

Curriculum for Grade IV

Age (9 – 10)

I. General Learning Outcomes for Listening and Speaking

By the end of Grade IV students should be able to apply all the learning outcomes listed for listening and speaking at the Grade III level and, in addition, the Grade IV student should be able to:

1. listen attentively and courteously while someone is making an oral presentation
2. listen to evaluate the views expressed by others
3. listen to determine the main idea of talks, speeches and other types of oral discourse
4. listen to detect the emotional tone of a speaker
5. identify non verbal cues as markers of emphasis and of a speaker's attitude
6. listen to distinguish between literal and implied meaning in oral discourse
7. give a short informative talk about a topic of interest
8. use school language (Standard English) to discuss content and concepts in subjects across the curriculum
9. use speech effectively, modulate voice, tone and speak clearly when giving an oral presentation
10. use a register that is appropriate to context and situation

| Domains and Categories | Specific Learning Outcomes: Knowledge, Skills and Attitudes <i>By the end of Grade III students should be able to</i> | Sample Activities <i>The activities listed here constitute a sample that may be used as appropriate for selected outcomes. They are not matched one-to-one with the learning outcomes in the section. Teachers should supplement these with other activities</i> | Suggested Resources <i>The resources listed may be used with a range of the activities indicated. Teachers may select those most appropriate to a given activity.</i> |
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| I. Listening and Speaking | | | |
| A. Interpersonal Communication A – 1. Communicating to interact socially. | <ol style="list-style-type: none"> 1. apply the learning outcomes listed for this domain at the Grade III level 2. listen attentively and courteously to oral presentations given by others 3. show awareness of and display ability to use conventional conversational principles during conversations with others 4. listen to determine the literal and implied meanings in a speaker’s message 5. listen to detect the emotional tone of a speaker 6. use appropriate register [formal, casual] and choice of language required by the context and situation | <ul style="list-style-type: none"> ▪ Link with activities in drama. Select situations based on theme(s) in teaching units. If you are working on a thematic unit, you can set up different role-play situations in which you focus on selected outcomes. For example: Assume a unit on Animals. <ul style="list-style-type: none"> - Situation: The family’s pet dog hurt its paw. The child has to take it to the Vet. What happens when s/he gets there? Engage the students in discussion on Who (those present at the Vet’s office); What (deciding the details of the incident to be related to the Vet and what happens at the office); When (the time of day of the visit); etc. The students can work in small groups to develop their situations. (The outcomes for focus: Nos. 3, 6). First provide guidance by going over the requirements of the outcomes. Develop a checklist with the important criteria that students need to give their attention. Then let the groups work on their situations. Groups present, other students use the checklists as guides to evaluate the presentations and give feedback orally to the groups. (Students can make notes during the presentations for giving feedback and a follow up activity can be linked with writing. Have students write up their comments in a paragraph. These can go into their portfolios. ▪ Invite a visitor to the class to speak to the children on a selected topic (link with theme content). The visitor could be a Vet, someone | <ul style="list-style-type: none"> ▪ A good selection of informative passages based on theme project being worked on by the class – in the case of the sample activity given - passages about pets / animals. ▪ Outlines of situations for stimulating oral work (these can be taken from thematic units that the class is working on). ▪ Tape recorder and tape for recording the speaker’s oral presentation. ▪ Old telephones for use in role-plays and improvising conversations with different speakers. ▪ Question checklists that focus on specific criteria suggested by outcomes and for the use of students. For example, questions that help students focus on the emotional tone of speaker or on choice of register and language. [See the Teachers’ Guide for sample checklists, questions |

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| | | <p>from the RSPCA or someone who breeds animals. Work with what your local situation offers. Prepare for the visit by having students read around the topic of the presentation, work in small groups to come up with a list of questions that they want to ask the speaker. Set some specific listening objectives for the presentation; have groups work together on a thank you speech. Groups can role play the Q and A session and get feedback from others in the class about the usefulness and well-formedness of the questions and the vote of thanks. The class can select the person to give the vote of thanks. Ask the student who is giving the vote of thanks to write down what he / she wants to say in point form. S/He should not read the vote of thanks but should use the points to recall the ideas. The presentation can be taped and played back later for discussion and other follow up activities based on it. After the presentation, set tasks for groups to discuss particular aspects of the presentation (e.g. Outcomes 4, 5, 6). Select a few key words from the presentation; replay the tape and ask students to listen for meanings of special words used in specific contexts. Tape the vote of thanks and replay it later – e.g. as stimulus for work on enunciation, and pronunciation. Link relevant parts of the activity with writing tasks (e.g. letter of invitation to the speaker, letter of thanks to the speaker, writing a summary of</p> | <p>and thematic units.</p> |

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| | | <p>the presentation; writing a character description of the speaker; - Grammar – formulating good questions. Reading – informative passage related to the topic of the speaker’s presentation followed by more oral work - discussion.</p> <ul style="list-style-type: none"> ▪ Use the telephone for simulated conversations in role-plays. Students must adjust language, tone and delivery of message according to listener, context and situation. | |
| B. Listening and speaking to develop oral language for school (academic) purposes | | | |
| B – 1. Listening and speaking for enjoyment and to express a personal response | <ol style="list-style-type: none"> 7. apply all the learning outcomes listed under this domain at the Grade III level. 8. listen to a variety of literary and other materials, e.g. poems, stories, songs / song lyrics to express a personal response 9. participate in group choral activities e.g. choral speaking for classroom activities / school functions 10. express views, feelings and opinions in discussions with classmates 11. recount the events in a favourite story read or film viewed 12. describe a favourite place / | <ul style="list-style-type: none"> ▪ Select the materials that you intend to use for listening tasks for the week. If you are using a thematic unit, you can select the listening materials around the theme of the unit. Select a range of materials that will appeal to boys and girls. Also, select materials with good content. ▪ [Outcomes 8, 9] Select a good poem that lends itself to group choral expression. Read the title of the poem to the students and elicit their ideas regarding what they think the subject matter of the poem will be about. Tell them they are going to listen to a reading of the poem. If you have a recording of the poem (from a previous class) use it or you may read it to them with expression. Set specific tasks for listening. First, they can listen for the central idea of the poem. Follow the initial listening with a general discussion about the central idea. Alternatively, have 3 or four | <ul style="list-style-type: none"> ▪ See the list of books in the <u>Teachers’ Guide</u> for sources for good poems and stories. ▪ Selection of audiotapes with poems and stories. ▪ Access to a VCR and monitor for video viewing activities. ▪ (Access to) a good selection of videotapes with good versions of stories. ▪ (Access to) computer, printer / word processor / photocopier. ▪ Writing supplies and Bristol board for charts. |

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| | activity / hobby and explain why it is special | <p>statements that express some ideas from the poem but only one that expresses the central idea. Give students strips of paper with these ideas printed on them (or write them on the board). Ask them to decide, as they listen, which of the statements expresses the central idea. After listening, elicit their answers and have them say why they made a particular selection. Then hand out copies of the poem and let students follow along while you play the recording of it again or read it. Ask the students to pay attention to the expression. Have the students practise the choral reading as a whole class activity, but divide them into smaller groups based on voice quality for the reading of specific sections or lines. If the school has percussion instruments you could experiment with some of these for parts of the reading.</p> <ul style="list-style-type: none"> ▪ [Outcomes 10, 11] Give students the opportunity to share with the class books that they read independently during silent reading time in class or at home. This can be organized as a whole class activity during which some students are given a chance to tell their classmates about the book. Alternatively, have the children work in small groups for sharing. The listeners get a chance to ask the speaker questions about the book afterwards. Tie in this activity with reading instruction about narrative in which children learn about character, plot events etc. and begin to use these words to talk about the | <ul style="list-style-type: none"> ▪ Selected percussion instruments for rhythmic accompaniment to choral readings (optional). ▪ Supplementary books for independent reading during silent reading or shared reading sessions in class and at home. ▪ Recorder with headphones for individual listening tasks. |

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| | | <p>stories they read.</p> <ul style="list-style-type: none"> ▪ Select a video version of one of the books students have read. Set some purposes for viewing based on children’s responses to the book or, e.g., to have them look for difference between the video and book versions. Follow viewing by having students talk about the film, starting with the particular purposes you set for them. Link with art and craft later by having them illustrate their favourite scene or draw their favourite character. | |
| B – 2. Listening to get and speaking to give information | <ol style="list-style-type: none"> 13. listen to a set of instructions on how to do / make something and follow them 14. listen to a news forecast and give a brief summary of it 15. listen to follow the sequence of events in a report or story 16. give a short informative report on or speech about a topic of interest 17. give an account of an event, e.g. a field trip; a local celebration 18. give an oral report on a book that was read or a film that was viewed 19. give clear directions on how to get from one place to another 20. ask pertinent questions to get information | <ul style="list-style-type: none"> ▪ [Outcomes 13, 20] Link this activity with an Arts and Crafts lesson. Have a set of simple (A & C activities) that students must work on. Have students work in pairs with their backs to each other. Set up the materials for the task on the desk or table between the students. The student who will do the task faces the table; the other student sits on the opposite side with his / her back to the first student. Prepare a set of cards with a numbered list of clues that give bits of information on how to do the activity. Additional information on each set of instructions is given on the back of the card. The student with the cards reads out the clues to the other student who tries to follow the instructions to complete the task. The student giving the clues must incorporate them in complete sentences orally. The student doing the task is allowed to ask questions for clarification or for more information which the other student can supply from the points on the back of the card. Roles are exchanged | <ul style="list-style-type: none"> ▪ 3 x 5 cards for writing down clues. ▪ Materials for doing a set of tasks from Arts and Crafts. ▪ A radio or a tape recorder and pre-recorded tapes with weather forecast / news bulletin. ▪ Charts with relevant information related to the topic in the subject area [e.g. Arts & Crafts / Social Studies] ▪ Enlarged sections of street maps or a street map sketched on Bristol board as a stimulus for students to practise giving directions, using appropriate deictic (directional) terms. |

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| | | <p>but a new task and instructions are introduced.</p> <ul style="list-style-type: none"> ▪ [Outcomes 14, 15] Bring in a tape with a pre-recorded weather forecast and /or a news bulletin. Use a ‘warm-up’ activity related to the topic. For example students could be asked to read a short account about the weather or about how the weather is monitored. Give guidance on the criteria for the summary; e.g. ask students to listen for three important points in the forecast (or news bulletin). Then play the tape (students can jot down notes as they listen). After listening students give a brief summary of the forecast (or news bulletin). [Link with work in Social Studies. Use the map key of the compass points to have students use the cardinal points to give directions. | <ul style="list-style-type: none"> ▪ A map and key with the cardinal points indicated. |
| B – 3. Listening and speaking to understand concepts | <ol style="list-style-type: none"> 21. listen to determine word meanings from the contexts in which they occur 22. listen for the gist of a conversation, speech or other type of oral presentation 23. listen to an oral presentation to draw conclusions from it 24. listen to identify irrelevant inclusions in an oral presentation [e.g. unrelated jokes, digressions] 25. listen to supply the topic of a passage based on the | <ul style="list-style-type: none"> ▪ Select a short passage, poem or other type of text. Identify three or four key words in it and write them up on the board. Ask students to listen for these words in the passage to determine what they mean. As an additional aid, print two or three optional meanings for the key words on paper. Give each child a sheet with the meanings. Ask the children to select the correct meaning from the options for the key words as they listen. As a vocabulary building activity, have students write the key words in their Word Banks and write sample sentences to illustrate their meanings. Encourage productive use of new words learned in their oral presentations. ▪ Select different types of stimulus materials for | <ul style="list-style-type: none"> ▪ Charts with key words and word meanings. ▪ A good selection of material [short passages, short poems, songs, brief dialogues] for use as stimuli in listening activities. ▪ Pictures in series on large cards for use in giving short oral reports based on visual stimuli. ▪ Larger pictures for oral descriptions in which students |

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| | <p>information given in it</p> <p>26. use appropriate questions to elicit information</p> <p>27. participate in discussions about the content of other subjects</p> | <p>listening activities. Use one that is related to the theme or project that the class is working on. First explain what the ‘gist’ is to the students. Then ask them to listen to the selection to get the gist of it. Give students an opportunity to share their answers with the rest of the class and to justify them.</p> <ul style="list-style-type: none"> ▪ Select a short listening passage that is informative. First, activate the students’ background knowledge about the topic of the passage. Ask students to listen to the information given in the passage to come up with one conclusion they can make about what the writer has said. Use queries to help the students deduce valid points based on the passage. If necessary, have them listen a second time. Link with reading by giving them the passage afterwards and using queries to help them make inferences. ▪ Have students listen to a short speech and as they listen have them write down two questions that they would like to ask the speaker about the topic. ▪ Use a set of pictures in series [four or five frames] to get students to give short oral reports on the actions depicted in each. ▪ Print a set of deictic (directional) words and phrases on a large sheet of Bristol board or on the chalk/marker board. Examples: <ul style="list-style-type: none"> - at the top - in the bottom right (hand) corner; - in the middle, - on the left of X etc. | <p>use deictic words (i.e. words indicating direction) to orient the listener to what they see.</p> <ul style="list-style-type: none"> ▪ Materials for creating charts: glue, Bristol board, cardboard, coloured pens and pencils, markers, paints etc. |

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| | | <p>Tell the students that they will use these directions to describe what they see in the picture (as they are facing it). Give individuals opportunities to describe parts or the whole picture. Let others ask questions for clarification. Students must speak in complete sentences.</p> | |
| <p>B – 4. Listening and speaking to evaluate concepts</p> | <p>28. listen to identify and talk about the claims made in simple advertisements</p> <p>29. listen to distinguish between a fact and an opinion (or belief)</p> <p>30. use school (book language) to discuss concepts and content in the language arts and in other subjects across the curriculum with greater effectiveness</p> <p>31. identify the main idea in a passage and distinguish between main idea and subordinate details</p> <p>32. select and use relevant details to support a central idea in an oral presentation</p> | <ul style="list-style-type: none"> ▪ Select one or two advertisements [of different types – e.g. a jingle (for radio - auditory) and print from magazine – visual]. Use ads that are appropriate to the age level. In preparation, print the words of the advertisement on sheets of paper for later distribution. As a warm up activity ask the children to talk about what they know about advertisements. Ask them whether there are particular advertisements that they like, and to say why they like them. Guide students to talk about the purpose of advertisements. Review the idea of audience covered in Grade III. Tell students that they are going to listen to an advertisement for the radio. Set up a list of features on the board e.g.: <i>music, lyrics, message</i>, and work with the students to come up with a list of evaluative statements or questions that relate to these features. The statements or questions should focus on the qualities that the students would expect to find in a good advertisement. Ask the students to use a scale of 1 – 4 to evaluate the ad. Where 3 is very good, 2 is good, 1 is poor and 0 is bad. <p>Tell the students that they are going to listen</p> | <ul style="list-style-type: none"> ▪ Some good advertisements intended for different media, for example, the radio (jingles); magazines and newspapers, billboards etc. ▪ Suitable (short) articles or excerpts of articles from newspapers and magazines for use as stimuli for a range of tasks listed. ▪ Thematic units that incorporate two or more outcomes in the various domains and that are linked in an integrated way [see Teachers’ Guide for samples] ▪ A radio for listening to selected broadcasts. |

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| | | <p>selectively to evaluate the features of the advertisement, using the statements / questions as guides. Play the jingle the first time asking them to focus on a particular feature and to rate it on the scale provided. Allow the students to discuss the rating they gave and to justify it. Let them listen again for the other features in turn. Discuss after each airing. Let them listen a final time to make a final decision about their ratings. Link with writing by having students write down their comments about the advertisement in a paragraph. Use process activities for sharing and revision.</p> <ul style="list-style-type: none"> ▪ As students engage in more oral work, encourage the use of Standard English in their oral presentations. Include the use of well-formed and grammatical sentences as a criterion in the evaluations of oral presentations done by the teacher, their classmates and themselves. The self evaluations can be done as they listen to a replay of their presentation on the tape recorder. | |
| C. Vocabulary building for effective oral communication | <p>33. show mastery of the concepts learned in earlier grades in this domain</p> <p>34. listen to identify and talk about the stress patterns of words in rhymes and poems</p> <p>35. listen to identify key words</p> | <ul style="list-style-type: none"> ▪ Continue to have students include new words learned in their Word Banks and to use them as a resource for preparing their oral presentations. ▪ Select a poem with a good metric pattern and rhyming scheme. First, read the poem aloud to the students or play a good recording of the | <ul style="list-style-type: none"> ▪ Good poems with rhythmic patterns. ▪ Charts for posting up key words and their meanings in sentence contexts. ▪ Informative charts to show |

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| | <p>used in a speaker's contribution to a conversation</p> <p>36. listen to identify key words used in a presentation on a given topic</p> <p>37. use words for their literal and connotative meanings in formal presentations</p> <p>38. build vocabulary by using new words that they have learned</p> <p>39. assign stress to words accurately</p> | <p>poem. Read the poem in such a way that the students can hear the rhythm created by the pattern of strong and weak stresses. Ask them if they can detect a pattern and let them try to tap it out or say what it is. They may simply make a distinction between loud and soft as opposed to strong and weak. Write the words <i>strong</i> and <i>weak</i> on the board and explain that some words and syllables have strong stress (are said with more force) than others (with weak stress). Write the diacritic that represent strong () and weak () next to each word. Have the students listen to one line of the poem again to determine if they can identify the words /(syllables) with strong stress and those with weak stress. Have them clap lightly to indicate the strong, stresses as they listen. Hand out sheets with the poem copied on it. Have students read the poem together, tapping to indicate the strong stresses. Use the poem as a basis for choral recitation, paying attention to the rhythm. Link with writing – use the poem as a stimulus for students to write a poem in which they pay attention to the rhythm. Have students read their poems aloud and allow others to give feedback. Allow time also for revision. Vary this activity by giving them an opportunity to do a rap poem.</p> <ul style="list-style-type: none"> ▪ Select poems with varied patterns over the course of the year so that the students can learn two or three different patterns. | <p>stress pattern (rhythm) learned in the poem. Add charts or modify existing chart to include additional patterns as they are introduced and learned. Include examples of poems on (separate) charts that exemplify the particular pattern.</p> <ul style="list-style-type: none"> ▪ Card / Bristol board for students to write up their poems and examples of poems from their reading books. ▪ Art materials for illustration of poems and chart decoration. ▪ A small selection of percussion instruments that students can use for keeping time with the rhythm. |

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| | | <ul style="list-style-type: none"> ▪ As a group exercise, have students find one or two poems from their reading books that use the pattern(s) they have learned. ▪ Introduce the reading of poems, choral recitation and discussion of poems as a regular part of instruction. A listening activity with a poem can be the stimulus for subsequent writing and reading. ▪ Select words that some students have difficulty pronouncing e.g. banana [in which they tend to place stress on the first syllable banana and not the second banana - which is the one that should be stressed. Another example jalopy - which should be jalopy. Pay attention to student's speech as they make their oral contributions and make a note of words that are not pronounced correctly. Use the choral recitation activities to model Standard pronunciation. ▪ See section on vocabulary building (Grade III) for suggested activity for literal and connotative meanings. See the <u>Teachers' Guide</u> for additional suggestions. | |
| D. Voice skills – developing clear articulation – enunciation - pronunciation | <p>40. use acceptable intonation for different sentence patterns</p> <p>41. vary the rate of their speech according to the communicative event, situation and message</p> <p>42. project and modulate the voice,</p> | <ul style="list-style-type: none"> ▪ Use oral reading with small groups and individuals to monitor students' pronunciation and fluency. ▪ Refer to the activities listed for under Section D in the Grade 3 syllabus. Note the homonym cloze exercise which can be modified to include new words encountered in choral | <ul style="list-style-type: none"> ▪ Tape recorder and a selection of tapes with choral recitations. The class / school can build a bank of best renditions by former classes over time as a resource. |

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| | <p>volume and pitch depending on the setting, situation and context</p> <p>43. show greater control over pronunciation of longer words that they encounter in their reading or use in their oral presentations</p> | <p>recitation materials in Grade IV.</p> <ul style="list-style-type: none"> ▪ Monitor students' delivery in their oral presentations. Use checklists of criteria to monitor the individual's voice projection, enunciation and pronunciation. Write the words on the board and go over what they mean with the students. Help them (as individuals and members of a group) in choral recitations to make appropriate adjustments to their delivery. Involve other students in the evaluation of an individual's recitation, using statements of criteria (checklists) as guides. ▪ Use individual conferencing sessions to review a student's performance and to help the child to work on difficult areas. ▪ Include planned and impromptu presentations as features of the oral language programme and use listening and speaking activities as an integral part of work in other subjects. | <ul style="list-style-type: none"> ▪ Blank tapes for recording students' individual and choral recitations. ▪ A good selection of reading material, in particular, poetry, short play scripts. |
| E – Attitudes and Interest | <p>44. show mastery of all the learning outcomes listed under this domain for Grade III.</p> <p>45. show enthusiasm for and participate actively in the activities in the oral programme</p> <p>46. speak with confidence in different situations</p> <p>47. show courtesy and respect in</p> | <ul style="list-style-type: none"> ▪ All the activities listed in the foregoing sections will be useful for fostering positive attitudes and developing students' interest in the oral programme. In summary: <ul style="list-style-type: none"> - use interesting warm up activities before asking students to listen and respond to a selection - select interesting and varied materials as stimuli for the listening and speaking tasks - use aids wherever appropriate to help | <ul style="list-style-type: none"> ▪ All the resources listed in the foregoing sections and selected resources from the Grade III programme. ▪ <i>Teacher as a resource to:</i> <ul style="list-style-type: none"> - model good oral language - monitor students' mastery of the outcomes listed for Grade IV and to provide additional |

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| | <p>conversations and respond appropriately to the other speaker in a conversation</p> <p>48. invest time in listening, especially in those activities that are intended to develop their learning abilities</p> | <ul style="list-style-type: none"> - make the task clear to students - always set purposes for listening and ensure that students understand what these are (do not ask students to listen for more than one thing at a time) - give feedback right away to the tasks completed by groups and individuals and involve the students in the evaluation process - use checklists to guide students to assess each other's presentations - link listening and speaking activities with work in other domains of the language arts. Use thematic, integrated units to pull the strands together [refer to the Teachers' Guide for sample units]. | <p>help if needed</p> <p>-make good selections to stimulate student participation in the activities.</p> |

II. General Outcomes for Reading

By the end of Grade IV students should be able to show that they know and understand the concepts presented in the earlier grades and apply the learning outcomes from those grades. In addition, students should be able to:

1. read materials at Grade IV with fluency
2. select known strategies to solve word recognition problems
3. read more challenging books independently
4. identify the text types that they read and talk about the salient features of these types
5. distinguish between new and given information in a text
6. use a range of strategies to monitor their understanding of the texts that they read
7. use specific strategies before, during and after reading to construct meaning
8. use specific text features such as graphics, illustrations, table of contents, index, glossary, appendix to access additional information about and to get clarification about a text

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| A. Understanding the organization of text | <ol style="list-style-type: none"> 1. apply the knowledge and skills learned in Grade III 2. recognize the difference between the types of organization used in : <ul style="list-style-type: none"> - poetry, prose, plays - narrative, informative and persuasive writing - fiction and non-fiction | <ul style="list-style-type: none"> ▪ Have students organize a reading log as they did in Grade III for the purpose of keeping a record of the materials they read independently in different categories. Have them use the headings Poetry, Prose, Skits. Under Prose let them use the sub- headings Fiction and Non-fiction. Under fiction they could create another subdivision with the following heading as an example: stories, fables, fairy tales, science fiction, adventure. Encourage the students to make entries in the log on a daily basis. Check the log during individual conferences to check on the range and quality of the child's reading. Let the student write down a short account of the material read in one section of the log. This can also be used during discussion in individual conferences. ▪ Select an expository paragraph from a textbook in one of the other subjects. Select one of the poems that you used for a listening activity. Have a very large copy of each on a chart for discussion or use and overhead projector to show copies of each. Ask the children to look at the shape of the poem and the shape of the paragraph and to note the obvious differences between them. Then have them read a verse and review concepts like rhyme and rhythm (which you would have covered in an earlier lesson and have them talk about the rhymes and rhythmic pattern. You can let them clap the rhythm and recite. Let them read a few lines | <ul style="list-style-type: none"> ▪ An overhead projector for showing copies of passages, poems that are intended for whole class discussion. ▪ Transparencies for the projector. If an opaque projector is available this will eliminate the need for transparencies. ▪ A selection of poems, expository material from text books in other subjects, stories and one or two short plays for children. ▪ Bristol board and large card board squares for pinning up examples of the different types of text examined. Also for writing down the features observed in the lesson. ▪ Loose leaf note paper, pencils, coloured pencils, markers, glue etc. |

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| | | <p>of the prose to and ask them if they notice any differences. Draw two columns on the chalkboard and use the headings poetry and prose in each one respectively. Write down the answers that the children give. Discuss, provide further clarification and add points to indicate the basic differences. Follow up with one or two more lessons in which you look at some of the other examples listed [fairy tale – e.g. the typical beginning Once upon a time, the usual character types etc] Going through examples of text types will provide the opportunity for reading and discussing a range of different materials and their organization. Link with writing by having students write their own story or paragraph or skit. Some of the writing activities, e.g. the skit can be organized for groups. Link with drama by having groups rope-play their skits afterwards. Display samples of students’ work.</p> | |
| B. Word recognition, decoding and developing fluency in reading | <ol style="list-style-type: none"> 3. read Grade III texts very fluently and read texts at Grade IV level with increasing fluency 4. use the strategies they learned in the earlier grades to decode new and unfamiliar words and apply new strategies learned for the same purpose 5. read orally with fluency, confidence, expression and understanding | <ul style="list-style-type: none"> ▪ Go through each student’s reading log, assessment from Grade III and the last reading record taken to have an idea of the student’s reading level and general ability. Identify those students who are weak readers and do a running record to determine whether the child has made any progress over the holidays. Outline a programme to help the weak readers improve. See the <u>Teachers’ Guide</u> for some suggestions. ▪ Review some strategies for decoding with | <ul style="list-style-type: none"> ▪ Note books for reading logs – Use Grade III books if they are not finished. ▪ Large cards or Bristol board sheets cut up into 6 parts for writing letters combinations and words. ▪ A dictionary for reference. ▪ Lists of high frequency words |

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| | <p>6. use phonological awareness, knowledge of grammar and context to recognize new and unfamiliar words</p> <p>7. do silent independent reading every day during the time set aside for this purpose and give an oral (or written) account of what they have read</p> <p>8. use the pronunciation (phonetic) gloss in a dictionary to check the pronunciation of difficult words</p> <p>9. read more challenging texts independently</p> | <p>students. For example, go over segmentation and blending strategies [segmenting a word into its component phonemes and merging phonemes to form a word]. Use different word patterns for practice CVC [Consonant – Vowel – Consonant]; CCVC; CVCC; CCVCC etc.</p> <ul style="list-style-type: none"> ▪ Teach children to apply strategies they have learned. Ask them to talk about what they need to do when they have trouble with a word. Go over the strategies for this; write them on the board – <ul style="list-style-type: none"> -e.g. sounding out a word -checking the word to see if it is like another known word -use knowledge of grammar to figure out what the word could be -try to figure out the word from the context – leave out the word, read on to see what might make sense then go back -look for familiar patterns of letter groups -look for a smaller known word in a longer word ▪ Write down difficult letter combinations on large white cards. Have individual letter cut outs and use these to go over the sounds with the students. Then help them to blend by merging the sounds as you bring the letters together in place on the white card. Find | <ul style="list-style-type: none"> ▪ Cards with mnemonics to help students remember longer words. ▪ Reading record forms to take running records of students oral reading during conference time ▪ List of new words encountered in the readings for the week. ▪ A wider selection of reading materials, graded from easy to challenging [at the grade level]. ▪ Magnetic board and magnetic letters if available for shifting letters around – good for use in segmentation and blending activities. ▪ |

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| | | <p>words that use the particular combination, include them in phrases and sentences which you ask the children to read quickly for practice.</p> <ul style="list-style-type: none"> ▪ Link activities with spelling lessons. Have students learn to spell high frequency words and use them in their writing. ▪ Link with oral work as well. Select stimulus materials that make use of words and clusters that students find difficult. | |
| <p>C. Understanding texts: - constructing meaning critical reading and thinking - personal response to texts</p> | | | |
| <p>C – 1. Making (constructing) meaning, critical reading and thinking</p> | <p>10. use background / prior knowledge about the topic or subject matter of a reading selection to help with the meaning of a text</p> <p>11. distinguish between new and given information in a text and make relevant connections between this information</p> <p>12. make meaningful connections between bits of information that are widely separated in a text</p> <p>13. use strategies to monitor their understanding of the texts that they read</p> <p>14. use strategies before, during</p> | <ul style="list-style-type: none"> ▪ Before reading engage students in discussions about the topic of a reading selection to get them to predict what might happen in the text. Through the use of queries help students to use their own background knowledge and experience to construct the meaning of a text. ▪ Use queries during reading and help students to query elements presented in a text to help them make important connections among the events and construct meaning. ▪ Review strategies that the students have learned and introduce new strategies that they can use before, during and after reading to help them understand what they read. For example, let them: <ul style="list-style-type: none"> -slow down their rate of reading at difficult parts - re-read sentences and sections of the text | <ul style="list-style-type: none"> ▪ Charts to show some of the strategies that you are teaching. E.g. use the charts (developed in Grade III) to review QARs. ▪ A good selection of supplementary reading material for the class reading centre: stories, pictorials including some comics, children’s magazines and a range of graded fiction and non-fiction books. ▪ Writing materials, pens, pencils, crayons, writing and drawing paper |

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| | <p>and after reading to construct the meaning of a text</p> <p>15. use features of a text to access additional information and get clarification about a text</p> <p>16. evaluate and make judgments on the basis of implicit information encoded in a text</p> <p>17. show increasing understanding of the ways in which writers use language to try to influence their readers to a particular point of view</p> <p>18. refer to relevant sections of a text to verify / confirm their answers to questions asked about it</p> <p>19. identify the intended audience in a text and in the writing of their classmates</p> | <p>to make appropriate connections and to</p> <ul style="list-style-type: none"> - make meaningful substitutions, synonyms and antonyms in particular contexts to figure out meanings - ask themselves questions about the text as they read - use pictures and other visual clues as an aid to understanding the meaning of what they read - use their knowledge of print conventions, e.g. paragraph units, punctuation, information given in parenthesis, restatements - use sentence connectives, cohesive and transitional markers to determine the relations between sentences and paragraphs and ideas presented in a text - use specific text features such as graphics, diagrams, charts, illustrations, the table of contents, the glossary, index, endnotes and appendix to get clarification about sections of the text - use definitions, restatements, synonyms to figure out word meanings in context. <ul style="list-style-type: none"> ▪ Model some of the strategies for students, for example the use of queries as they read. Use ‘think alouds’ so that they can see the thinking process that you use as you try to figure out the meaning of a particular part of the text and try to make inferences about it. ▪ Link reading with writing activities. For example, have students write down their reaction / response to a particular event in a | <ul style="list-style-type: none"> ▪ Large sheets of paper for charts, story maps etc. ▪ A tape recorder, headphones and tapes of selected reading material for use by students to listen as they read along in some individual sessions ▪ All the resources listed under Section C- 1 for Grade III. |

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| | | <p>story or to a character or to something specific that a character has done. Their writing can be used as a launching pad for further discussion or it can follow class discussion.</p> <ul style="list-style-type: none"> ▪ Let students write sentence summaries of informative paragraphs to help them distill the main point of it. Discuss their summaries and use them to extend their understanding of what they read. ▪ Continue to encourage them to use Question and Answer Relationships to get at explicit and implicit meaning in a text. [Refer to the activities suggested under Section C-1, page 35 ff for Grade III] ▪ Use graphics like a story grammar to help students map out the structure of a story. Have students work in small groups or individually to find the information in the book they are reading to complete a blank story grammar [i.e. fill out the information about the setting – where the story takes place, the plot – the main events in the story leading up to and after the climax; identifying the climax - characters etc.]. See the Teachers’ Guide for an example] ▪ Review strategies learned in Grade III [See Section C – 1 p. 35 ff above] ▪ Have students write down some questions they would like to ask the author of a text if they had the opportunity. Discuss these questions with the student in a whole class activity or in conference. ▪ Have reading conferences with individual | |

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| | | <p>students in which you monitor their reading and understanding, take running records (see Teachers' Guide) of their reading give them feedback and check their readiness to move on to more challenging reading materials.</p> <ul style="list-style-type: none"> ▪ Let students use the strategies that they have learned as they read materials from subjects across the curriculum. Help them to see the connectedness of the learning experiences. ▪ Link with several writing activities. Have students write short book reports about the books that they have read. Encourage silent independent reading every day and also set up shared reading sessions. | |
| C – 2. Responding to Literature | <ol style="list-style-type: none"> 20. infer the traits and motives of characters in stories, plays 21. read and interpret descriptions in a text to determine the atmosphere or mood created by a writer 22. express a personal response to a book that they have read 23. express a personal response about the actions of one or more characters and speculate about their own likely behaviours in similar situations 24. reflect on their own experiences and knowledge about self to enrich their understanding of characters in a text | <ul style="list-style-type: none"> ▪ Review with students the terms used for referring to narratives: plot, character, setting etc. ▪ Read the descriptive sections that create the setting of the story. Help students to see how the choice of words (that appeal to the senses) help to create the atmosphere for a story. Set up small group activities in which students work with one or two paragraph from a book that give information about the setting, and find the words and phrases that appeal to the senses. Have them draw columns on a page using each of the senses as a heading for the columns. Have them talk about the type of place that is described and its atmosphere. [This can be done for key sections of a text where the setting becomes important to the events and character actions]. Link with | <ul style="list-style-type: none"> ▪ Large sheets of Bristol board for creating the graphic organizers that twill be used as aids. ▪ A wide selection of reading materials: stories from the school library and other sources e.g. the resource centers in the Ministries (if applicable); poetry from different books suitable to the age group; short plays; autobiographies and biographies suitable to the age level. ▪ Multiple copies of books so that small groups can read the |

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| | <p>25. use their knowledge and experience to formulate questions about a text</p> <p>26. compare and contrast texts they have read or characters and themes in stories that they have read</p> | <p>activities in writing – students can write descriptions for the setting for their own stories. Link with vocabulary development to extend students’ vocabulary.</p> <ul style="list-style-type: none"> ▪ Set up shared reading sessions with small groups in which the students in the group talk about the same book they have read. Use the time to work with the group as they read sections of the book and give support as they discuss it. Allow individuals to share the reports they have written about the book and let other members of the group give feedback. Use these sessions to help students deepen their understanding of the material that they read. ▪ Use some of the graphic organizers to help students organize information about a text as preparatory work for discussing it or writing about it. The actual completion of the organizer can also be the main point of the discussion of a small group. For example, students can use the Venn diagram to compare two books that they have read or to compare two characters in a book or two main characters in two different books with similar themes. ▪ Have students work in small groups. Let them take a section of a story and write it out as a short script. Let them act out the scene. | <p>same book.</p> <ul style="list-style-type: none"> ▪ Word lists with words and their connotations that appeal to the senses. ▪ Some tape recorded stories for students who need some help to listen as they read along. ▪ A tape recorder with headphones for individual work. ▪ Access to a VCR and monitor for viewing of stories. ▪ Large sheets of card for pasting up lists, graphic organizers, children’s stories, poems and illustrations. ▪ A drama corner or access to a school center with costumes for use in scripted play presentations. ▪ Materials for drawing, painting and writing. ▪ A dictionary and a Thesaurus. ▪ Selected resources listed for |

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| | | <ul style="list-style-type: none"> ▪ Before reading a book have students read the title, and the blurb at the back to make some predictions about its content. ▪ Get students to continue to use different ways of responding to the literature that they read. For example: <ul style="list-style-type: none"> -representing scenes, characters, events in pictures, drawings, paintings -writing one or more scenes in dramatic form and acting out -map out the structure of the story using a story grammar or other suitable graphic organizer -making a time line of the events in a particular story -represent the main events of a story in a series of pictures -writing different types of responses to the text – e.g. selecting imaginative topics as the subject for writing - <i>If I were the character in that situation I would</i> ▪ Link the reading of literature with writing in different ways, for example have students write a blurb for / book report on the book they have just read. Have them imagine what might happen in a sequel to a particular story and write it. | <p>Grades II and III.</p> <ul style="list-style-type: none"> ▪ <i>Teacher as a resource to:</i> <ul style="list-style-type: none"> - create activities that help students develop an appreciation for literature -guide students in their selection of reading materials - model useful reading strategies for students |

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| | | <ul style="list-style-type: none"> ▪ Bring in a range of different literary materials for the children to read. E.g. poetry, stories, autobiographies (suitable for the age group), short plays. Link their reading of these texts with other activities in other domains such as drama – one of the plays can be acted out and used as entertainment for parents on open day – create class collections of poems and stories with the students’ illustrations (Link with Art and Craft); different types of writing, e.g. letter writing where a student imagines himself or herself to be a particular character who writes to another character about a particular event in the story. ▪ Select one or two good videotaped versions of stories that the students have read, for viewing. As an after viewing activity let them work in small groups to compare the book with the video presentation – e.g. what was omitted or added to the video and how it affected the story told in the book. ▪ Use opportunities to get students to see the connectedness between the domains and the relationship between the language arts and other subjects across the curriculum. | |
| D. Vocabulary Building and Spelling | 27. achieve ownership of new words that they learn at the Grade IV level by applying the vocabulary building strategies that they learned in the earlier | <ul style="list-style-type: none"> ▪ Continue to have students use their Word Banks for listing new words that they encounter in their reading, for writing down the meanings of these words, for writing sentences that exemplify the appropriate use | <ul style="list-style-type: none"> ▪ A good dictionary. ▪ Large sheets of paper or Bristol board for writing up suffixes and lists of words. |

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| | <p>grades</p> <p>28. use contextual clues such as definitions, explanations provided in parenthesis, restatements, synonyms, antonyms to determine the meaning of unknown words that they encounter in their reading</p> <p>29. use a dictionary and thesaurus to clarify the meanings of new and unusual words that they are unable to figure out through inspection of contextual clues</p> <p>30. use their learning in subjects across the curriculum to develop specialized vocabularies and to use these productively in school work</p> <p>31. recognize and spell the following suffixes and words in which they occur: -al, -ic, -ary, -ive, -ible, -able, -tion; -sion, -hood, -ment, -ness. -ship; -ance, -ence etc.</p> <p>32. add parts to words to create compounds</p> <p>33. identify and classify words that have common roots</p> <p>34. link with grammar lessons showing how suffixes can</p> | <p>of these words and to use the Word Banks as a resource in their own reading and writing. Let students make entries of new words that they encounter in other subjects also.</p> <ul style="list-style-type: none"> ▪ Review the word <i>suffix</i> with the students and ascertain that they understand it and can recognize a suffix when they see it. During a whole class reading activity have students look for words with selected suffixes [select two or three of a related type in a given session]. Use large sheets of Bristol board or flip chart paper for listing the words that they find during their reading over a period of time. Divide the sheets into columns and write a suffix in each column at the top of the page. Let the students add the words in the appropriate column. Children can also create their personal lists in their Word Banks. ▪ Use a session during which the children can do dictionary work and look for five or six examples of words that use the suffixes under consideration at a given time. ▪ Select some of the words from the lists that the class has collected. Have the students play the <i>Affixing the right suffix game</i>. Write down the root words for the words but leave out the suffixes. The object is to get the students to use the right suffixes for the word and then make up one or two sentences in which they use the word correctly. Let them work in | <ul style="list-style-type: none"> ▪ Cards with suffixes that students use to build words in whole class activities. ▪ Separate cards with root words and suffixes for use in the game. ▪ Large sheets of flip chart paper or Bristol board for writing up lists (the former might be more economical for the purposes suggested in this section). ▪ The resources listed under Section D for Grade III. |

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| | <p>change word class</p> <p>35. spell words that have common letter strings but different pronunciation</p> | <p>small groups and let each group make a bid for three suffixes after they have inspected your list on the board. Students work with these suffixes to complete as many of the words as they can and to make up sentences. Allow a fixed time for the game. Groups get one point for every proper word [i.e. for every root to which a suffix has been applied correctly] and one point for every sentence that is well-formed and in which the word has been used correctly. Groups with the most correct words and sentences are winners. During the game remove the lists from the display section of the classroom. A good set to include in a game would be those that cause a lot of confusion in spelling such as –ible, –able and –tion, –sion. You could also include others in other games.</p> <ul style="list-style-type: none"> ▪ Select letter combinations that are the same but have different pronunciations, e.g. –ough [as in the words tough , cough, trough, plough]; ou [as in hour, four, could, mourn etc.] Use a dictionary to find other strings [e.g. au, ow, ai etc. for use in other sessions]. Have students find words that have the letter string combinations that you are focusing on in the lesson. Go over the pronunciation of the words and help them to identify the pronunciations that follow the same patterns and those that do not. Link with spelling. | |
| E. Reading and writing connections | 36. respond to the materials that they read in various ways | <ul style="list-style-type: none"> ▪ Organise activities that help students to see the connection between reading and writing. ▪ For example, after a student has read a poem | <ul style="list-style-type: none"> ▪ Reading logs for recording the books that they have read ▪ A good selection of reading |

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| | | <p>and it had been discussed, they can write a poem of their own or they can write about their response / reaction to the poem that they read. They could write a letter to a family member or friend telling them about a book that they read and suggesting some reasons as to why the friend might like to read the book. They can pretend to be one of the characters in the book and write about a particular event in the book [extending the action in a way that the author might not have done]</p> <ul style="list-style-type: none"> ▪ See also the activities listed under the corresponding section for Grade III. Adapt and use as needed. ▪ Have students write blurbs for the books that they read. | <p>materials.</p> <ul style="list-style-type: none"> ▪ Writing materials. ▪ All the resources listed in the foregoing sections. |
| F. Attitudes and Interest | <p>37. share their book reports with their classmates, teacher and other chosen audiences</p> <p>38. show enthusiasm for searching out reading materials for different purposes</p> <p>39. use a range of resources to seek out information that they need and use books as a major resource of information</p> <p>40. talk about their favourite books</p> <p>41. engage in uninterrupted sustained silent reading every day</p> | <ul style="list-style-type: none"> ▪ Have children make good, judicious use of the dictionary as a reference. ▪ Provide opportunities for sharing. Let students take turns in small groups to talk about what they have read with others. ▪ Have the students write an account about a book that they have read and make an oral presentation to the class. Other students should be prepared to ask questions. ▪ Use known strategies to develop their fluency in reading. | <ul style="list-style-type: none"> ▪ The idea of the author's chair is relevant in the reading programme as in the writing programme. Let individual students have a go at presenting to the entire class about a book that has been read. ▪ <i>Teacher as a major resource to:</i> <ul style="list-style-type: none"> - help students develop speed and fluency in reading - gain confidence as readers - set new targets for reading |

III. General Outcomes for Writing

By the end of Grade IV students should be able to apply with success all the learning outcomes learned in the earlier grades and, in addition, they should be able to:

1. show greater control in writing different types of text
2. write for a wide range of purposes introduced and practiced in Grades 1 through IV
3. express themselves with increasing clarity, fluency and correctness in the use of language
4. show increased mastery over the conventions and mechanics (technical aspects) of writing
5. show increased mastery over the grammar of Standard English and use a greater variety of sentence patterns in their writing
6. make good use of process strategies in planning, writing, revising, proofreading and editing their compositions
7. identify differences between Standard and non-standard varieties of English
8. participate with confidence in conferences with teacher and sharing sessions with classmates
9. show positive attitudes to writing

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| <p>III. Writing</p> <p>B. Writing for different purposes</p> <p>A – 1. Writing for self / for personal pleasure and enjoyment</p> | <ol style="list-style-type: none"> 1. show mastery over the writing concepts learned in earlier grades 2. use various forms of writing for personal purposes: <ul style="list-style-type: none"> - diary entries - journal entries as resources for writing - friendly (and more formal) letters - lists, notes and short messages 3. use personal resources for writing, e.g. observations, reading, conversations / talking to others, reflection | <ul style="list-style-type: none"> ▪ Review the use of the journal as a resource for writing. Have students visit a particular place or tie in with one of the planned field trips. Let them take their notebooks (journals) with them. Before going on the trip explain to the students that they may later have to write about this trip and they should make notes based on their observations, on their conversations with people and from what they might read about the place. Ask them to jot down notes in their journals to record their various observations. Before setting a writing assignment you can discuss individual’s journal entries and talk with students about the ways in which the student plans to develop the composition. Give guidance and support. Encourage students to use the journal regularly to write down their observations and ideas that they could use for writing later on. Link with trips planned for other subject areas. Tell students they can use their journals for taking notes related to other subjects and use hem to write expository [informative and explanatory compositions] ▪ Have students use reflection as a stimulus for writing. For instance, ask them to think about a day when things went wrong or a day when they learned an important lesson, or let them select an event in their lives that they can reflect on and want to write about. Stress the importance of quiet time in the classroom as everyone tries to think about the events. Tell students they can make notes in their journals | <ul style="list-style-type: none"> ▪ Note books for use as writing journals. ▪ Charts for showing different letter formats. ▪ Planned field trips organized for language arts and other subjects. ▪ Brochures on places of interest. ▪ Review charts showing the structure of an expository paragraph. Charts [Paragraph person / cluster / tree diagram] showing relationship of subordinate details to main idea. ▪ Large sheets of paper and card for charts. ▪ Writing and drawing materials. ▪ Chart showing simple outlines and organizing clusters. |

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| | | <p>or they can jot down ideas on a sheet of paper. Let them start organizing their notes by using one of the writing strategies for shaping a composition [e.g. use of clusters, short sentence outline, listing points, free writing]. Have students use process approaches to work on their compositions during allotted class time and for homework. Allow for sharing, feedback by teacher or classmates, revision and editing. Link with lesson on point of view in story, helping students to use the first person (“I”) to tell their stories. Link with grammar lesson on personal pronouns.</p> <ul style="list-style-type: none"> ▪ Use project work and other planned events by the class to give students the opportunity to learn the format for and to write more formal letters of invitation and thank you. For example, to invite a visitor to give a talk to the class; then to thank the visitor. To ask for support for a class sponsored project or event etc. | |
| <p>A – 2 Writing for others – A – 2.1. writing for chosen audiences and for communication with others</p> | <ol style="list-style-type: none"> 4. decide on an audience for their writing 5. use different text types based on their purposes for writing 6. write different types of letters: invitation, thank you, apology, sympathy 7. write clear instructions and directions 8. write clear messages and notes intended for others | <ul style="list-style-type: none"> ▪ Review letter formats from Grade III. ▪ Structure creative writing activities around reading. For example, use a poetry reading as a stimulus for students to have a go at writing a poem. ▪ Extend the types of writing students are asked to do, e.g. tie their writing tasks to reading,. Let them write stories, set up skit / play writing as a group activity. ▪ Link with oral work [See Sections under Listening and Speaking, pages 73 – 84] ▪ Use maps as stimuli to get students to write clear directions. First review the use of | <ul style="list-style-type: none"> ▪ Selections of creative writing, poems, short stories etc. ▪ Real audiences for letters through planned project work developed in thematic units. ▪ Enlarged sections of local or other maps; drawings of maps; for use as stimuli in writing directions. |

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| | | <p>deictic (directional) words and phrases [e.g. on the right, north of X; on the left of, opposite Y, adjacent to, etc.] and ascertain that students understand them. Go through some sample situations using the maps with the class as a whole group. Link with oral activity in which students work in pairs and work out directions using simple indications; e.g. Mr. Jones wants to take his pig to the slaughter house on the waterfront. He lives at Valley Farm on Rickety Street on the outskirts of the village. Give Mr. Jones directions to get to the slaughter-house by the shortest route possible. [The instructions can be varied]. Get students to write down directions. They exchange papers with partners for feedback before revision and editing.</p> <ul style="list-style-type: none"> ▪ Adapt activities from Grade III as needed and see Teachers' Guide for examples of additional activities. ▪ Link with Arts and Crafts / Cookery (Home Economics) activities to provide authentic situations for students to learn formats for giving instructions. | |
| A – 2.2. Writing for school purposes | <p>9. show mastery of the outcomes listed for Grade III</p> <p>10. develop a paragraph from a topic sentence</p> <p>11. use main idea and supporting details effectively in the organization of a paragraph</p> <p>12. use first and third person point</p> | <ul style="list-style-type: none"> ▪ Revise outcomes from Grade III as needed and continue to help students develop skill areas in their writing. ▪ Link with reading and use sample informative and explanatory texts for critical reading and discussion to help students become aware of the features of these different types of writing. Use graphic organizer to help students organize their ideas before writing. Provide the opportunity for feedback before they | <ul style="list-style-type: none"> ▪ Material from other subjects, e.g. recipes from Cookery, How to explanatory texts from Arts and Crafts, Experiments from Science as illustrative texts for explanatory and informative writing. ▪ Pictures in series with actions clearly indicated in each frame |

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| | <p>of view to tell a story</p> <p>13. use dialogue in a story</p> <p>14. write a report of a simple experiment</p> <p>15. write descriptions of objects, a favourite place, a favourite character</p> <p>16. write paragraphs that give explain a process and give information about selected topics</p> | <p>prepare a final copy of their composition.</p> <ul style="list-style-type: none"> ▪ Get some large frames of pictures in series for use as stimuli to get students to write reports. First have students talk about what is taking place in the pictures. Help them to focus on the sequence of the actions. Allow individuals to write a paragraph in which they report on the events that are depicted in the pictures. ▪ Use opportunities of events in school which the children attend as stimuli for report writing. Link with lesson on fact and opinion / belief. Again provide opportunities for conferencing, feedback from classmates and revision and editing by students. ▪ Use experiments from a Science lesson to teach students how to write a process paragraph. Get them to focus on the steps in which the experiment is done and let them ▪ Review concepts on selecting words that appeal to the senses in describing objects, places etc. Use good examples from children’s portfolio from Grade III if they are available and if there are good examples that can be used as teaching points. Link as vocabulary building activity. Write down a list of synonyms for selected words. Have students check their meanings. Have them select the one that conveys more precisely the action or quality of expression. [Example list: laugh – chuckle, snigger, guffaw, etc.] | <p>for use as stimuli for simple reports.</p> <ul style="list-style-type: none"> ▪ Examples of experiments from the Science class to help students write paragraphs that describe a process. ▪ Cardboard or Bristol board for pasting up lists with examples etc. Ticky tack to paste up, glue, markers etc. ▪ |
| B. Using process strategies for shaping their writing | 17. use process strategies learned in earlier grades to plan, write, revise and edit their compositions | <ul style="list-style-type: none"> ▪ As a whole class activity use brainstorming as a strategy to get students to generate ideas for writing. As they come up with ideas write them on the board. Have students work on | <ul style="list-style-type: none"> ▪ All the resources listed for this section for Grade III. ▪ Checklists of questions for |

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| | <p>18. use a variety of resources for ideas for writing compositions</p> <p>19. use a simple sentence outline to plan a composition</p> <p>20. change the original plan based on how the composition shapes up during writing</p> <p>21. select an appropriate title for original compositions</p> <p>22. revise their writing to improve sentences of more varied structure [link with grammar – sentence combining]</p> <p>23. use a checklist as a guide to revise, proofread and edit their own writing</p> <p>24. write a comment to provide feedback to a classmate on his/her writing</p> | <p>their own to generate further ideas and extend the ones written on the board. Let them use one of the strategies for organization that you have taught. Allow them enough time to get their ideas down and the composition so well on its way that it can be completed without difficulty later. Allow some sessions in which students write out the entire composition. Then let them work on the revision and editing later on.</p> <ul style="list-style-type: none"> ▪ Provide opportunities for sharing. Have students work in pairs or small groups for reading each other’s work and for giving helpful comments. Use checklists that indicate key features that they should look for in rereading and revising their own work and in reading the work of others for the purpose of making comments. Checklists could be made available in a folder in the classroom or students can write up their lists in their journals or note books. ▪ Organise conference sessions with individual students to check their work and to give helpful support. ▪ Introduce the ‘author’s chair’ to give individual students a chance to share their work with the whole class after they have revised it. ▪ Link with grammar. Teach students how to combine sentences to create varied sentence patterns [complex, compound] in their compositions. Make up a list of connectives and subordinators that students can use for combining. Incorporate some grammar work | <p>students to review their own work for correctness before submitting it.</p> <ul style="list-style-type: none"> ▪ Charts illustrating various graphic organizers for shaping their writing into a composition. ▪ Access to a computer (in class or the school lab) and software for giving additional practice and guided support with writing. ▪ Materials for illustrating completed work. Paints, coloured pencils, etc. |

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| | | <p>into the writing process so that it is related directly to the students' needs.</p> <ul style="list-style-type: none"> ▪ Give the students an opportunity to “publish” the best work of the class. Let students use their portfolios to select one or two compositions that they would like to have in the collection. [Link with Art and Craft to compile the booklet(s)]. Display for parents or other visitors to the classroom / school. | |
| C. Using appropriate writing conventions | <p>25. show mastery of the writing conventions learned in earlier grades</p> <p>26. write legibly and show more consistent control of handwriting</p> <p>27. punctuate sentences using the following marks orrectly, the full stop, use of a capital letter after a full stop, question mark and exclamation mark; capital letter for a proper noun, comma</p> <p>28. use of inverted commas to show use of dialogue in stories</p> <p>29. write legibly and with control in shaping handwriting.</p> <p>30. use the apostrophe as a possessive marker</p> <p>31. show greater control of the paragraph as a way of organizing text</p> | <ul style="list-style-type: none"> ▪ Review the use of the punctuation marks in the context of revision of written work. Adapt, as needed, activities and games used in earlier grades. ▪ Guide students during conferences to assist directly with individual weaknesses. Group students with the same error types in their writing and teach mini lessons to cover the essential points of usage. ▪ Give students a list that they can use to check their own work until they achieve ownership of the concepts. ▪ Allow students who make a particular error review a particular concept for the purpose of explaining it to a classmate. | <ul style="list-style-type: none"> ▪ Support material in the form of charts for review and checking of concepts. ▪ Small group games to reinforce use of concepts. ▪ Material for paired and small group work for peer teaching. Make charts available for students' use as they make their explanations. ▪ Incorporate instruction in projects that involve collaborative group work and provide opportunities for weaker students to benefit from interaction with students who are more and less able. |

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| D. Vocabulary use and Spelling | <p>32. show mastery of all the outcomes learned in earlier grades</p> <p>33. use and spell correctly u suffixes and words in which they occur</p> <p>34. select words carefully to convey the intended meaning in their writing</p> <p>35. choose prepositions, conjunctions[sentence connectives, linking words] for their exactness in showing the relationships between clauses in sentences. Link with activities in grammar</p> <p>36. spell words that have common strings of letters but are pronounced differently</p> <p>37. apply the principle of using suffixes to form new words to a larger number of root words</p> <p>38. make up more compound words than in Grade 3 and use them productively in speaking and writing</p> <p>39. use the strategies learned for spelling in earlier grades to spell new words</p> | <ul style="list-style-type: none"> ▪ Link activities with vocabulary building in Section D under Reading. Have students develop lists of words that use different suffixes [e.g. -dom, -some, -ance, -ence]. Have small groups do a dictionary search to find examples of words that use these suffixes. Use large cards with a root word on each and have a selection of suffixes in a box. Turn the large cards face down on the desk / table and have students pull a card each. Students then select a suffix from the box that can be used with the word. Students who form words correctly write a sentence to illustrate its use. ▪ As a vocabulary building exercise have students work with synonyms – groups that go together and with connotations. Link with revisions sessions in which they work on word choice in their sentences. Create charts with word families. ▪ Have small groups make up crossword puzzles with clues. Groups exchange puzzles and try to work them out. Let individuals have a go at making up puzzles also and let them exchange with a partner to solve the puzzle. ▪ Create a list of words with the same string of letters but with different pronunciation. Link with activities under Vocabulary building in the Section on Reading. ▪ Review the spelling strategies taught in Grade | |

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| | | <p>III. Select several words that students already know and have them extend their knowledge of these words to new words you present. Select words with similar patterns or that use the same rules.</p> <ul style="list-style-type: none"> ▪ Use a cloze exercise to get students to spell high-frequency words correctly. Select a passage from the thematic unit that the class is working on. Blank out groups of letters from the text. Ask students to spell the word by correctly filling in the missing letters. This activity can be used with small groups, individuals or the whole class. You can adapt it to game form to create interest for the students. You can also use it as an individual quiz. | |
| E. Grammar | <p>40. use personal pronouns correctly</p> <p>41. select the right preposition for the context</p> <p>42. use appropriate transitions between one paragraph and another</p> <p>43. distinguish between possessive its and the contraction it's</p> <p>44. to use irregular verbs in the past tense correctly [go, sleep, can, come]</p> | <ul style="list-style-type: none"> ▪ Review the suffix – ed ending for regular verbs. Put a list of regular verbs on the board and include examples of irregular verbs. Ask students to form the past tense to the verbs that take –ed by adding the suffix. Discuss answers that are incorrect. Ask students to form the past of the irregular verbs and write down correct answers. Make a short list of the irregular verbs. Ask students for examples of other verbs that are irregular [are not formed by adding – ed]. Have students give the past tense forms of the irregular verbs. Have them inspect the endings of the examples of irregular verbs to determine whether they can detect a pattern. Write down some of the present and past forms [e.g. take – took; blow – blew; sleep – slept; etc. | |

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| | | <p>ask students to find other examples that fit patterns like those. Have a prepared sheet with pre-printed sentence frames that use adverbials to provide a focus for present and past. Have the students use the sentence frames to write in the correct past form of the irregular verbs. [Example: Last year I <u>saw</u> many fish swimming in this pond; now <u>all I see</u> is weeds.] Select a set of different types of irregular verbs and create the frames [e.g. wear – wore; ring – rang; wind – wound; write – wrote; etc.] Students can complete the worksheet as a structured exercise. As a follow up activity ask them to go through one of the reading texts to find additional examples of irregular verbs. Have them draw two columns in their Word Banks and put in the present tense in one and the past forms in another. Have students write sentences to show present and past usage.</p> | |
| F. Attitudes and Interest | <p>45. show positive attitudes to writing</p> <p>46. persevere to complete writing tasks set</p> <p>47. show a willingness to participate in conference sessions with the teacher to discuss their writing</p> <p>48. show willingness to participate in sharing sessions with classmates</p> | <ul style="list-style-type: none"> ▪ All the suggestions listed above. | <ul style="list-style-type: none"> ▪ Selected resources listed for Grade III and in the for foregoing sections for Grade IV |

Assessment – Grades III and IV

In Grade III it is important to evaluate students' ownership of the concepts explored in the curriculum through different forms of assessment. The various forms of record keeping about the student that were used throughout the year, as well as the student's evaluation of his / her progress in all domains should therefore be considered in conjunction with the more formal assessments that are given in the form of quizzes, term tests and end of year promotional examinations. Indeed, the isolated test and the promotional examination should not be the only forms of assessment used to determine a student's readiness and capability to move on to a higher, more challenging level. The curriculum promotes a holistic and integrated approach and the forms of assessment used must be consistent with that approach. The principles of *time, choice, response, structure* and *community* which provided a framework for the integration of the curriculum can be explored in meaningful ways for the evaluation and assessment of student performance. Using these as underlying principles for assessment will ensure that:

1. the assessment procedures that are implemented are consistent with the curriculum
2. the methods that are used to assess are closely related to the day to day learning experiences of the students
3. student performance on a wider range of key outcomes from all the domains will be sampled, thereby allowing for a more comprehensive evaluation of a student's ability .

The principles are realized in the following concrete ways:

Time

- Learning experiences throughout the year
- Collection of anecdotal records by teacher
- Evaluation of specific activities in all domains by classmates
- Self-evaluation by the student
- Work samples in student portfolios

