun	Gerunds – (the Present Participle – ‘ing’ form) are sometimes used as nouns e.g. <i>swimming</i> and <i>cycling</i> are favourite forms of exercise. <i>Dancing</i> is my hobby.	Differentiating the use of the verb form from the use of the noun form in sentences. Writing sentences with the noun form.	Underline gerunds in given passages. Use the gerund in oral and written work.	Social Studies Underline gerunds in a passage on someone’s achievement.
Pronouns	Pronouns are used in the place of nouns. There are:- - personal pronouns, - demonstrative pronouns and - reflexive pronouns.	Giving the correct form of a pronoun to take the place of the noun whenever they appear. Showing ability to identify demonstrative and reflexive pronouns.	The willingness to use pronouns to represent nouns. The willingness to use all pronouns correctly in daily life.	A pronoun is a word used in place of a noun e.g. Millie wondered if <i>she</i> should take <i>her</i> pet with <i>her</i> . 1) Personal Pronouns 2) Demonstrate Pronouns A <i>demonstrative</i> pronoun points out a specific person, place,	Filling in blanks. Constructing sentences to illustrate the proper use of pronouns. Using the demonstrative and reflexive pronouns in	Show recognition of personal pronouns as they are used in sentences. Distinguish between the reflexive and demonstrative	Social Studies Note the names that pronouns are representing. Social Studies Read passages on any achievement or

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				<p>thing or idea.</p> <p>There are only <u>four</u> demonstrative pronouns: <i>that, this, these, those</i>.</p> <p>These words are demonstrative pronouns <u>only</u> when they are followed by verbs.</p> <ul style="list-style-type: none"> - <u>That</u> is John's car. - <u>This</u> is my friend's house. - <u>These</u> are the fruits I like to eat. - <u>Those</u> are my books. <p><u>Reflexive</u> pronouns add emphasis to a noun or pronoun <i>e.g.</i></p>	<p>speech.</p> <p>Using the demonstrative or reflexive pronouns in writing.</p> <p>Underline pronouns in sentences.</p> <p>Making wall charts with the different types of pronouns.</p>	<p>pronouns by using them in sentences.</p>	<p>activity of a community and underline whatever pronouns they may be and name them.</p>

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				<i>myself, himself, itself, yourself, herself.</i>			
Verbs	Verbs are words that indicate action or state of being.	Mastering the use of verbs of being and verbs of doing.	The willingness to use both verb forms correctly in daily life.	A verb is a word that expresses an action or a state of being. He <u>runs</u> quickly – <i>action verb</i> . He <u>is</u> an excellent athlete – <i>being verb</i> .	Circling verbs of being. Underlining verbs (doing) Using verbs appropriately in sentences.	Underline all verbs found in a prepared passage.	Using verbs appropriately in paragraphs - Mathematics - Science - Social Studies.
	Verb tenses tell time of action.	Mastering the use of correct verb forms to tell time.	The willingness to use correct verb forms to show tenses.	Tense: Tense is the verb form that tells the time of an action or state of being. - Present Tense - Past Tense - Future Tense.	Stating whether time is present, past or future by the form of the verb in the sentence.	Inserting correct verb form in a given passage.	Inserting correct verb form in passages related to Science, Social Studies or Mathematics.
	The verb must agree with its	Mastering the use of both	The willingness to use subject	Subject and verb	Constructing sentences that	Construct sentences	Social Studies Underline all

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	subject in number.	singular and plural form of verbs.	and verb that agree in sentences naturally each day.	agreement: A verb must always agree with the subject of a sentence.	have their verbs agreeing with their subjects.	emphasizing agreement with subject and verb.	sentences that do not have their subjects and verbs agreeing in a short story/dialogue.
Adjectives	An adjective modifies, describes, or gives more information about a noun or pronoun.	Improving the written and spoken word by using simple adjectives.	The willingness to use adjectives to describe nouns and pronouns effectively.	An adjective is a word used to describe (modify) a noun or pronoun. Adjectives add colour and detail to writing by describing <i>how many, how much, what kind</i> or <i>which one</i> . <i>a) how many:</i> <u>twelve</u> people, <u>many</u> insects, <u>few</u> dollars, <u>ninety eight</u> years.	Identifying and collecting phrases that contain adjectives. Naming adjectives that appear in phrases. Coining adjective phrases for composition writing. Making wall chart to illustrate the use of adjectives in compositions.	Write a sentence, underline the adjectives, then name each different kind of adjective.	Science Read a passage on science, then underline its adjectives of - ‘ <i>what kind</i> ’, - ‘ <i>how many</i> ’ or - ‘ <i>how much</i> ’.

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				<p>b) <i>how much</i>: enough cookies, little time, more intelligence, less problems.</p> <p>c) <i>what kind</i>: gold earrings, silver spoon, old car, brick wall, red rose.</p> <p>d) <i>which one</i>: this book, that street, these plants, those boats.</p>			
Comparison of adjectives.	Adjectives are used to compare nouns and pronouns.	Using adjectives correctly to demonstrate comparison. Using – er and – est to show comparison of adjectives.	The willingness to use the adjectives to show comparison between nouns and comparison between pronouns.	Adjectives may change to show degrees of comparison. There are <i>three</i> degrees: - - positive , - comparative and - superlative . The position degree is the	Drills that encourage the use of comparative adjectives. Drawing the object in a series for comparison. Writing the	Completing given passages with the correct form of adjectives.	Use adjectives for description in - Mathematics - Science - Social Studies

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				“plain form” of the adjective.	names of each object.		
Irregular Adjectives	Some adjectives are irregular.	Mastering when and how to use the adjectives of comparison.	The willingness to use the irregular comparison adjectives correctly.	<p>A few adjectives have irregular comparative and superlative forms. These should be memorized.</p> <p>Positive</p> <ul style="list-style-type: none"> - bad - good <p>Comparative</p> <ul style="list-style-type: none"> - worse - better <p>Superlative</p> <ul style="list-style-type: none"> - worst - best 	<p>Memorizing the set list of adjective forms used for comparison.</p> <p>Using the adjectives of comparison to complete answers in games.</p> <p>Making wall charts or work trace to illustrate adjectives.</p>	<p>Show recognition of adjectives in sentences by:-</p> <ul style="list-style-type: none"> - underlining an adjective. - Using adjectives given in sentences. 	<p>Science</p> <p>Read a teacher designed passage, and then talk about the work of choice actions and adverbs.</p>
Adverbs	Adverbs describe the verb, adjective and other adverbs.	Being able to identify and use adverbs correctly in spoken or written sentences.	The willingness to use the adverb to great advantage in everyday life.	<p>An adverb is a word used to describe a verb, an adjective or another adverb.</p> <p>Like</p>	<p>Completing crossword puzzles and word search puzzles that contain adjectives and adverbs.</p>	<p>Underlining adverbs.</p> <p>Using them in sentences.</p> <p>Coining them for</p>	<p>Make reports clearer by including adverbs</p> <ul style="list-style-type: none"> - Mathematics - Social Studies - Science.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				adjectives, adverbs add detail and description to our writing. Adverbs answer to the questions: <u>How? When?</u> <u>How often?</u> <u>Where? Or to what extent?</u>	Adding adverbs to sentences given to describe <i>how</i> , <i>when etc.</i>	composition writing and poetry especially.	
Comparison of adverbs	There are adverbs that <i>show</i> degrees of comparison.	Being able to identify and use adverbs correctly in spoken and written sentences.	The willingness to use adverbs to show degrees of comparison to enhance the daily use of language.	Adverbs may change form to show degrees of comparison. Most one-syllable adverbs form their degree of comparison with <u>er</u> and <u>est</u> . Positive e.g I came <i>late</i> . Pam runs <i>fast</i> . Comparative She came <i>later</i> .	Coining adjective and adverbs from given words. Writing poems and using choice adjectives and adverbs.	Using adverbs of degree in sentences. Selecting suitable adverbs from a list to complete sentences.	

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				Penny runs <u>faster</u> . Superlative John came the <u>latest</u> . Joan runs the <u>fastest</u> .			
Comparison of adverbs that end with ly .	There are adverbs that end in ly that show comparison.	Using ly form of adverbs appropriately.	The willingness to use adverbs of comparison to enhance the daily use of language.	Adverbs that end with ly can be compared with <u>more</u> and <u>most</u> . Positive - quickly - stubbornly - loudly Comparative - more quickly - more stubbornly - more loudly. Superlative - Most quickly - most stubbornly - most loudly.	Filling blanks with adverbs of comparison. Practising when to use 'more' and 'most' and 'less' and 'least' with some amount of skill. Making wall charts to illustrate the use of adverbs that end in 'ly'. Participating with word games that focus on adverbs.	Use adverbs appropriately in daily speech and writing.	Science Use science facts to make sentences and then make the fact negative.

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Comparison of adverbs in a negative way.	There are adverbs that show negativity.	Using the negative adverb in its correct position in sentences and phrases.	The willingness to put negative adverbs in an appropriate position in the sentence.	<p>All adverbs that have degrees of comparison can be compared in a negative way using <i>less</i> and <i>least</i>.</p> <p>Positive</p> <ul style="list-style-type: none"> - quickly - fairly <p>Comparative</p> <ul style="list-style-type: none"> - less quickly - less fairly <p>Superlative</p> <ul style="list-style-type: none"> - least quickly - least fairly 	Drilling in the use of adverbs in sentences for special occasions.	<p>Use adverbs appropriately in given assignments.</p> <p>Compiling a list of adverbs that can be compared in a negative way.</p>	<p>Use adverbs appropriately in assignments related to:</p> <ul style="list-style-type: none"> - Mathematics - Social Studies - Science.
Preposition	A preposition shows the relation between itself and another word in the sentence.	Mastering the proper use of the preposition in sentences.	The willingness to use the preposition in a knowing fashion to show knowledge of specific usages.	A preposition is a word that (show/connects the relationship of) a noun or pronoun to another word in the sentence.	Using two circles to form or show connections between the preposition and the word to which it is connected.	Demonstrate the proper use of prepositions used in everyday life.	<p>Use prepositions appropriately in assignments related to</p> <ul style="list-style-type: none"> - Mathematics - Social Studies - Science.

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				<p>Prepositions can be single or compound words.</p> <p>e.g. The boy hides <i>behind</i> the chair. They swim <i>across</i> the creek. My teacher stands <i>in front of</i> the class.</p> <p>Some common prepositions are: <i>above, after, between, before, inside, into, near, out of, up, around.</i></p>	Using drills to internalise the proper usage of prepositions to suit certain specified occasions.		
Prepositional Phrases	A Prepositional Phrase begins with a preposition.	Exercising the ability to construct prepositional phrases that are accurately structured.	The willingness to use prepositional phrases in the appropriate places.	Since a preposition functions to connect a subject to the rest of the sentence; it is often followed by either a	Identifying the number of prepositional phrases found in a sentence. Writing the many prepositional	Tell the difference between the sentence structure and the structure of a phrase.	<p>Science Read a paragraph and then underline the phrases.</p> <p>Circle the prepositions if there are any.</p>

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				<p>noun or pronoun.</p> <p>The group of words beginning with a preposition and ending with a noun or pronoun is called a prepositional phrase e.g. <i>toward the mountain</i> The horses gallop <i>toward the mountain</i>.</p> <ul style="list-style-type: none"> - away from the ocean, - by the side of the wall, - in front of the school, - around the bend/turn. 	<p>phrases that can be used to tell more about a given situation (group work).</p> <p>Identifying prepositional phrases from given passages.</p> <p>Using prepositional phrases in sentences.</p>		
Conjunctions	A conjunction joins two equally weighted	Exercising the ability to use the correct conjunctions	Show consciousness that they are indeed using	Conjunctions like prepositions join sentence	Identifying conjunctions. Defining	Tell the use of a preposition, as it is different from	Social Studies Read a page in any Social Studies text and

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	structures.	between two equal entities.	two equal entities with a conjunction between them.	<p>parts. A conjunction is a word that connects a word or a group of words such as and, but, or, for, nor, and yet are common conjunctions. My friends and I came to school early.</p> <p>We are here but our teacher is absent. Do you want bread or biscuits? Neither Bob nor Pete ran for the School's Sports. This book is very old yet it is useful.</p> <p>Other</p>	<p>conjunctions.</p> <p>Using conjunctions to join equal entities.</p> <p>Writing and speaking in sentences that contain conjunctions properly used.</p> <p>Illustrating the use of conjunctions in paragraphs.</p>	<p>the use of a conjunction.</p> <p>Tell the use of a preposition in a sentence, as it is similar to the use of a conjunction in a sentence.</p>	circle the two entities that are joined by the conjunction.

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				conjunctions are after, although, when, whenever, until, since etc.			
Interjections	There are some forms of words that express feelings, urgency, and such that are called interjections.	Mastering the use of and feel for interjections placed in sentences.	The willingness to use interjections to enhance informal speech and writing.	Interjections are words used to express a strong feeling. Unlike other parts of speech, interjections have no grammatical relationship to the rest of the sentence. They stand apart, complete in themselves, as exclamations or expressions of very strong feelings (emotions). Ouch: that handle is hot!	Defining interjections. Using interjections in sentences. Identifying interjections in passages. Trying out when to use the note of exclamation point and the reasons for this. Trying out when to use the comma and the reasons for this after the	Identify interjections from given passages.	Social Studies Look for and identify interjections in texts across the curriculum.

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				<p>Ah: I love these flowers! Ugh: I hate this! Some words commonly used as interjections are: <i>ah, aha, alas, gee, help, hey, hurray, hurrah, phew, ugh, whew, yippee, good, great, never, nonsense.</i></p>	<p>interjection.</p> <p>Compiling a list of interjections to be used on wall chart.</p> <p>Using interjections in dialogues for dramatizations.</p>		
Punctuating Interjections	The interjection can accommodate both the note of exclamation and the comma for punctuation.	Mastering the uses of the note of exclamation and the comma after the interjection.	The willingness to use the note of exclamation and comma after the interjection with precision.	<p>Interjections may be followed either by an exclamation mark or by a comma.</p> <p>An interjection followed by an exclamation mark shows strong feelings, while a comma indicates</p>	<p>Constructing sentences with interjections for drama and games.</p> <p>Writing a list of frequently used interjections.</p> <p>Using interjections in written sentences.</p>	Use the note of exclamation or comma after the interjection in a given passage.	Composition Use interjections in narratives.

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				<p>milder feelings or emotions e.g. Yippee! The holidays have started! (strong feelings)</p> <p>Help! My house is on fire! (strong feelings)</p> <p>Well, I should go now. (milder feelings).</p>			
Sentence Expansion	A sentence can be expanded using specific kinds of words.	Making transactions clearer by the addition of single useful words.	The willingness to add appropriate single words to clarify thought in everyday transactions.	<p>Sentence expansion – we can expand sentences by adding adjectives and adverbs. The dog barks. The <i>brown</i> (adjective) dog barks. The <i>brown</i> dog barks <i>loudly</i>. (adverb)</p>	<p>Constructing the basic simple sentence.</p> <p>Putting a word that modifies either a noun, verb, adjective or adverbs.</p> <p>Nothing the difference in message when</p>	Expand sentences using single words and/or phrases as the directions demand.	Social Studies Read to find out basic ideas in sentences and to spot the expansions.

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				<p>My brother is an athlete. My <i>eldest</i> (adjective) brother is an <i>excellent</i> (adjective) athlete.</p> <p>Our friend has migrated. Our <i>best</i> (adjective) friend has migrated <i>this morning</i>. (adverb)</p>	<p>certain one-word modifiers are used in new positions.</p> <p>Illustrating sentence expansion on wall charts for classroom.</p>		
Phrases	A phrase is also used to expand sentences.	Developing the ability to add suitable constructed phrases in sentences for clarity of ideas and information.	The willingness to use phrases appropriately.	<p>A phrase is a group of words, that can function as a single part of speech and can add a great deal of information to a sentence.</p> <p>A phrase may function in a sentence as a noun, verb,</p>	<p>Identifying phrases.</p> <p>In-putting a phrase or two that can modify the noun or verb in the sentence.</p> <p>Recognising with great rapidity what an identified phrase is doing</p>	<p>Underlining phrases from given passages.</p> <p>Adding phrases to given sentences to help with clarity.</p>	<p>Using phrases effectively in report writing for emphasis or clarity</p> <ul style="list-style-type: none"> - Mathematics - Science - Social Studies.

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				adjective, adverb. Phrases are use to <i>expand</i> sentences. <i>Noun phrase:</i> A noun phrase is made up of a noun and its modifiers. e.g <i>The village chairman became a well- known sign – artist</i> in the country.	in the sentence and to what aspect of the sentence.		
Verb Phrase	A verb phrase is made up of a main verb and as many helping verbs as needed.	Mastering the instances when to use verb phrases as against single verbs.	Willingness to use the verb phrase correctly in daily life activities.	Verb phrase: A verb phrase consists of a main verb and sometimes one or more helping verbs e.g The inter-school athletic sports <i>will be held</i> early next month.	Underlining phrases.		

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				<p>Anne <u>has</u> <u>cooked</u> the dinner.</p> <p>Prepositional phrase: A prepositional phrase begins with a preposition. We are going <u>(to Lake Mainstay) (on Friday)</u> A shaft <u>(of sunlight)</u> fell <u>(on the brightly coloured carpet.)</u></p> <p>The little boy fell <u>into the dirty ditch.</u></p> <p>Adjective phrase is a prepositional phrase that tells more about a noun or pronoun. It</p>	Using phrases to answer game questions.	Respond appropriately using phrases according to the specific situation.	Social Studies Read a given passage and underline the phrases as directed, and then name them.

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				<p>functions as an adjective telling <i>what kind, which one, how many</i>.</p> <p>e.g. The cricketer <i>behind the wicket</i> is Carl Hooper. (It tells which one)</p> <p>One <i>of the chickens</i> was swallowed by the hawk. (what kind)</p> <p>Adverb phrase is a prepositional phrase that tells more about a verb, an adjective or another adverb. They answer the questions</p>			

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				<p>Where? When? How?</p> <p>Man has journeyed <u>to the moon.</u> (where)</p> <p>The children became hungry <u>in the afternoon.</u> (when)</p>			
The Clause	Clauses are of many types and have subject and verb.	Developing the ability to identify and construct clauses.	The willingness to include a clause in a sentence correctly.	<p>A clause is a group of words that contains a subject and a predicate and functions as a part of a sentence.</p> <p>Even though a clause has a subject and a predicate <u>like a sentence it differs from a sentence because it <u>does</u></u></p>	<p>Underlining and naming clauses in sentences.</p> <p>Adding and underlining clauses in sentences.</p> <p>Constructing sentences with given clauses.</p> <p>Constructing sentences with specific</p>	Identifying clauses from sentences.	<p>Social Studies Read a passage and underline clauses.</p> <p>Name them.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p><u>not always</u> express a complete thought.</p> <p>A sentence has a subject and a predicate and always expresses a complete thought.</p> <p>A clause has a subject and a predicate but does not always express a complete thought.</p> <p>Most of the time a clause functions as part of the sentence <i>e.g. because the dams are flooded.</i></p>	clauses.		