

PRIMARY LANGUAGE ARTS

SYLLABUS

MINISTRY OF EDUCATION AND HUMAN RESOURCE DEVELOPMENT

BARBADOS

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RATIONALE

Language is pivotal to the development of the individual. For, it is through language that individuals confront, assimilate and communicate experiences. Language also facilitates social and emotional adjustment, contributes to the development of self-esteem and establishes patterns of thinking. The ultimate aim of the Language Arts programme in the primary school is to develop students who are communicatively competent in Standard English, and who, eventually, as a result of this competence, are able to develop into critical and independent thinkers and learners.

Therefore, the development of language proficiency needs to be approached from a procedural perspective, where, instead of just knowing the elements of language, students are provided with myriad opportunities for experiencing language in order that they may use those elements meaningfully and realistically.

A balanced language programme should promote competence in each of the four language arts: listening, speaking, reading and writing, and it should be so structured that the students are able to benefit from the interrelationships that exist among these four processes.

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

In the early years therefore, much emphasis will be placed on the oral aspect of language learning. This oral base will form the foundation for the development of effective literacy skills in the succeeding years. The literacy programme will be developed through wide and varied exposure to literature. The literature will provide opportunities for seeing the standard language in print and for getting formal practice in using it. In addition, the students will develop a love of language and of reading, while at the same time developing a sensitivity for and an appreciation of life.

More importantly, however literature will be a major springboard for integration of all the language skills – listening, speaking, reading and writing.

GENERAL OBJECTIVES

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

FORMAT OF SYLLABUS

The Language Arts syllabus is organized according to the guidelines set out for all of the revised syllabuses. The areas are: Topic, Objectives (Skills, Knowledge, Attitude), Suggested Activities, Assessment and Suggested Resources. This format should enable teachers to be able to use the document with facility and immediate reference to the material that is relevant to each topic.

The activities, assessment and suggested resources should assist teachers who have limited experience to plan their lessons more constructively and to align objectives, activities and assessment procedures. This should provide for better teaching and more active learning. The activities are intended to be student-centred and student-directed for the most part. The teacher is in the classroom as a facilitator of the learning process and the manager of that classroom.

Wherever possible, technology is used to enhance teaching and learning to be integrated into the subject matter of the lessons. Suggested internet sites and learning resource material are identified to facilitate teaching and learning.

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

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

TOPIC	CLASSES			
1. SPEAKING AND LISTENING	1	2	3	4
1.1 SPEAKING				
1.1.1 Oral communication	■	✓	✓	✓
1.1.2 Questions – details, sequencing	■	✓	✓	✓
1.1.3 Recounting experiences	■	✓	✓	✓
1.1.4 Reporting	■	✓	✓	✓
1.1.5 Role play	■	✓	✓	✓
1.1.6 Explanations	■	✓	✓	✓
1.1.7 Intonation, rate, vocabulary and expression	■	✓	✓	✓
1.1.8 Standard English rules and language appropriate to context	■	✓	✓	✓
2. LISTENING				
2.1 Attentive				
2.1.1 Directions and instructions	■	✓	✓	✓
2.1.2 Announcements and introductions	■	✓	✓	✓
2.1.3 Details, sequence and main idea	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
2.1.4 Reproductions and summaries	■	✓	✓	✓
2.2 Responsive/Analytical				
2.2.1 Interpretation, participation, discussion of issues	■	✓	✓	✓
2.2.2 Reasoning, responding, inferencing	■	✓	✓	✓
2.3 Appreciative				
2.3.1 Various types of texts	■	✓	✓	✓
2.3.2 Moods and emotions	■	✓	✓	✓
3.1 READING				
3.1 Word Attack				
3.1.1 Word power	■	✓	✓	✓
3.1.2 Basic sight words, context clues, word meaning	■	✓	✓	✓
3.1.3 Synonyms, antonyms, homophones, prefixes and suffixes	■	✓	✓	✓
3.1.4 Contractions, blends (three letters etc.) and silent letters	■	✓	✓	✓
3.1.5 Possessives, root words and syllabication	■	✓	✓	✓
3.1.6 Dictionary usage	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.2 Oral Reading				
3.2.1 Decoding of words	■	✓	✓	✓
3.2.2 Volume, pitch, enunciation, phrasing	■	✓	✓	✓
3.2.3 Standard English pronunciation	■	✓	✓	✓
3.2.4 Efficient eye movement	■	✓	✓	✓
3.2.5 Eye voice span	■	✓	✓	✓
3.2.6 Breath control, voice control, projection and good rhythm	■	✓	✓	✓
3.3 Silent Reading				
3.3.1 Elimination of vocalization			■	✓
3.3.2 Decoding of words	■	✓	✓	✓
3.3.3 Effective eye phrasing and fluency	■	✓	✓	✓
3.3.4 Coordination of reading rate with comprehension			■	✓
3.4 Comprehension/interpretation				
3.4.1 Oral and written directions	■	✓	✓	✓
3.4.2 Graphic information (diagrams, statistics, pictograms)	■	✓	✓	✓
3.4.3 Sequence of facts and events, main idea and anticipating outcomes	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.4.4 Categorization	■	✓	✓	✓
3.4.5 Cause and effect relationships, making comparisons, inferences and drawing conclusions	■	✓	✓	✓
3.4.6 Different points of view	■	✓	✓	✓
3.4.7 Evaluations – emotional reactions, likes and dislikes, worth of character, use of language	■	✓	✓	✓
3.4.8 Story setting, plot and character traits	■	✓	✓	✓
3.4.9 Best summary of a selection, main and supporting details	■	✓	✓	✓
3.4.10 Moods/feelings, tones of text and author's point of view			■	✓
3.4.11 Vocabulary – context clues, word meaning and technical terms	■	✓	✓	✓
3.5 Functional Reading				
3.5.1 Alphabetizing of words 1 st – 2 nd letters	■	✓	✓	✓
3 rd letter	■	✓	✓	✓
4 th letter	■	✓	✓	✓
3.5.2 Locating information using pictures, diagrams, graphs, tables, charts, maps, table of contents, index, glossary, dictionary, encyclopedia and computer	■	✓	✓	✓
3.6 Recreational Reading				
3.6.1 Pleasure	■	✓	✓	✓
3.6.2 Selection of material	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
3.7 ORGANISATIONAL				
3.7.1 Sequencing of facts	■	✓	✓	✓
3.7.2 Paragraph with one idea	■	✓	✓	✓
3.7.3 Topic sentences – pictures/paragraphs/stories		■	✓	✓
3.7.4 Classification of facts/events etc.		■	✓	✓
3.7.5 Main and supporting ideas		■	✓	✓
3.7.6 Paragraph structure			■	✓
3.7.7 Transitional devices/words	■	✓	✓	✓
3.7.8 Outlines	■	✓	✓	✓
4.1 WRITING: PROCESS				
4.1.1 Brainstorming	■	✓	✓	✓
4.1.2 Logical Sequence	■	✓	✓	✓
4.1.3 Appropriate and relevant facts and details	■	✓	✓	✓
4.1.4 Self editing	■	✓	✓	✓
4.1.5 Peer editing	■	✓	✓	✓
4.1.6 Proof reading	■	✓	✓	✓
4.1.7 Revising	■	✓	✓	✓
4.1.8 Publishing	■	✓	✓	✓

TOPIC		CLASSES			
4.2	WRITING: COMMUNICATION				
4.2.1	Literal understanding of topic	■	✓	✓	✓
4.2.2	Appropriate and relevant facts and details	■	✓	✓	✓
4.2.3	Organization	■	✓	✓	✓
4.2.4	Narrative, descriptive, expository, argumentative	■	✓	✓	✓
4.2.5	Skits, plays, in Standard English	■	✓	✓	✓
4.2.6	Invitations, praise, requests, sympathy	■	✓	✓	✓
4.2.7	Directions in prose, home to school, making various things	■	✓	✓	✓
4.3	WRITING: CONVENTIONS				
4.3.1	Nouns	■	✓	✓	✓
4.3.2	Pronouns	■	✓	✓	✓
4.3.3	Verbs	■	✓	✓	✓
4.3.4	Capital letters	■	✓	✓	✓
4.3.5	Punctuation – full stops, commas, quotation marks	■	✓	✓	✓
4.3.6	Complete sentences	■	✓	✓	✓
4.3.7	Adjectives and adverbs	■	✓	✓	✓
4.3.8	Link words	■	✓	✓	✓
4.3.9	Sentence structures – simple, compound, complex	■	✓	✓	✓
4.3.10	Negative forms	■	✓	✓	✓
4.3.11	Tenses – present, past, future	■	✓	✓	✓

TOPIC	CLASSES			
	1	2	3	4
4.3.12 Accurate spelling	■	✓	✓	✓
4.3.13 Phonics	■	✓	✓	✓
4.3.14 Vocabulary	■	✓	✓	✓
4.3.15 Synonyms and antonyms	■	✓	✓	✓
4.3.16 Homonyms	■	✓	✓	✓
4.3.17 Plurals “s” and “es”	■	✓	✓	✓
4.4 Creative/Composition				
4.4.1 Language experience stories, description of persons, pets, places, animals, hobbies	■	✓	✓	✓
4.5 Expository Writing				
4.5.1 Class rules, news items, announcements, advertisements and reports	■	✓	✓	✓
4.5.2 Poetry – Bio poems, colour poems, limericks, post cards		■	✓	✓
4.5.3 Writing from different perspectives			■	✓
4.5.4 Letters-friendly, thanks and invitations	■	✓	✓	✓
4.5.5 Reply and excuse	■	✓	✓	✓
4.6 WRITING: PENMANSHIP AND PRESENTATION				
4.6.1 Regularity of size and shape of letters	■	✓	✓	✓
4.6.2 Regularity of spacing of letters and words	■	✓	✓	✓
4.6.3 Heading work in prescribed manner	■	✓	✓	✓
4.6.4 Margins as required	■	✓	✓	✓

LANGUAGE ARTS CURRICULUM
ATTAINMENT TARGETS - CLASS 2
SPEAKING AND LISTENING

Use speaking and listening skills to communicate effectively

The pupil should be able to:

- ❑ Speak clearly and audibly
- ❑ Use language appropriate to context
- ❑ Present information clearly, concisely and adequately
- ❑ Speak fluently in recounting experiences
- ❑ Initiate discussion using sensory data
- ❑ Ask appropriate questions
- ❑ Paraphrase and summarize information shared orally by others
- ❑ Participate in choral speaking and recite poems, rhymes, songs and stories
- ❑ Discuss and orally present plans for solving problems
- ❑ Use increasingly complex sentence structures
- ❑ Observe and use common courtesies with appropriate register and tone
- ❑ Develop and practise the use of eye contact between speaker and listener
- ❑ Use a variety of tones and stresses in expressing ideas orally

- ❑ Communicate situations in full sentences
- ❑ Simulate conversations/dialogue using Standard English
- ❑ Contribute to group discussion
- ❑ Listen responsively and respectfully
- ❑ Respond appropriately to information given
- ❑ Follow oral directions with three or four steps
- ❑ Respond appropriately to the questions of others
- ❑ Pay attention to the speaker and respond appropriately
- ❑ Perform actions based on information given
- ❑ Respond using sensory data
- ❑ Respond to cues which signal when to begin a response
- ❑ Listen to build memory
- ❑ Use appropriate body language when addressing others

READING: SKILLS AND STRATEGIES

Demonstrate proficiency in basic reading skills and strategies and continue to develop vocabulary and fluency in reading

The pupil should be able to:

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

READING: LITERATURE

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

The pupil should be able to:

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

READING: COMPREHENSION

Read, comprehend, interpret, and evaluate a wide range of materials appropriate to the instructional level of the class.

The pupil should be able to:

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

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

WRITING: PROCESS

Organise thoughts and information for writing; develop drafts, edit, and revise work as appropriate for audience and purpose.

The pupil should be able to:

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

WRITING: COMMUNICATION

USE WRITING TO COMMUNICATE FOR A VARIETY OF PURPOSES AND AUDIENCES

The pupil should be able to:

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

WRITING: CONVENTIONS

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

The pupil should be able to:

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

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

WRITING: PENMANSHIP AND PRESENTATION

Use legible and acceptable handwriting and present work neatly and within specified parameters

The pupil should be able to:

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

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	<ol style="list-style-type: none"> 1. Ask questions to seek clarification and gain information; 2. Introduce a subject or an event and make transitions using correct link words; 3. Signal the end of a subject or event verbally; 4. Respond appropriately in a conversation or dialogue; 5. Offer personal information during a conversation to express feelings; 6. Build confidence in one's ability to converse with others through role play; 	<p>Show and tell Question and answer session</p> <p>Modeling by teacher initially and the student in various situations</p> <p>Modeling by teacher initially and the student in various situations</p> <p>Telephoning Informal conversation Interviews</p> <p>Announcements Commentaries on topics of current interest Share and tell</p> <p>Skits and interviews</p>	<p>Observation</p> <p>Checklists</p> <p>Peer assessment</p> <p>Speeches</p> <p>Presentations</p> <p>Peer assessment</p> <p>Observation</p>	<p>Tape and video records</p> <p>Charts</p> <p>Computer and Software packages</p> <p>Newspaper</p> <p>Language Master</p> <p>Trade books and Big Books</p> <p>Posters</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	7. Participate in telephone conversations in a variety of situations;	Simulated telephone conversations	Observation Checklists	Tape and video recorders
	8. Brainstorm on a particular topic or problem;	Brainstorming Web drawing	Peer assessment Debates	
	9. Participate in speak offs;	Speak on prepared topics	Speeches	Computer and Software packages
	10. Express self through ‘share and tell’ reporting;	Share and tell	Presentations	Newspaper
	11. Report on current local events;	Group and whole class discussions on real life experiences	Observations Presentations Oral Book Report	Language Master Trade books and Big Books
	12. Develop vocabulary through story telling;	Book talks Story telling Dramatizations of scenes Flannel Board stories		Posters

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	<p>13. Create stories using wordless picture books;</p> <p>14. Speak clearly and audibly;</p> <p>15. Incorporate relevant details in descriptions, explanations and narratives;</p> <p>16. Speak at an acceptable rate;</p> <p>17. Speak fluently in recounting experiences;</p> <p>18. Speak correctly using intonation and stress;</p>	<p>Children take turns in telling each other stories based on pictures</p> <p>Taking/delivering messages</p> <p>Telephone conversation</p> <p>Listening to and discussing good speech habits</p> <p>Modeling speaking that has no pause fillers</p> <p>Thinking of statement to be said and repeating it with out use of pause fillers</p> <p>Role play -Class “Announcer”</p>	<p>Checklists</p> <p>Anecdotal Records</p> <p>Conferencing</p> <p>Anecdotal Records</p> <p>Check lists</p> <p>Speeches</p> <p>Poems</p> <p>Poems</p> <p>Pupils reading aloud</p>	<p>Trade books</p> <p>Posters</p> <p>Advertisement</p> <p>Video and audio tapes</p> <p>Television Camcorders</p> <p>Resource persons</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	19. Initiate discussion using sensory data;	Show and tell making use of the five senses in describing objects	Peer assessment	
	20. Contribute to group discussion using Standard English;	Small group discussion	Observation Anecdotal records	Audio and video tapes
	21. Speak in a natural, easy manner with directness and enthusiasm;	Informal conversation	Speaking checklists	
	22. Use a variety of tones and stresses in expressing ideas orally;	Class Debates/Discussions	Speaking checklist	
	23. Observe and use common courtesies of conversation;	Participate in situations which highlight use of common courtesies and conversations	Anecdotal records	Audio and Video tapes
	24. Pay attention to the speaker and respond appropriately;	Follow the leader	Observations	Tape recorder and VCR
	25. Follow oral directions with three or four steps;	Games – Relaying information and carrying out instructions- Treasure Hunt	Seatwork activities	Computer and software packages

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	26. Identify and remember two simple facts or ideas;	Relaying information and carrying out instructions in simulations and game activities – Treasure Hunt	Peer assessment	
	27. Focus attention on what is being said by being silent and attentive;			
	28. Identify various sounds and voices with eyes closed;	Games – Blind Man’s Bluff - Identifying sounds with eyes closed or blindfolded	Observation	
	29. Reproduce sound effects from books with various noises (e.g. “Bumps in the Night” by Barry Allard);		Checklists	
	30. Listen to rhymed verse and insert appropriate rhyming words to complete;		Limericks Cinquains Games –composing of rhyming words and verses	
31. Enjoy and discuss the mood of stories, poems, music and dramatizations;	Dramatization			

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	<p>32.Listen to stories on audio tape and discuss the effect of the background music;</p> <p>33.Listen to different types of choral speaking and be able to recognise intonation and stress;</p> <p>34.Listen to stories and poems and respond to the feelings, moods and images;</p> <p>35.Use listening centre (tape recorders, earphones, tapes and books) to enjoy and appreciate hearing good literature;</p> <p>36. Focus and concentrate on the incoming information to make a generalization;</p>			<p>Tape recorders, audio tapes, VCR and television set</p> <p>Tapes Books</p> <p>Books</p> <p>Tape recorders, audio tapes, records, CDs</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
SPEAKING AND LISTENING	37.Listen to a selection and determine its most important aspect;	Group discussion	Checklists	Tapes
	38.Recognise factual statements;	Creating of fact sheets and opinion sheets	Paper and pencil tests	Newspapers
	39.Recognise statements of opinion;	Listening to taped programmes and selecting statements of opinion and facts	Checklists	Magazines
	40.Recognise and be able to distinguish between facts and opinions in advertisements;	Listening to advertisements and analyzing them critically – identify opinion and facts	Peer assessment	Journals
	41.Study the language used in broad-cast advertisements;	Viewing advertisements that have been produced commercially	Dictation exercise	Audio and video tapes of advertisements produced commercially Tape recorder VCR and Television set

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: SKILLS AND STRATEGIES	1. Identify the shape of words;	Drawing shapes of words Matching words to shape	Cloze exercises	Text books
			Checklists	Computer
	2. Use the picture clues for word recognition;	Discussing pictures contained in reading as a readiness activity	Informal reading inventory (graded word list, oral reading passage)	Dictionary Newspapers
	3. Recognise and use basic sight words for appropriate level;	Word Bingo Use of selected passages to identify and use words appropriate to class level	Written exercises Written exercises	Magazines Picture Dictionary
	4. Build a large stock of words commonly recognised at sight through drills;	Use word games e.g. from the ch in children and the ance in dance make chance Take t from tore put in sh and you have shore	Written exercises	
5. Learn sight words by using them to read for meaningful purposes;	Putting words, phrases and sentences around unknown words to provide clues;		Flash cards Word Wheel Word Lists - Dolch, Spache, Fry, Stone, etc.	

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: SKILLS AND STRATEGIES	<p>6. Use the Dolch, Fry or similar word list to develop basic sight vocabulary;</p> <p>7. Use a variety of word drill activities and games to give practice in instant recognition of essential basic sight words.</p> <p>8. Identify the sounds of simple consonant letters in the initial, medial and final positions of words;</p> <p>9. Identify consonant clusters in the initial and final positions of words e.g. smart, chasm, and skill and whisk;</p>	<p>Drills Minimal Pairs Word Bingo</p> <p>Word games</p> <p>Personal dictionaries Game – Go fish</p> <p>Matching initial sound of word to picture. Identifying selected medial and final sounds as words dictate Personal Dictionaries Word games Use of selected passages to identify and use words appropriate to class level.</p>	<p>Cloze exercises</p> <p>Checklists</p> <p>Informal reading inventory (graded word list, oral reading passage)</p> <p>Written exercises</p> <p>Dictated sentence</p>	<p>Computer word Building Activities Charts Text books</p> <p>Computer Dictionary</p> <p>Newspapers</p> <p>Magazines</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>10. Identify consonant digraphs in the initial and final positions of words;</p> <p>11. Recognise the short and long sounds of the vowels;</p> <p>12. Use the consonant-vowel-consonant generalization to determine that the vowel in a closed syllable usually has a short sound;</p>	<p>Use of selected written exercises that teach and reinforce words appropriate to class level</p> <p>Drills</p> <p>Matching consonants digraph to picture e.g. sh – picture of she</p> <p>Game – vowel dominoes</p> <p>Drills</p> <p>Building up personal vocabulary</p> <p>Practice drills</p> <p>Word wheel</p>	<p>Pupils say whether they hear short at the beginning, middle, end of words called</p> <p>Short vowels works</p> <p>Short vowels Worksheet</p> <p>e.g. a e i o u</p> <p>p-t s-t on the</p> <p>f-t c-t</p> <p>Written exercise</p>	<p>Text Book</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: SKILLS AND STRATEGIES	13. Identify and use the digraphs – ay, ai, au and ee;	Word games	Cloze exercises	Text books
	14. Identify and use the vowels diphthongs oi and oy correctly.	Word games Use of selected passages to identify and use words appropriate to class level.	Checklists Informal reading inventory (graded word list, oral reading passage)	Computer Dictionary Newspapers Magazines
	15. Recognize the root word as a ‘meaning’ unit;		Miscue analysis	Charts
	16. Identify compound words and be able to separate them into their constituent parts;	Games – finding complete words in compound words	Written exercises Multiple choice	Text books
	17. Identify prefixes and suffixes	Matching meanings to prefixes e.g. “un” means not and therefore unhappy means not happy	Suffixing e.g. All the students in my French class and beginners, beginning beginners	
	18. Divide compound words between two root words;			

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: SKILLS AND STRATEGIES	<p>19. Divide polysyllabic words in which there are two consonants between two vowels, e.g. monkey;</p> <p>20. Divide words that have a twin consonant between the separated vowel sounds e.g. butter, cabbage</p> <p>21. Distinguish which syllable to stress in a two – syllable word that can be used as both a noun and a verb, e.g. re´cord (verb) rec´ord (noun).</p> <p>22. Interpret graphic aids such as charts, maps, diagrams;</p> <p>23. Must be able to locate and understand the function of various sections of a book e.g. list of contents, index;</p>	<p>Builders up pattern and concluding what happen e.g. member, dictate, dis/cuss</p> <p>Pattern building to make generalizations</p> <p>Sample oral reading by good readers</p> <p>Taped Audio and/or Video reading</p> <p>Practice exercises</p> <p>Games</p> <p>Use contents to find stories in body of book</p>	<p>Cloze exercises</p> <p>Checklists</p> <p>Informal reading inventory (graded word list, oral reading passage)</p> <p>Written exercises</p> <p>Map work e.g. colour oceans in blue</p> <p>On may of the world identify country that looks like Barbados turned upside down</p> <p>Observation</p> <p>Checklist</p>	<p>Text books</p> <p>Computer</p> <p>Dictionary</p> <p>Newspapers</p> <p>Audio tapes</p> <p>Maps</p> <p>Diagrams</p> <p>Graphs</p> <p>Charts</p> <p>Magazines</p> <p>Resource</p> <p>Personnel</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>24. Must be able to use the library (know the various sections and their functions);</p> <p>25. Create outlines and webs for research purposes.</p>	<p>Visit library</p> <p>Web drawing using topics in process writing</p>	<p>Writing of a paragraphs based on web</p>	<p>Resource personnel</p> <p>Text books Audio and video tapes</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
READING: LITERATURE	1. Design reading logs and response journals on books read; 2. Correspond with teachers through dialogue journals; 3. Recognize and read different kinds of literature (picture and/or illustrated books, poetry, folktale, fantasy);	Express orally or in writing ideas and feelings about characters and aspects of stories Write brief summaries of material read Illustrate favourite parts of story Discuss and write applying moral judgement to the behaviour of characters Keeping of journal and reading logs. Categorize and identify literature book in reading corner e.g. difference between illustrated book and picture book	Book talks presentations Checklists (Literature Response Inventory) Compose advertisement about each kind of book to bring out the differences Book Reports Book Jackets	Tape recorder Audio tapes Language Master Puppets Text Books Trade Books Resource Persons Magazines Story Logs Video camera

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	4. Read different kinds of folktales (fairy tales, fables, myths, epics, tall tales);	Selecting and identifying types of folktales read Choosing two different types of folktales (e.g. fable and myth) and explaining how their differ in a journal/log entry	Retelling of folktales in proper sequences and being able to tell type of folk tale	Folk tales
	5. Learn about human problems, solutions, morals and values through folk tales;	Discussing real life situations a that are similar to those of folk tales Read aloud	Selecting one book from each genre and listing book title, author, and summary of what to be learnt from reading book Puppetry	Folk Tales
	6. Identify imagery and rhyme in poetry;	Analysing poems to find types of images used by poet	Oral/written exercises after reading	Audio and video tapes
	7. Learn about and appreciate rhyme and rhythm of language;	Beating/clapping out rhythm of poem Identifying words that rhyme	Observation Oral and written exercises	Television

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	8. Explore the world of the unknown and exercise their imagination through poetry.	Reading and listening to a wide selection of poems on various themes		

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
COMPREHENSION	<ol style="list-style-type: none"> 1. Use the remainder of the sentence to determine meanings; 2. Match word meanings; 3. Put words in categories; 4. Find and remember details; 5. Understand and follow directions; 6. Get meaning from the text; 	<p>Study the context and look for clues and meanings, Study the structure of word e.g. if prefix is known, combine context and word structure to arrive at a meaning Dictionary meanings to find one that fits</p> <p>Word families</p> <p>Retell stories</p> <p>Arranging pictures and sentences in a sequence Following recipes and instructions to make things</p> <p>Book reports or reviews in which students analyse rather than retell stories</p>	<p>Written exercises Oral test Asking for six types of questions Definition question Semantic question Synonym question Antonym question Homonyms question Key word question</p> <p>Peer assessment of students' oral presentations</p> <p>Assessment of webs and charts created by students</p> <p>Assessment of all oral/written presentations</p>	<p>Charts</p> <p>Checklists</p> <p>Pictures</p> <p>Tape Recorder</p> <p>Textbooks</p> <p>Television</p> <p>Video</p> <p>Trade Books</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>7. Identify the topic sentence in a paragraph;</p> <p>8. Rearrange ideas in proper sequence;</p> <p>9. Explain what has been read to demonstrate comprehension;</p>	<p>Identifying topic sentence at beginning and end of paragraph</p> <p>Regroup words in scrambled order to make a sentence Rearranging scrambled ideas to form coherent paragraphs</p> <p>Reading sentences and deciding whether they tell who, when, where why, what and how</p> <p>Understanding antecedes or pronoun reference in a sentence e.g. A stranger asked the policeman, “Can <u>you</u> tell <u>me</u> where Broad Street is from here?” Who/what is the you? Who/what is the me?</p>	<p>Oral and written exercises Dramatization</p> <p>Completion exercises</p> <p>Oral and written exercises</p>	<p>Story Books</p> <p>Charts</p> <p>Recipes</p> <p>Picture</p> <p>Text Books</p> <p>Audio/Video Tapes</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
COMPREHENSION	<p>10. Draw inferences .</p> <p>11. Draw generalizations;</p> <p>12. Distinguish between fact and fantasy</p> <p>13. Select material pertinent to a given topic;</p>	<p>Selecting ideas implied but not stated in stories</p> <p>Reading material and deciding what it illustrates Storyboards/Story maps showing the setting, characters and main events, with captions explaining the drawing.</p> <p>Read paragraph and accompanied sentences then draw a ring around the word yes if the sentence is true according to the article and no if the sentence is not true.</p> <p>Given a selected number of sentences per paragraph deletion of sentence that does not belong</p>	<p>Written exercises</p> <p>Story maps</p> <p>Peer assessment of students' oral presentation</p> <p>True and False assignments</p> <p>Oral and written exercises</p>	<p>Charts</p> <p>Checklists</p> <p>Pictures</p> <p>Tape Recorder</p> <p>Textbooks</p> <p>Television</p> <p>Video</p> <p>Trade Books</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	14. Judge emotional response to what is read.	<p>Exercises like the following:</p> <p>if you though you were beautiful but no one talked to you or wanted to be around you how would you feel</p> <p>Happy Limp Lonely</p>	<p>Observation</p> <p>Journal Profile</p>	<p>Comic Books Story Books Newspapers Textbook</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING PROCESS	<ol style="list-style-type: none"> 1. Use the five senses cluster to generate ideas for writing; 2. Observe pictures to gather ideas for writing; 3. Listen to stories to initiate ideas for writing; 4. Use the report cluster to generate ideas for writing; 	<p>Using senses of sight, smell, touch, hearing and tasting to initiate discussion about a particular topic</p> <p>Picture discussion on single frame and sequence pictures</p> <p>Story telling</p> <p>Discussion on what object look like, where it lives, what it eats, what is special about it, and how it protects itself</p> <p>Field trips to stimulates thoughts and ideas</p>	<p>Self assessment</p> <p>Peer assessment</p> <p>Presentations</p> <p>Checklists</p> <p>Assessment of finished product</p> <p>Checklist</p> <p>Profiles</p> <p>Journal</p> <p>Web</p>	<p>Tape Recorder</p> <p>Journals</p> <p>Magazines</p> <p>Newspaper</p> <p>Sequential maps</p> <p>Rubrics</p> <p>Resource Persons</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>5. Write lots of relevant, colourful details freely and quickly in a first draft;</p> <p>6. Read the draft aloud for the teachers and peers to point out necessary improvements;</p> <p>7. Revise the draft by adding, deleting and substituting or rearranging aspects to make meaning clearer;</p> <p>8. Rewrite draft based on the comments given the feedback;</p>	<p>Noun modifier – selecting a noun and finding as many adjectives and adjectival phrases to describe it</p> <p>Pupils use checklists and language guides to proof read</p> <p>Writing of final drafts using suggestions given during conferences</p>	<p>Webs Peer critique Observation Checklist</p> <p>Written exercise on correction of sentences with errors</p>	<p>Newspapers Books Text books Story Displays</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING PROCESS	<p>9. Identify and use correctly proof reading marks applicable to the age level;</p> <p>10. Develop at least one strategy for checking spelling errors;</p> <p>11. Peer edit using benchmarks developed for the purpose;</p> <p>12. Participate in mini lessons as the need for instruction in vocabulary, grammar or spelling arises;</p> <p>13. Write the final draft free of errors;</p> <p>14. Display finished piece of writing on bulletin board;</p> <p>View a videotaped production of the piece of writing.</p>	<p>Window read The ruler rules Checker board Wrong way reading</p> <p>Proof reading by a partner</p> <p>Practice exercises</p> <p>Writing of final drafts using suggestions given during conferences</p> <p>Pupils type or write composition and illustrate them for display</p> <p>Video taping</p>	<p>Self assessment</p> <p>Peer assessment</p> <p>Presentations</p> <p>Checklists</p> <p>Assessment of finished product</p> <p>Oral and written exercises</p> <p>Observations</p> <p>Self/peer assessment</p>	<p>Tape Recorder</p> <p>Journals</p> <p>Magazines</p> <p>Newspaper</p> <p>Sequential maps</p> <p>Rubrics</p> <p>Checklists</p> <p>Resource Persons</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING COMMUNICATION	<ol style="list-style-type: none"> 1. Determine how the reader should feel: 2. Identify the form the piece of writing will take; 3. Consider the purpose for the piece of writing 4. Write buddy journals to convey feelings; 5. Compose poems to express emotions; 6. Write letters of thank you and regret to communicate feelings; 	<p>Cartoons poetry, comic strip, announcement recipes, riddles, etc.</p> <p>Selecting by pupils of topics and situations that are relevant and will have meaning</p> <p>Journal writing Diary writing</p> <p>Composing limericks and others cinquais</p> <p>Letter writing – penpals from other schools</p>	<p>Journals</p> <p>Diaries</p> <p>Observations</p> <p>Anecdote records</p> <p>Peer assessment</p> <p>Real world writing to person in community</p>	<p>Charts</p> <p>Textbooks Resource persons Picture Solo Field trips</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING COMMUNICATION	7. Retell and write in own words a story that is heard;	Book report	Journals	Encyclopedia
	8. Create a new version to a story that is heard;	Composing stories	Diaries Observation	Use internet Text books
	9. Produce in a newscast a description of an incident witnessed;	Brainstorming, then categorizing ideas	Checklists Portfolios	Book Logs Journals
	10. Produce skits and dialogue using Standard English;	Create poster and produce kits to communicate specific information Writing stories, skits and plays after reading stories about everyday experiences	Peer critique Assessment of students written work	Newspaper Magazines Periodicals Computer with e-mail access
	11. Write invitation letters to relatives, friends and acquaintances;	Letter writing		
	12. Write reports on school trips and other school activities;	Field trips to stimulate thoughts and ideas		

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>13. Write letters of complaint or request explaining all relevant information;</p> <p>14. Use the “five W’s plus One” cluster to write news articles;</p> <p>15. Write accurately and punctuate correctly short passages dictated by teachers.</p>	<p>Letter writing</p> <p>Use question who, what, when where, why and how to generate ideas</p> <p>Dictation</p>		

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	<ol style="list-style-type: none"> 1. Spell words with consonant cluster sounds in both initial and final sounds e.g. smart and chasm; 2. Identify and use words with short and long sound vowels e.g. rag, rage; 3. Spell words with consonant diagraphs ch, sh, th, wh in initial and final positions; 4. Develop and use correctly words with t sounding like sh as in portion; 5. Develop and use correctly words with ss sounding like sh as in mission; 6. Develop and use correctly words with cc sounding like ks as in accident; 	<p>Word List Word Games Dictation</p> <p>Word Lists Word Games Dictation</p> <p>Word Lists Word Games Dictation</p> <p>Word Lists Word Games Dictation</p> <p>Word Lists Word Games Dictation</p>	<p>Oral and written exercises</p> <p>Journals</p> <p>Reports</p> <p>Portfolios</p> <p>Dictation</p> <p>Crosswords Puzzles Word Search Spelling Bees Tachiscope Written test</p>	<p>Text books</p> <p>Reference Book</p> <p>Board Games</p> <p>Computer</p> <p>Interactive games</p> <p>Stories</p> <p>Tape recorder</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	<p>7. Use full stops and abbreviations;</p> <p>8. Use a comma to separate words in a series;</p> <p>9. use a comma to separate items in an address;</p> <p>10. Use a comma after a greeting and at closing in a letter;</p> <p>11. Use an apostrophe to show ownership and in contraction;</p> <p>12. Use capital letters for the first words in a sentence, lines of poetry and titles of books, stories and poems;</p>	<p>Exercises involving the use of full stops and abbreviations</p> <p>Exercises involving the use of commas for various purpose</p> <p>Writing letters to class mates to reinforce use of commas in the correct places</p> <p>Exercises involving the use of apostrophes</p> <p>Punctuation exercises involving the use of capital letters</p> <p>Punctuation exercises involving use of capital letters for I and oh</p>	Oral and written exercises	<p>Text books</p> <p>Reference Book</p> <p>Board Games</p> <p>Computer</p> <p>Interactive games</p> <p>Stories</p> <p>Tape recorder</p>

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	<p>13. Use capital letters for the words I and Oh;</p> <p>14. Use capitalization for titles of persons, Mr., Miss., Mrs., Hon., His Excellency, etc;</p> <p>15. Use capital letters for proper noun: persons, countries, places, holidays, organizations;</p> <p>16. Use the following basic sentence types correctly:</p> <p style="margin-left: 40px;">a. The bird flies</p> <p style="margin-left: 40px;">b. The dog eats bones</p> <p style="margin-left: 40px;">c. The house is big.</p> <p style="margin-left: 40px;">d. He became a doctor;</p>	<p>Written exercises</p> <p>Written exercises Pupils compiling work cards on the correct use of capital letters</p> <p>Create a simple reader using prepared words and punctuation marks</p> <p>Using adjectives and adverbs to enhance sentences</p> <p>Oral drills</p>	<p>Assessment of students written work</p> <p>Dictation exercise</p> <p>Written exercises Completion exercises</p>	<p>Text books</p> <p>Newspaper</p> <p>Magazines</p> <p>Interactive games</p> <p>Stories</p> <p>Tape recorder</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	<p>17.Expanding the basic sentence types at a, b, c, above using single word modifiers;</p> <p>18.Use negative, interrogative and imperative forms of sentence types a, b, c;</p> <p>19.Use but, who, whom, which, because to join sentences;</p> <p>20.Use plural and possessive form of nouns correctly;</p> <p>21.Use subject and object forms of personal pronouns correctly;</p> <p>22.Use passive verbs correctly</p> <p>23.Use comparative and superlative</p>	<p>Written exercises involving negative, interrogative and imperative Dialogue which allow pupils to ask questions and give commands positively and negatively</p> <p>Composing sentences and joining them with a variety of like words</p> <p>Exercises involving the plural and possessive forms of nouns Oral and written exercises involving the formation of plurals Possessive forms of nouns</p> <p>Oral drills</p>	<p>Written exercises Anecdotal Records</p> <p>Observation</p> <p>Written exercises</p>	<p>Text books Story books Newspaper Magazines</p>

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
	24. Use the correct form and verb in these tenses: simple present, simple future, simple past present and past continuous	Exercise through the use of simple present, single future simple past tense past continuous sentence		

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING CONVENTIONS	25.Discriminate between dialect and standard usage according to place and circumstance.	Taped audio reading Skits Dialogues	Critical evaluation of oral presentations	Text books Newspaper Magazines Interactive games Stories Tape recorder

CLASS 2

TOPIC	OBJECTIVE (SKILLS, KNOWLEDGE, ATTITUDE)	SUGGESTED ACTIVITIES	ASSESSMENT	SUGGESTED RESOURCES
WRITING: PENMANSHIP AND PRESENTATION	<ol style="list-style-type: none"> 1. Write legibly using correct shape, size and proportion, slant and spacing; 2. Leave all margins as prescribed; 3. Indent paragraphs correctly; 4. Head all work in prescribed manner; 5. Use an acceptable style of writing that is fluent and legible; 	<p>Practice exercises to develop correct formation of letters and numbers</p> <p>Provide examples of correct page layout to guide students</p> <p>Provide examples of correct page layout to guide students</p> <p>Modeling of good penmanship by teacher and student</p> <p>Practice exercises involving correct spacing of words</p> <p>Demonstration of correct preparation and presentation of work pages</p>	<p>Assessment of written exercises</p> <p>Peer/Teacher Conferences to discuss writing</p> <p>Peer and Teacher Assessment</p> <p>Peer/Teacher assessment of all written work</p>	<p>Charts</p> <p>Writing Charts</p> <p>Writing Samples</p> <p>Writing Boards</p> <p>Appropriate Writing implements</p>

SELECTED RESOURCES RELATED TO EDUCATION

- AskEric askeric@ericir.syr.edu
- Classroom Connect <http://www.classroom.net>
- Cyberkids (magazine) <http://www.mtlake.com/cyberkids>
- Gifted and Talented Homepage <http://www.eskimo.com/~user/kids.html>
- Internet in the Classroom <http://www.schnet.edu.au>
- www.ascd.org
- edutech2000.gov.bb
- www.learning24-7.com
- www.tomsnyder.com - Great Teaching With Technology
- Only The Best - ASCD Publication of best software choices
- <http://cela.albany.edu>
- <http://longman.awl.com/englishpages/>
- www.inspiration.com
- www.readingonline.org
- www.ncte.org