COMMONWEALTH OF THE BAHAMAS

MINISTRY OF EDUCATION

AND TECHNICAL AND VOCATIONAL TRAINING

LANGUAGE ARTS

CURRICULUM GUIDELINES

GRADE 2

2022-2027

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PREFACE

To assist with the framing of the new Primary Language Arts Curriculum, several strategies were employed. The process began with a review of curriculum documents that were produced in various jurisdictions. These countries included Jamaica, the United Kingdom, the United States (Florida, Arizona, Illinois) Canada and The Bahamas (1982 and 1999 guides). The documents from these countries were examined to determine the composition of the curriculum teams, their rationale and philosophy, the level of integration of sub-goals, the design or format used for the Scope and Sequence as well as the Scope of Work. During the actual writing of the curriculum, additional documents from Scotland, South Africa and several other countries were referenced, in addition to the standards for the National Council for the Teachers of English and the Ministry of Education's Draft Standards and Benchmarks produced in 2001 by Dr. Linda Davis.

Opportunities were also provided for local stakeholders to provide input. Surveys were conducted with teachers throughout The Bahamas to ascertain what they wanted included in the new guides. A total of one hundred and sixteen teachers throughout The Bahamas responded. Discussions were also held with three classes of students in order to get their feedback on what they wanted to learn about and the types of learning activities that they enjoyed. Additionally, a focus group was conducted with members from the community that included business owners, parents and those who interact with students in after school clubs and sports.

This document was completed with the assistance of two sets of teams that operated several years apart. The core team consisted of seven primary teachers, one preschool teacher and a high school teacher. Also, providing feedback were representatives from the University of The Bahamas and the Ministry of Education's Examinations and Assessment Section. Opportunities were also provided for several of the Family Island teachers to submit content and activities through the Education Officers on their islands.

It is expected that, because of the comprehensive nature of the document, teachers will be able to spend less time engaged in research and lesson planning and more time focused on differentiating instruction in order to meet the needs of their students.

ACKNOWLEDGEMENTS

The revision of the 2022-2027 Curriculum Guidelines would not have been possible without the hard work and dedication of a number of committed teachers, officers, administrators, and community stakeholders. The Language Arts Unit is especially grateful to the Curriculum Team members who worked long hours to ensure that this document was completed. Special acknowledgement is given to the late Verona Seymour, who served as an Assistant Director of Education for the Primary Curriculum Section before she retired. She was an excellent Language Arts teacher, an outstanding Language Arts Officer, and a wise and supportive supervisor.

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MINISTRY OF EDUCATION

VISION

Our vision is for a Bahamian education system that will foster academic excellence and equip students with multiple literacies, enabling them to make meaningful contributions as nation builders who are globally competitive.

MISSION STATEMENT

The mission of the Department and Ministry of Education is to provide all persons in The Bahamas an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes and skills required for life, both in a democratic society guided by Christian values and in an interdependent and changing world.

BELIEF STATEMENTS

We believe that:

1. The learning environment should be student centered;
2. At each grade level students should acquire specific skills to prepare them for the succeeding grade level;
3. All students should have equal opportunity to learn based on their needs, interests and abilities;
4. Students should have opportunities to question, analyze, reason and make decisions as well as to develop self-confidence and greater freedom of expression;
5. All students should acquire essential survival skills enabling them to function well in society;
6. Technology should be integrated into content and instruction;
7. Content should be culturally relevant while still allowing a global perspective;
8. The methods used for assessing achievement should reflect the teaching and learning strategies employed in the curriculum;
9. Student success is integrally linked to parental involvement and community support;
10. Thinking, Speaking, Listening, Reading and Writing are equally important aspects of the Language Arts Programme and should be reinforced in all subjects.
11. The Language Arts Curriculum should expose students to a variety of literary forms which would equip them with the necessary skills to enjoy, appreciate and analyze these forms.

PROFILE OF THE IDEAL GRADUATE

The **principal objective of the Bahamian education system is to develop productive citizens capable of caring for themselves and contributing positively to the national development process**. Based on its consultation with stakeholders, the Ministry of Education has developed a profile for the ideal graduate. Among other qualities, the ideal graduate should:

- ✓ possess relevant knowledge in core disciplines/learning areas to be functionally literate;
- ✓ think critically, be an innovative problem solver and show initiative;
- ✓ demonstrate creativity and innovation;
- ✓ communicate effectively and collaborate willingly;
- ✓ demonstrate flexibility and adaptability;
- ✓ utilize social skills effectively;
- ✓ appreciate Bahamian culture and utilize the appropriate cultural skills;
- ✓ work productively and diligently with high level competency;
- ✓ guide and inspire others to do their best;
- ✓ have an appropriate awareness of the forces that shape and influence his/her life and surroundings;
- ✓ exhibit civic responsibility and display behaviours that benefit the wider community;
- ✓ appreciate his/her role in and responsibility to the local community, The Bahamas, the Caribbean Region, the Commonwealth of Nations and the world;
- ✓ demonstrate integrity and ethical behaviour at all times;
- ✓ possess digital literacy, appreciate the role of technology and innovation in national development;
- ✓ display skills and competencies that reflect career and college readiness;
- ✓ possess ability to work effectively in teams; and
- ✓ embrace his/her role as an environmental steward.

Adapted from: the Ministry of Education's ***Shared Vision for Education 2030***

RATIONALE

The Bahamas is said to enjoy a literacy rate of about 95%. This statistic is based on the number of students completing sixth grade. Although this does not speak directly to their levels of performance, it is paramount that the education our students receive at the primary level, lays a solid foundation on which successive grades can build. This will ensure that students are in a position to take advantage of opportunities to carve out a decent life for themselves and their families.

Language Arts focuses on the communication skills. During this particular period in our history, knowledge of the basic communication skills is essential to our survival as we experience the depersonalization of everyday services. More and more people are being pushed to use on-line services for the completion and submission of applications, to conduct banking transactions, to pay bills, to make travel arrangements, to access government services and so much more. Additionally, changes in technology demand that we move away from the traditional ways of communicating. Land lines, that only required listening and speaking skills for its use, have been replaced with smart phones and computers where we can communicate via WhatsApp, update our statuses, send emails, post digital resumes, read information on the internet, buy tickets, post to Facebook, create blogs, Snapchat, conduct and participate in meetings from anywhere in the world and so much more. All of this poses the question of what new ways of communicating will be developed next.

Although the answer to this question is unknown, there needs to be that confidence in our education system that students will be prepared to communicate effectively in spite of the changes that occur. Recognizing that the Language Arts skills are the foundation of all learning, the Department of Education's new Primary Language Arts Curriculum focuses on producing students who are not only independent learners and critical thinkers, but also students who possess the ability to communicate effectively in a rapidly advancing technological world. Students are encouraged to express themselves creatively, to collaborate and to problem solve as we work to achieve the United Nation's Sustainable goal 4, which speaks to ensuring "inclusive and equitable quality education for all..." By focusing effectively on the three core areas of **Oracy**, **Reading** and **Writing,** teachers will have the tools in their hands to equip students with the fundamental skills that they will need to become life-long learners and to navigate successfully in an ever-changing world.

DEFINITION OF TERMS

This document comprises several components. Below is a brief description of each.

Overarching Goal: defines the ultimate outcome of learning, and outlines the intended purpose of the curriculum document.

Sub-Goals: form the major contextual framework for instruction.

Standards: show what students should be able to do at the end of schooling at a particular grade level.

Benchmarks: show the level of progression for students at each grade level upon the completion of the year of instruction.

Scope and Sequence: shows the content to be covered for each grade level along with an indication of the level of proficiency at which students should be performing for each grade level.

Pacing Guide: shows the sequence of topics and estimated length of time that should be spent on each topic.

Scope of Work: provides the basic content that should be included in lessons along with suggested activities, assessments and resources.

OVERARCHING GOAL

Students will be able to comprehend and use language as they logically process spoken, viewed, and written information while skillfully conveying their thoughts and beliefs in various forms.

SUB-GOALS

1. Engage effectively in listening and speaking situations for different purposes and audiences and communicate using a variety of media.

2. Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) by using various comprehension strategies and literary skills.

3. Demonstrate competence in speaking and writing while skillfully applying grammatical and mechanical conventions.

ORACY STANDARDS AND BENCHMARKS

Sub-Goal 1: Oracy (Listening and Speaking)
Standard: Communicate thoughts and feelings by listening and speaking

Benchmarks for Grade 2

O.2.1 Demonstrate behaviours of a good listener.

O.2.2 Communicate personal information, needs and experiences.

O.2.3 Listen to various forms of literature for enjoyment and to recall information.

O.2.4 Tell a story in the correct sequence with specific details.

O.2.5 Ask questions, express feelings/opinions and share ideas.

O.2.6 Maintain a dialogue by taking turns initiating and responding to comments.

O.2.7 Speak clearly and audibly.

O.2.8 Use formal and informal language appropriately.

O.2.9 Provide and follow directions.

O.2.10 Use Standard English.

O.2.11 Use vocal characteristics and gestures that influence language.

O.2.12 Present simple oral reports.

Sub-Goal 2: Reading

Standard: Interpret developmentally appropriate printed and audio-visual materials, (including literary and informational resources) by using various comprehension strategies and skills.

Benchmarks for Grade 2

Phonemic Awareness

R.2.1 Understand that spoken words are composed of sounds which are represented by alphabetic letters.

R.2.2 Segment words into initial, medial and final sounds.

R.2.3 Produce rhyming words (onsets and rimes).

R.2.4 Substitute phonemes to make new words.

R.2.5 Identify environmental print.

R.2.6 State letter/sound relationships.

R.2.7 Identify initial, medial and final sounds of spoken words.

R.2.8 Blend sounds (phonemes) to make words or syllables.

R.2.9 Match oral words to printed words.

Phonics/Spelling

R.2.10 Apply the alphabetic principle (letter/sound correspondence).

R.2.11 Match short and long vowel sounds to appropriate letters.

R.2.12 Read at least 200 sight words and high frequency words.

R.2.13 Identify common word patterns e.g. CVC, CVCE, CVVC, CV.

R.2.14 Blend consonant-vowel sounds to make syllables or words.

R.2.15 Identify the number of syllables in words.

R.2.16 Associate the correct sounds with initial, medial and final consonant blends.

R.2.17 Decode words with consonant digraphs in initial, medial and final positions.

R.2.18 Write contractions.

R.2.19 Add inflectional endings (with or without spelling changes).

R.2.20 Alphabetize a list of words using the first and second letter.

Fluency

R.2.21 Use punctuation marks to aid reading.

R.2.22 Read aloud a variety of texts with appropriate pacing, intonation and expression.

R.2.23 Read at a fluency rate of 75- 90 words per minute.

Comprehension

R.2.24 Use different features to assist in understanding the story.

R.2.25 Identify elements of a story, i.e. character, plot and setting.

R.2.26 Tell events in the correct sequence.

R.2.77 Use context clues to determine the meanings of unfamiliar words.

R.2.28 Classify words, objects and events.

R.2.29 Demonstrate understanding of a story by stating the main idea(s) and supporting details.

R.2.30 Distinguish between fiction and non-fiction.

R.2.31 Differentiate between fact and opinion.

R.2.32 Compare and contrast pictures, objects, people and events.

R.2.33 Make inferences.

R.2.34 Identify and predict cause and effect.

R.2.35 Draw conclusions.

R.2.36 Identify the author’s purpose.

R.2.37 Make judgments.

R.2.38 Relate common proverbs.

Sub-Goal 3: Writing (Handwriting, Grammar and Usage, and Composition Writing)

Standard: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Benchmarks for Grade 2

Handwriting

W.2.1 Form lower and upper case manuscript letters using two lines.

W.2.2 Space letters and words appropriately.

W.2.3 Write personal information.

W.2.4 Write numbers 0-9 using two lines.

W.2.5 Write dates correctly.

Grammar and Usage

W.2.6 Write complete sentences (telling, asking and exclaiming).

W.2.7 Use capitalization rules correctly (first and last names, first word in sentences, proper nouns and the pronoun I.

W.2.8 Use the correct end marks in sentences.

W.2.9 Identify common and proper nouns.

W.2.10 Form plurals by adding ‘s’ to words.

W.2.11 Use pronouns in place of nouns.

W.2.12 Identify action verbs.

W.2.13 Use the correct verb tense to show past and present actions and states.

W.2.14 Write sentences using correct subject and verb agreement.

W.2.15 Use adjectives to describe nouns or pronouns.

W.2.16 Use prepositions in sentences.

W.2.17 Identify homophones.

W.2.18 Use conjunctions to join words or phrases.

W.2.19 Write compound words.

W.2.20 Provide antonyms for given words.

W.2.21 Provide synonyms for given words.

W.2.22 State the correct gender nouns for animals.

W.2.23 Provide the names for collections of animals.

W.2.24 Identify the simple subject and predicate in sentences.

Composition Writing

W.2.25 Use declarative and interrogative sentences to write about personal experiences, stories or provide explanations.

W.2.26 Plan by writing key ideas.

W.2.27 Group ideas together.

W.2.28 Sequence stories/ideas in the correct order.

W.2.29 Expand and rearrange simple and compound sentences.

W.3.30 Use descriptive words in writing sentences, to provide vivid images and develop the characters.

W.2.31 Compose simple poetry.

W.2.32 Design an invitation for an event.

W.2.33 Provide simple written directions with pictures about how to make something.

W.2.34 Produce picture reports with labels and short descriptions/informative sentences.

W.2.35 Proofread and edit written work.

TEACHING FROM THE LANGUAGE ARTS CURRICULUM

1. It is expected that the Language Arts Curriculum will guide classroom instruction. To ensure standardization, teachers should familiarize themselves with its contents and should refer to it often as they plan their lessons.
2. Teachers should look for opportunities to integrate skills across the Language Arts strands and the content area subjects and have students authentically apply these skills in both the physical and virtual contexts.
3. The Language Arts Curriculum should also be supported by a learning environment where students' curiosity and senses are continually piqued through stimulating discussions, challenging questions, physical and virtual fieldtrips, exposure to a wide variety of reading materials, interactive and attractive instructional charts, challenging games, interactive learning centers, etc.
4. Standards and Benchmarks are supplied for each grade level in order to provide teachers and parents with a guide for what students are expected to be able to do after a year of instruction at a particular grade level. This information should be used to monitor students' progress throughout the year.
5. The **Scope and Sequence** identifies the content and skills to be covered for each grade level. It also provides an indication of the level of proficiency at which students should be performing. Once students have become proficient in a particular area, teachers should find ways to continually reinforce their learning.
6. As teachers plan their lessons, some of the objectives in the Scope and Sequence may need to be adjusted in order to make them developmentally appropriate. The objectives state what students should be able to do at the end of the course of study. Teachers should be guided by the content which indicates what students should know or be able to do.
7. The Language Arts Curriculum is divided into three sub-goals: **Oracy** (Listening and Speaking), **Reading** (Phonemic Awareness, Phonics/Spelling, Fluency and Comprehension) and **Writing** (Handwriting, Grammar and Composition Writing).
8. Many of the topics in the Language Arts Curriculum are repeated from year to year. Each successive year builds on the previous one with more depth to the content and rigour in the activities. The suggested activities are divided into three categories: **basic**, **intermediate** and **advanced**. Depending on the level of their students, teachers can

access content and activities at their grade levels or other grade levels if they find it necessary to do so, in order to meet the needs of their students.

9. Currently, there are no periods allocated on the timetable for **Listening and Speaking** and **Reading Fluency**. Teachers are asked to incorporate the objectives from these areas as part of their morning routines as well as to integrate them into the other Language Arts sub-goals and across the content area subjects. A range of opportunities should be provided for students to practice what they have learned in a variety of settings and with various audiences. They should engage in collaborative conversations with partners as well as in small and large group settings. ZOOM, TEAMS and other virtual platforms make it possible for conversations and collaborative projects to be organized with students in other schools, districts, islands and other countries, once the necessary safety protocols have been put in place.
10. Efforts should be made to improve reading fluency rates through guided reading and one-on-one sessions with students. Records of students' oral reading progress should be kept and maintained.
11. There are some Language Arts skills that are connected to more than one of the sub-goals. In order to avoid duplication in the curriculum document, skills generally appear only once in the areas where they can be best applied. It is expected that once skills are taught, students will be encouraged to incorporate them across the strands and that they can be assessed across the Language Arts curriculum.
12. Students should be taught the Language Arts skills in the context of relevant/appropriate literature. This particularly refers to reading and written composition where the focused skills and techniques should be highlighted. Students are to be exposed to different types of literature as the various Language Arts skills are taught through teacher read-alouds and independent readings. Below is a list of suggested reading for each grade level.

    Grades 1 and 2 – Nursery Rhymes, Fairy Tales and Bahamian Fables
    Grades 3 and 4 – Bahamian and Caribbean Stories and Poems, Mysteries, Classics and Biographies
    Grades 5 and 6 – Classics, Myths, Historical Novels and Science Fiction

13. Reading strategies should be utilized to assist students in navigating texts. They should be utilized before reading, during reading and after reading.

14. Comprehension skills should be taught moving from the concrete to the abstract.

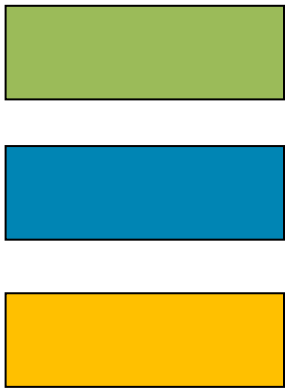
Visual ⟶ Listening ⟶ Speaking ⟶ Reading ⟶ Writing

Introducing the skills in this manner means that students who may be challenged in the area of reading still have opportunities to understand the skill by seeing it demonstrated visually (through the use of pictures, video clips, etc.), aurally (through songs, audio clips, short reading passages) and orally (through classroom discussions as students connect skills to their everyday experiences). Once this is done, students should be ready to tackle the skill in a reading exercise. A way of testing to see if students have mastered the skill is to have them incorporate it in a writing exercise. This will give them an opportunity to apply what they have learnt. Students who are able to apply reading skills, would be operating at the higher levels of Bloom's taxonomy. Following this method of teaching the comprehension skills will ensure that listening comprehension is always incorporated into the teaching of the reading skill. This would avoid teachers having to provide listening drills in preparation for the sitting of the GLAT exams.

15. **Grammar**, **Spelling** and **Handwriting** are tools to be used to improve students' writing and are not to be taught as ends in themselves. Practice exercises should be provided to reinforce skills taught in Grammar, Spelling and Handwriting; however, the application of these skills should be emphasized in students' composition writing and in the case of Grammar, where applicable, in their speech as well. When scoring students' writing, exercises should only be scored for what has been taught. Teachers should develop a running checklist. Each week the number of items on the checklist should increase as new skills that have been taught are added. The taught items on the checklist should be continually reinforced. By the end of the school year, a sizeable checklist should have been generated. Students should be aware of what is contained in the checklist and should be encouraged to use it to assess their own writing before it is even submitted for marking. Students' writing should be marked for **content**, **mechanics** and **handwriting/presentation**. Handwriting: grade one students should begin writing utilizing three lines until their fine motor skills are more developed and their letter formations are correct. During the third term of grade two cursive handwriting can be introduced if students are ready. It is expected that cursive handwriting will be formally taught in grade three.

16. Weekly Spelling lists should include **words that demonstrate the focus skill**, **words from other subject areas**, and words from the grade level **word list** included in the appendices of this document.

Scope and Sequence



Oracy (Listening and Speaking)

Reading

Writing

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Objectives 1.1 – 1.8 should be integrated into the teaching of all lessons when appropriate to do so.

Listening and Speaking Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1.1	Display the characteristics of a good listener.	B	D	D	P	R	R
1.2	Articulate personal information, needs, experiences. understandings and opinions.	B	D	D	D	P	R
1.3	Perform multi-step oral instructions.	B	D	D	P	R	R
1.4	Use appropriate protocols, speech and body language when speaking to others.	B	D	D	D	D	D
1.5	Display proper etiquette while communicating across various digital platforms (voice or video calls).	B	D	D	D	P	R
1.6	Use Standard English and dialect expressions appropriately.	B	D	D	D	D	D
1.7	Employ key vocabulary/phrases that good communicators use.	B	B	D	D	D	D
1.8	Speak clearly, audibly and with appropriate volume and pacing.	B	D	D	P	R	R

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Phonemic Awareness Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.01	Identify their given names in print.	B/D	P	R	R	R	R
2.02	Identify common words in the environment.	B	D	D	P	R	R
2.03	Understand that spoken words are composed of sounds which are represented by alphabetic letters.	B/D	D	P	R	R	R
2.04	Distinguish between upper case and lower case letters	B/D	P	R	R	R	R
2.05	Identify letter/sound relationships.	B/D	D	P	R	R	R
2.06	Segment words into initial, medial and final sounds.	B/D	D	P	R	R	R
2.07	Blend sounds (phonemes) to make words or syllables.	B/D	D	P	R	R	R
2.08	Substitute initial, medial and final sounds (phonemes) to make new words.	B/D	D	P	R	R	R
2.09	Delete and add initial, medial and final sounds (phonemes) to make new words.	B/D	D	P	R	R	R
2.10	Produce rhyming words (onsets and rimes).	B/D	D	P	R	R	R

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Phonics/Structural Analysis/Spelling Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.11	Apply the alphabetic principle (letter sound correspondence).	B/D	P	R	R	R	R
2.12	Associate initial, middle and final consonant sounds with the letters they represent.	B/D	D	P	R	R	R
2.13	Identify short vowel sounds in words (cvc, vc and ccvc patterns).	B/D	D	P	R	R	R
2.14	Identify long vowel sounds in words (cvce, cvvc, cv patterns and y as a vowel).	B	D	D	P	R	R
2.15	Identify sight words and high frequency words.	B	D	P	R	R	R
2.16	Use knowledge of syllabication to decode words.	B	D	D	P	R	R
2.17	Decode words with hard and soft *c* and *g*.		B	D	P	R	R
2.18	Decode initial, medial and final blends and the sounds associated with them.	B	D	D	P	R	R
2.19	Decode consonant digraphs in initial, medial and final positions and the sounds associated with them.	B	D	D	D	D	P
2.20	Decode words with r-controlled vowel sounds.		B/D	P	R	R	R
2.21	Decode words with final /l/ spelled ‘al’, ‘el’, and ‘le’.		B	D	D	D	D

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

	Phonics/Structural Analysis/Spelling Objectives	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.22	Decode words with ‘dge’ and ‘ge’ spelling.			B	D	D	D
2.23	Decode diphthongs and vowel digraphs in initial, medial and final positions.		B	D	D	D	D
2.24	Use words with silent consonants.		B	D	D	D	D
2.25	Alphabetize a list of words.	B	B	D	D	P	R
2.26	Use the dictionary and thesaurus effectively.		B	B	D	P	R
2.27	Spell contractions.	B	B	D	P	R	R
2.28	Use common abbreviations.			B	D	D	D
2.29	Identify the base word, prefix, or suffix in words and the meanings associated with them.		B	D	D	D	D
2.30	Add inflectional endings (with or without) spelling changes.	B	B	D	D	D	P
2.31	Spell words containing the ‘ough’, ‘ought’ and ‘aught’ combination of letters				B	D	D

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

	Phonics/Structural Analysis/Spelling Objectives	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.32	Distinguish between the British and American spelling of common words.				B	D	D
2.33	Use word origins to determine the spelling and meaning of words.				B	D	D

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objectives 2.34 - 2.35 should be practised daily in isolation as well as integrated across the curriculum.

Fluency Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.34	Use visual clues (punctuation marks) to aid reading.	B	B	D	D	P	R
2.35	Read aloud a variety of texts with appropriate volume, pacing, pitch, intonation and expression.	B	B	D	D	P	R

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Comprehension/Literature Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.36	Use different texts and graphic features to assist in understanding printed texts.	B	B	D	D	P	R
2.37	Explain the different non-fiction text structures.				B	D	D
2.38	Identify elements of a story (character, setting, theme, point of view and plot).	B	B	D	D	D	D
2.39	Use context clues to determine the meanings of unfamiliar words.	B	D	D	D	D	D
2.40	Apply knowledge of classification to locate information or items.	B	B	D	D	D	D
2.41	Make predictions.	B	D	D	P	R	R
2.42	Derive from text the main idea and supporting details.	B	B	D	D	D	D
2.43	Recall events using the correct sequence.	B	B	D	D	P	R
2.44	Distinguish between realism and fantasy/fiction and non-fiction.	B	B	D	P	R	R
2.45	Differentiate between fact and opinion.	B	B	D	P	R	R
2.46	Summarize and paraphrase texts.		B	D	D	D	D

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Comprehension/Literature Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2.47	Compare and contrast pictures, people, events, opinions and ideas.	B	B	D	D	D	D
2.48	Make inferences.	B	B	D	D	D	D
2.49	Identify cause and effect.	B	B	D	D	D	D
2.50	Detect when generalizations are being made.				B/D	D	D
2.51	Interpret the author's purpose.		B	B	D	D	D
2.52	Draw conclusions.	B	B	D	D	D	D
2.53	Make judgments.	B	B	D	D	D	D
2.54	Explain commonly used proverbs.	B	B	D	D	D	D
2.55	Explain popular colloquial expressions.		B	D	D	D	D
2.56	Interpret figures of speech in context (similes, metaphors, alliteration, onomatopoeia, hyperbole and personification).			B	B	D	D

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Objectives 3.01 – 3.04 should be practised regularly and integrated with other objectives.

Handwriting/Presentation Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.01	Discriminate between pictures, letters and numbers to identify similarities and differences.	B/D	P	R	R	R	R
3.02	Distinguish among various positions on a page, line or a letter.	B/D	P	R	R	R	R
3.03	Determine appropriate positioning of body and paper when writing.	B/D	P	R	R	R	R
3.04	Assume the correct posture for holding and writing with a pencil or crayon	B/D	P	R	R	R	R
3.05	Write directional strokes: vertical, horizontal, diagonal, ascending, descending (using non-standard means: painting, sand, clay, string, macaroni, etc.)	B/D	P	R	R	R	R
3.06	Write upper and lower case D'Nealian manuscript letters in three (3) lines.	B/D/P					
3.07	Write personal information.	B	D	D	D	D	P
3.08	Write 0-9 using the D'Nealian style of writing.	B/D/P	R	R	R	R	R
3.09	Write upper and lower case manuscript letters in two (2) lines, using the D'Nealian style of writing.		B/D	P	R	R	R

Handwriting/Presentation Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.10	Write upper and lower case cursive letters using the D'Nealian style of writing.			B	D	D	P
3.11	Join letters at appropriate points (cursive writing).			B	D	D	P
3.12	Copy and write sentences, paragraphs, letters, invitations, messages with appropriate structure.	B	B	D	D	D	P
3.13	Use the appropriate computer fonts/styles for writing reports, letters, invitations etc.			B	B	D	D
3.14	Write Roman numerals correctly.			B	D	D	P
3.15	Form and write various punctuation marks and symbols.	B	B	D	D	D	D
3.16	Copy and write dates using abbreviated and full formats.	B	B	D	P	R	R

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Grammar and Usage Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.17	Distinguish between sentences and fragments.	B	B	D	P	R	R
3.18	Construct declarative, interrogative, exclamatory and imperative sentences.	B	B	D	P	R	R
3.19	Identify run-on sentences.		B	B	D	P	R
3.20	Identify different types of nouns.	B	B	D	P	R	R
3.21	Form plural nouns (with and without spelling changes).	B	B	D	P	R	R
3.22	Form irregular plurals.		B	B	D	D	P
3.23	Identify compound words.	B	D	D	D	P	R
3.24	Use the correct gender for a noun.	B	D	D	D	D	D
3.25	Use the exact word to name the part of or an entire collection of people, animals or things.	B	D	D	D	D	D
3.26	Form singular and plural possessive nouns.	B	B	D	D	D	P

SCOPE AND SEQUENCE

KEY:

B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Grammar and Usage Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.27	Produce the correct pronouns for the nouns they replace.	B	B	D	P	R	R
3.28	Produce the correct possessive pronouns for the nouns they replace.		B	D	D	P	R
3.29	Use verbs (action, helping, and linking) in sentences.	B	B	D	P	R	R
3.30	Apply the correct tenses to verbs.	B	B	D	D	P	R
3.31	Ascertain the complete subject and predicate of a sentence.	B	B	D	D	P	R
3.32	Identify the simple subject and the simple predicate of a sentence.			B	D	P	R
3.33	Apply the rules of subject-verb agreement.	B	B	D	D	P	R
3.34	Identify compound subjects and predicates				B	D	P
3.35	Use adjectives to describe nouns and pronouns.	B	B	D	D	P	R
3.36	Use adverbs to modify verbs, adjectives and other adverbs.		B	D	D	D	P
3.37	Use prepositions to link words in sentences.	B	B	D	D	P	R

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Grammar and Usage Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.38	Use conjunctions to join words or phrases.	B	B	D	D	P	R
3.39	Use independent and subordinate clauses.				B	D	D
3.40	Expand simple sentences into compound and complex sentences.	B	B	D	D	D	D
3.41	Use interjections in sentences.		B	D	D	P	R
3.42	Provide synonyms for given words.	B	B	D	D	D	D
3.43	Provide antonyms for given words.	B	B	D	D	D	D
3.44	Differentiate among homonyms, homophones and homographs.		B	B	D	D	D
3.45	Apply capitalization rules appropriately.	B	B	D	D	P	R
3.46	Punctuate sentences using commas, semi-colons, colons and quotation marks.			B	B	D	D
3.47	Use acronyms.		B	B	D	D	D

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Composition Writing Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.48	Explain the steps in the Writing Process.	B	B	D	D	P	R
3.49	Discuss the qualities of good writing.	B	B	D	D	D	D
3.50	Explain the four types of writing.	B	D	D	D	P	R
3.51	Narrow ideas and elaborate on them.	B	B	D	D	D	D
3.52	Sequence ideas appropriately using transitional words.	B	B	D	D	D	D
3.53	Organize ideas into a paragraph using a topic sentence and supporting details.	B	D	D	D	D	D
3.54	Compose varied and interesting introductions to their writing pieces.	B	B	D	D	D	D
3.55	Utilize various methods of concluding pieces in their writing.	B	B	D	D	D	D
3.56	Demonstrate voice in their writing by exploring tone and mood.	B	B	D	D	D	D
3.57	Write from different points of view.	B	B	D	D	D	D

SCOPE AND SEQUENCE

KEY:
B- Beginning D- Developing P – Proficient R- Reinforcing

Sub-goal 3: Demonstrate competence in writing and speaking, while skillfully applying grammatical and mechanical conventions.

Composition Writing Objectives		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
3.58	Compose different types of poetry such as limericks, cinquains, free verse etc.	B	D	D	D	D	D
3.59	Use quotation marks effectively in their writing.			B	D	D	D
3.60	Develop narrative pieces that include characters, setting and plot.	B	D	D	D	D	D
3.61	Write descriptive essays that utilize interesting words and literary devices (similes, metaphors and personification).	B	B	D	D	D	D
3.62	Write expository essays (biographies, how to paragraphs, newspaper articles, reports, reviews, etc.)	B	B	D	D	D	D
3.63	Compose an invitation to an event.	B	B	D	D	D	D
3.64	Write friendly letters.		B	B	D	D	D
3.65	Write essays utilizing persuasive techniques.	B	B	D	D	D	D

Summary of Language Arts Topics
Grade 2

The Summary of Language Arts Topics shows the order in which the topics appear in the curriculum, the approximate number of weeks that should be spent on a specific topic and the page number on which it can be found. It is expected that once topics are taught, they will be constantly reinforced and integrated into other areas of the curriculum.

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Displaying the Characteristics of a Good Listener 3 Weeks p. 47	Common Words in the Environment 1 Week p.55	The Alphabetic Principle 1 Week p. 63	Using Visual Cues to Aid Reading Continuous p. 83-84	Text and Graphic Features 1 Week p.86-88	Writing Personal Information Continuous p. 108	Sentences and Fragments 1 Week p. 115	The Writing Process 1 Week p. 146
Articulating Personal Needs 2 Weeks p.48	Alphabetic Principle 1 Week p.56	Associating Initial, Medial and Final Sounds with Letters 1 Week p. 64	Pacing, Intonation and Expression Continuous p. 85	Story Elements 3 Weeks p.89	Writing Numerals 0-9 Continuous p.109	Types of Sentences 2 Weeks p. 116	Qualities of Good Writing 1 Week p. 147
Performing Multi-Step Oral Instructions 2 Weeks p.49	Relationships Between Sounds and Letters 1 Week p. 57	Short Vowel Sounds (CVC Words) 3 Weeks p. 65		Context Clues 1 Week p. 90	Writing Upper and Lower Case Manuscript Using Two (2) Lines Continuous p. 110	Run-On Sentences 1 Week p. 117	The Four Types of Writing 1 Week p. 148

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Using Appropriate Protocols and Body Language 2 Weeks p.50	Segmenting Words into Initial, Medial and Final Sounds Continuous p. 58	Long Vowel Sounds (CVCE, CVVC, and CV Patterns) 3 Weeks p. 66-67		Classification 2 Weeks p. 91	Copying Sentences, Paragraphs, Messages, Letters and Invitations 5 Weeks p. 111	Common and Proper Nouns 1 Week p. 118	Narrowing Ideas and Elaborating on Them 2 Weeks (Continuous) p. 149
Displaying Proper Etiquette When Communicating Across Various Platforms 3 Weeks p.51	Blending Sounds Continuous p. 59	Sight Words and High Frequency Words Continuous p. 68		Making Predictions 2 Weeks p. 92	Forming Punctuation Marks and Symbols 2 Weeks p. 112-113	Forming Plurals by Adding "s" and "es" 1 Week p. 119	Sequencing Ideas 2 Weeks (Continuous) p. 150
Using Standard English and Dialect Expressions Appropriately 9 Weeks p.52	Phoneme Substitution Continuous p. 60	Syllabication 2 Weeks p. 69		Main Idea and Supporting Details 2 Weeks p. 93-94	Writing Dates Continuous p. 114	Forming Irregular Plurals 1 Week p. 120	Organizing Ideas Using Topic Sentences and Supporting Details 2 Weeks (Continuous) p. 151
Using Key Vocabulary that Good Communicators Use 7 Weeks p.53	Phoneme Deletion Continuous p. 61	Soft C and G 2 Weeks p. 70		Sequence of Events 2 Weeks p.95		Identify Compound Words 1 Week p.121	Composing Varied and Interesting Introductions 2 Weeks (Continuous) p. 152

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
Speaking clearly, audibly and with appropriate volume and pacing 5 Weeks p. 54	Rhyming Words 2 Weeks p. 62	Initial, Medial and Final Blends 2 Weeks p. 71		Realism/Fantasy /Fiction and Non-Fiction 2 Weeks p. 96		Using the Correct Gender of a Noun 2 Weeks p. 122	Concluding Written Texts 2 Weeks (Continuous) p. 153
		Digraphs 2 Weeks p. 72		Fact and Opinion 2 Weeks p.97		Naming an Entire Collection of Animals 2 Weeks p. 123	Demonstrating Voice 2 Weeks (Continuous) p. 154
		R-Controlled Vowel Sounds 1 Week p. 73		Summarizing and Paraphrasing 2 Weeks p.98		Singular and Plural Possessive Nouns 1 Week p. 124	Different Points of View. 2 Weeks (Continuous) p. 155
		Words with 'le' 1 Week p. 74		Comparing and Contrasting 2 Weeks p. 99		Pronouns 1 Week p. 125	Poems (List, Rhyming and Cinquains) 3 Weeks p. 156

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
		Diphthongs/ Vowel Digraphs 3 Weeks p. 75		Making Inferences 2 Weeks p. 100		Possessive Pronouns 1 Week p. 126	Narrative Writing 5 Weeks p. 157
		Silent Consonants 1 Week p. 76		Cause and Effect 2 Weeks p. 101		Action Verbs Helping Verbs 1 Week p. 127-128	Descriptive Writing 4 Weeks p. 158
		Alphabetizing 2 Weeks p. 77		Author's Purpose 2 Weeks p. 102		Verb Tenses 1 Week p. 129-130	Expository Writing 4 Weeks p. 159
		Dictionary Skills 1 Week p. 78		Drawing Conclusions 2 Weeks p. 103		Completing Subject and Predicate 1 Week p. 131	Composing Invitations 1 Week p. 160

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
		Contractions 1 Week p. 79		Making Judgments 2 Weeks p. 104		Simple Subject and Simple Predicate 1 Week p. 132	Friendly Letters 1 Week p. 161
		Base Words, Prefixes and Suffixes 3 Weeks p. 80-81		Common Proverbs 2 Weeks p. 105-106		Subject-Verb Agreement 1 Week p. 133	Persuasive Writing 5 Weeks p. 162
		Inflectional Endings with and without Spelling Changes 2 Weeks p. 82		Colloquial Expressions 1 Week p. 107		Adjectives 2 Weeks p. 134-135	
						Adverbs 2 Weeks p. 136	
						Prepositions 1 Week p. 137	

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
						Conjunctions 1 Week p. 138	
						Simple Sentences and Compound Sentences 1 Week p 139	
						Interjections 1 Week p. 140	
						Synonyms 1 Week p. 141	
						Antonyms 1 Week p. 142	

Listening and Speaking	Phonemic Awareness	Phonics/ Spelling	Fluency	Comprehension	Handwriting	Grammar	Written Composition
						Homophones 1 Week p. 143	
						Capitalization Rules 1 Week p. 144	
						Acronyms 1 Week p. 145	

SCOPE OF WORK

SCOPE OF WORK

LISTENING AND SPEAKING

Sub-Goal 1: Engage effectively in listening and speaking situations for different purposes and audiences, and communicate using a variety of media.

Objective 1.1 Display the characteristics of a good listener.

Content	Suggested Activities	Suggested Assessment(s)	Resources
It is important to listen attentively when someone is speaking. When we do not, we sometimes miss important information. **A good listener:** • sits upright in the chair with feet firmly on the floor; • looks at the person who is speaking; • does not raise his/her hand when someone is speaking. • has hands that are free of pencils, papers, toys or similar items that can distract; • does not speak while someone else is speaking; • focuses on what the speaker is saying; and • responds appropriately to questions.	**Basic:** Have students compare and contrast two volunteers who are demonstrating good and weak listening behaviours. **Intermediate:** Have students work in pairs and practice attentive listening by taking turns making eye contact and demonstrating appropriate body language while they share about activities that they like to do. **Advanced:** Have students, in small groups, design a "Wanted" poster that seeks to find a good listener. Encourage them to include all the listening characteristics. Have them present their posters.	Utilize a listening checklist. Provide students with feedback on their performance.	• copy paper and crayons

Objective 1.2 Articulate personal information, needs, experiences, understandings and opinions.

Content	Suggested Activities	Suggested Assessment(s)	Resources
Personal Information – name, names of parents, name of school, street address, telephone number, age, gender and birthday. **Needs** - There are many needs that people have. People need **food to eat, clothes to wear, a place to live, to feel safe** and **love.** These needs are best met within the family circle. However, there are times when family members may not be around. A teacher or another trusted adult can assist. **Look up at the person when and speak loudly** and **clearly** so that the person can understand your need(s). Examples of needs and what can be said to tell others about that need. 1. Use the bathroom – "May I use the bathroom, please?" 2. Sick – My stomach/head is hurting. 3. Bathroom Accident – "My clothes are dirty; may I have another shirt or pants, please?" 4. Crossing the Street – "Would you help me across the street, please?" 5. Help with Opening Something – "Can you open this jar for me, please?"	**Basic:** Ask students to introduce themselves making sure to give their full names, addresses, dates of birth and telephone numbers. **Intermediate:** Have students discuss the topic, 'The Day I was Sick'. Have them share experiences. Probe students to answer questions like 'After you realized that you weren't feeling well, what did you do?' What should you have done? **Advanced:** Invite a policeman as a guest speaker to provide students with information on how to keep safe. Have students take turns providing personal information to the police or an authoritative figure that they would give if they ever got lost.	• Have students state what they would say if they found themselves in particular situations • Orally quiz students on their personal information.	• Classroom Register

Objective 1.3 Perform multi-step oral instructions.

Content	Suggested Activities	Suggested Assessment	Resources
Listen closely when being given instructions so that they can be followed correctly. 1. Look at the person who is speaking. 2. Picture yourself following each step in order to help you remember the instructions. 3. Repeat the instructions to yourself if necessary. 4. Ask questions if you are still unsure. 5. Follow each step in the order in which it was given. 6. Review the directions to ensure that you have followed each step.	**Basic:** Have students follow oral instructions to make a paper hat. **Intermediate:** Divide students into groups of four (4). Give students a three-step set of oral instructions that each member of the group has to take turns performing. The team that completes the steps correctly first wins. **Advanced:** Have students follow oral instructions to locate particular telephone numbers related to the "Want Ads" in the newspaper.	Provide students with multi-step instructions that they need to perform. Using a scale of 1 to 5 with 1 being poor and 5 being excellent, assign their performance a number.	• "Want Ads" from newspapers

Objective: 1.4 Use appropriate protocols, speech and body language when speaking to others.

Content	Suggested Activities	Suggested Assessment	Resources
It is important to display good manners when speaking. **Speaking Tips**: • Greet adults and others with salutations such as "good morning", "good afternoon", and "good night". • Look the person in the eyes. If a question is asked, answer the question politely. • Say "yes" or "no ma'am" or use the person's name. Do not shake your head to indicate "yes" or "no". • Say "please", "thank you" or "no thank you". • Say "pardon me" or "excuse me" when you are walking by someone or you make inappropriate bodily noises. • "May I" should be used when asking permission to do something. **When introducing yourself to others:** • Say your name clearly and loudly. • If the adult extends his/her hand, you may extend your right hand and shake it firmly. • Look the person in the eye. • Listen and respond to questions.	**Basic:** Read a book to students about having good manners. Discuss the book with students. Example: Richard Scarry's *Please and Thank You Book* and *May I Please Have a Cookie?* by Jennifer Morris. **Intermediate:** Invite one or two administrators to your class. Provide a rubric for them to rate your students on how they introduce themselves and their handshakes. **Advanced:** Provide various scenarios to which students can respond. e.g. 1. You are going to a movie. You are given your ticket. What should you say? 2. A person at the concession stand serves you a drink and popcorn. 3. You are asked if you need anything else, what should you say?	Use a rubric to provide oral feedback to students on their speech: • Eye contact • Posture • Volume • Clarity	• *Please and Thank You* *by:* Richard Scarry • *May I Please Have a Cookie?* by: Jennifer Morris.

Objective: 1.5 Display proper etiquette while communicating across various digital platforms (voice or video calls).

Content	Suggested Activities	Suggested Assessment	Resources
Always display good manners when making voice or video calls. **Phone Calls** 1. Accept or make voice or video calls only from people who have been approved by your parents or guardians. 2. If you are attending an event, turn your phone off or set to vibrate. 3. Answer and return calls promptly. 4. Answer by saying "hello" and not "yeah", "hey" etc. 5. Lower your voice if you have to take a call in public. 6. Do not interrupt while the other person is speaking. 7. Avoid taking calls during mealtimes. 8. Apologize if you dial a wrong number. **Video Calls/Virtual Classes** 1. Find a quiet place that is free of distractions to take the call. 2. Ensure that you are dressed appropriately. 3. Be on time. 4. Press the mute button when you are not speaking. 5. Click on the "raise hand" icon to ask or answer a question.	**Basic:** Present several pictures of people using their phones to students. Have them place the pictures in the column marked with a "check" if the phone is being used properly or with an "x" if it is not. **Intermediate:** Download video clips of people using cell phones in a variety of settings. Have students discuss the correctness or incorrectness of phone use. Another alternative is to download pictures of students on Zoom calls. Have the class discuss who is showing proper etiquette. **Advanced:** Have students use props to role play conversing on the phone or on a video call. Present them with different scenarios such as being in church, at home, in the food store, in class etc.	Present students with various situations related to being on the phone or in class. Have them demonstrate the appropriate behaviour.	• https://www.youtube.com/watch?v=gCln8JShlRw

Objective: 1.6 Use Standard English, and Bahamian dialect expressions appropriately.

Content	Suggested Activities	Suggested Assessment	Resources
There should be a difference in the way things are said when speaking to family and friends as opposed to when speaking to a teacher in the classroom or an unfamiliar adult. A more relaxed speech using Bahamian dialect is sometimes used with family and friends, while a more formal tone, using Standard English, is used with unfamiliar or unrelated adults. **Family and Friends** 1. I guh see you on da beach. 2. Duh chirren dem is watchin duh fish. **Unrelated Adults away from Home** 1. I am going to see you at the beach. 2. The children are watching the fish. Use Standard English • in the classroom • when speaking with an adult • during assembly Use Bahamian dialect • when playing with friends • at home	**Basic:** In an open area outside, draw a long line. Have students stand on that line. The left of the line should be labelled "Dialect" and the right of the line should be labelled "Standard English". Give several scenarios *a child talking to his cousin* or a *student speaking with a teacher*. Have children jump to the left or the right of the line to indicate whether dialect or Standard English is appropriate. Discuss. **Intermediate:** In small groups, have students find pictures of different places (beach, airport, government office, etc). Ask them to label two columns on chart paper: *Use Dialect* and *Use Standard English*. Have them glue the pictures in the appropriate columns. Discuss. **Advanced:** Show video recordings of local Bahamian interviews, programmes or events where dialect is being spoken. Discuss.	Provide different scenarios and have students indicate where it is appropriate to speak in dialect or Standard English.	

Objective: 1.7 Employ key vocabulary that good communicators use.

Content	Suggested Activities	Suggested Assessment	Resources
We speak for many different reasons. To give information • I would like to add… • I would like to note that… • In addition to… • The first thing we need to do is… To get clarification • I do not understand why… • Can you explain…? • What do you mean by…? • Please show an example of… • Is that the same as…? To share an opinion • I believe… • I think… • I feel… • In my opinion…	**Basic:** Present two items that belong to the same category, such as movies, cereals, books, etc. Ask students to give their **Intermediate:** Have students take turns sharing an experience they had or explaining how to do something. They should use at least one of the stems for giving information. Have the class ask questions using the stems to clarify information. **Advanced:** Record students using the various opinion stems to share their opinions about something that is important to them. Share with the class.	Monitor students as they use these stems in other subject areas.	• *Talking in Class* by: Emelina Minero

Objective: 1.8 Speak clearly, audibly and with appropriate volume and pacing.

Content	Suggested Activities	Suggested Assessment	Resources
When speaking, ensure that others can understand what is being said without having to strain to hear. To avoid mumbling, do the following: • Use lips, tongue and teeth when speaking. • Pronounce the words clearly. • Include all of the endings. • Slow down your words. • Keep breathing so that you do not run out of air. The volume used when speaking, should be suitable for the location. It is necessary to be silent, whisper, talk quietly, speak in a medium loud voice, speak loudly or scream, depending on location and the situation. **For example, when at:** **Church** - silence **Funeral Parlour** - whisper or talk quietly **Hospitals** - use low volume **Supermarket** - medium loud voice **Park** - loud voice **Being attached by a robber** - scream	**Basic:** Have students do facial exercises that will assist with preparing their mouths for speech, such as: opening the mouth really wide and then closing it really small, moving their tongues from side to side and then stretching out of the mouth. **Intermediate:** In pairs have students take turns reading stories, tongue twisters or nursery rhymes to each other. **Advanced:** Identify a particular phrase for students to say. Provide them with a location. Have them say the phrase using the proper volume for that location.	• Have students recite a poem. Use a checklist to provide feedback on their recitations.	

SCOPE OF WORK

PHONEMIC AWARENESS

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objective: 2.02 Identify common words in the environment.

Content	Suggested Activities	Suggested Assessment	Resources
Environmental print is everywhere in our world. It is the print seen in our immediate surroundings / natural environment and used in our everyday lives. The print is sometimes recognized because of the shapes, pictures and colours surrounding the print. These may include the following: **Street Signs** Speed Limit Yield Do Not Enter **Food Items** Cereals Chocolate Bars Gum Chips **Fast Food Restaurants** Bamboo Shack Wendy's	**Basic:** Have several wrappers and labels available and discuss things noticed about them (examples: letters, colours, symbols, etc.). **Intermediate:** Have a selection of various environmental prints on small cards. Allow students to sort by categories (examples: candy, cereal, restaurant, etc.)	Provide students with pictures of common words that can be found in their environment. Have them read the words.	• *Reading Is All Around Us: Using Environmental Print to Teach Beginning Literacy Skills,* by: Jennifer Overend Prior and Maureen Gerard

Objective: 2.03 Understand that spoken words are composed of sounds which are represented by alphabetic letters.

Content	Suggested Activities	Suggested Assessment	Resources
Letters and their various patterns are used to represent the sounds of spoken language. This is known as the alphabetic principle. Example: The word 'slim' is made of the sounds /s/ /l/ /i/ /m/.	**Basic:** Give students a group of words. Have students display given words (from Spelling list or vocabulary being used) as teacher gives clues with beginning and ending sounds for the given words. **Advanced:** Give phonemes in sequence to represent a word. Have students write the letters for the sounds heard in sequence.	Dictate several sentences using words that are easily sounded out for students to write.	• *Inclusive Literacy Lessons for Early Childhood* by: Pam Schiller and Clarissa Willis

Objective: 2.05 Identify letter/sound relationships.

Content	Suggested Activities	Suggested Assessment	Resources
There is a specific relationship between a letter and its sound/s. Letters (graphemes) are written, and sounds (phonemes) are spoken. Letters are divided into consonants and vowels. Sounds when blended form/make words. Example: The letter **p** makes the **p** sound in these words. /p/ sound <u>p</u>et zi<u>pp</u>er sli<u>p</u>	**Basic: H**ave students listen for specific sounds in words presented. Have them identify the position a specific sound is in: beginning, medial or final. **Intermediate:** Give students letter tiles. Have students place letters on desk to form a word said by the teacher. Have students say letters/sounds and identify the word. **Advanced:** Have students take turns providing words with a specific letter/sound.	Have students identify where a given sound is heard in a word / picture (beginning, medial, final).	• *Junka and Noo Anthology of Songs* p. 24

Objective: 2.06 Segment words into initial, medial and final sounds.

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme segmentation is isolating individual sounds in a word. Each individual sound can be represented by tapping or clapping as the sounds are generated. Example: The word *sock* has three (3) individual sounds. /s /o/ /ck/ The word *just* has four (4) individual sounds: /j/ /u/ /s/ /t/ ----------	**Basic:** Model examples of segmenting by cutting words presented on word cards/strips or by separating letter tiles. **Intermediate:** Have students participate in a beanbag or ball toss. Say a word and toss the bag or ball to a student to have him or her segment the word. That student then tosses the bag or ball to another student who then segments another word. **Advanced:** Display picture cards. Segment the names of each picture. Have students find the picture for the word segmented.	Have students segment given words presented.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner, Mary Ann Lotmore p. 28

Objective: 2.07 Blend sounds (phonemes) to make words or syllables

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme blending is listening to a sequence of separately spoken phonemes and then combining the phonemes to form a word. Example: The sounds /f/ /a/ /s/ /t/ make the word *fast* when blended.	**Basic:** Teacher sings the song 'If you think you know this word, shout it out!' (Sung to the tune of 'If you're happy and you know it'). After singing, the teacher segments a word and allows students to say the blended word. **Intermediate:** Distribute picture cards to students. Ask them to tell how many sounds are in their picture name. Have students blend the sounds for classmates to guess the name of the picture. **Advanced:** Present students with a list of segmented words. Have students with a partner, blend phonemes to form the list of words.	Sound out words and have students write the word for the blended sounds.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore p. 18, 26-27.

Objective: 2.08 Substitute initial, medial and final sounds (phonemes) to make new words.

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme substitution is changing one word into a new word by changing any one of its sounds. Example: If the /t/ sound in the word 'ten' is changed to /m/, the new word is 'men'.	**Basic:** Have students display **True** or **False** cards to indicate whether or not a phoneme substitution took place in two words called. **Example: '**book' and 'took'. Allow students to say where the substitution was and identify the sounds substituted. **Intermediate:** Show selected words. Have students substitute the beginning/medial/final phoneme to form a new word. Ask students to draw a picture to represent the new words formed when letters are substituted. This activity can be completed digitally using Google Forms, Microsoft forms or it can be teacher-made. **Advanced:** Place students in groups. Distribute task cards. E.g. Task 1: Say the word ***make***. Now change the /m/ to /t/. Say the new word) Have students work in groups to complete the activity.	Have students write the new word formed when sounds are substituted in given words.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore p. 18 • *Phonemic Awareness Activities for Early Reading* by: Wiley Blevins

Objective: 2.09 Delete and add initial, medial and final sounds (phonemes) to make new words.

Content	Suggested Activities	Suggested Assessment	Resources
Phoneme deletion: A new word is formed when a sound (phoneme) is removed from a word. Example: If the /c/ sound is taken away from the word 'clock', the new word is 'lock'.	**Basic**: Have students work with letter tiles to form words. Ask students to delete a given sound from words, then form and say the new words. **Intermediate:** Prepare and distribute a set of word cards that represent words formed when a phoneme is deleted. Say a word then delete a phoneme. Have students stand with the word card showing the new word formed. **Advanced:** Have students write the new words formed when sounds are deleted from given words.	Say words, then delete a specific sound. Have students write the new word formed.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore p. 33

Objective: 2.10 Produce rhyming words (onset and rimes).

Content	Suggested Activities	Suggested Assessment	Resources
Rhyme – The same, or very similar, final sounds in words. Words that usually rhyme have the same rime. Example: 'ten' and 'men'. However, words with different rimes (endings) can rhyme, like 'ate' and 'eight'. Onset is the initial consonant or consonant blend of the word: (example: the /br/ in 'brush'). The rime is the part of a one syllable word that contains the vowel and consonants that follow it: (example: the 'ush' in 'brush').	**Basic:** Read a poem that has rhyming words and actions. Have students repeat the lines and do the actions. Ask students to identify the rhyming words in the poem. **Intermediate:** Have students solve riddles. In order to solve a riddle, the onset changes, but not the rime. Examples; The word begins with /b/ and rhymes with 'fall' ('ball'). It begins with /r/ and rhymes with 'gain' ('rain'). **Advanced:** Have students read a book with rhyming words from a Dr. Seuss book or 'Cap, Snap Rap Contest' from *Junka and Noo* and record the rhyming words.	Have students write two rhyming words for given words.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore p. 20 • *Improving Reading Strategies and Resources* by: Jerry L. Johns and Susan Davis Lenski

SCOPE OF WORK
PHONICS/SPELLING

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objective: 2.11 Apply the alphabetic principle (letter sound correspondence).

Content	Suggested Activities	Suggested Assessment	Resources
Letters have names and represent sounds in words. Letter names remain the same, whereas sounds vary.	**Basic:** Take an alphabet walk around the school identifying objects that begin or end with specific letters or groups of letters. Create a picture word wall with the names of the objects found around the school. **Intermediate:** Give a picture card to each student. Write a letter/s on the board. The student whose picture begins/ends (use medial sounds too) with the letter stands up, says the picture name and states where the specific letter sound is heard in the word. Students should add the words to their word banks. **Advanced:** In pairs, have students create a Bahamian alphabet frieze.	Have students identify the missing letter for given picture words.	• *Phonics from A to Z; 2nd Edition* by: Wiley Blevins • *Teaching Reading Sourcebook: Kindergarten through Eighth Grade* by: Jacalyn, Bill; et al

Objective: 2.12 Associate initial, middle and final consonant sounds with the letters they represent.

Content	Suggested Activities	Suggested Assessment	Resources
Consonants are those letters in the alphabet that are not vowels. The consonants are: **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, and z.** Consonants can appear at the beginning, in the middle or at the end of words. Consonants usually represent one sound. However, there are some consonants that have two sounds, like '**g', 'c'** and '**x'**. The consonants '**w'** and '**y',** when positioned at the beginning of a word say their consonant sounds. However, when they appear in the medial or final positions of a word, they behave as vowels.	**Basic:** Place the labels (initial, middle, final) on the board. Display a picture card, give a consonant sound heard in the picture name. Have students stand in front of the label that indicates where the consonant sound is heard in the picture name. **Intermediate:** Have students find pictures in magazines, newspapers or online with given consonants at the beginning, in the middle or at the end of words. Students can create a consonant booklet with the labelled pictures. **Advanced:** In groups, give students selected consonants. Have students write three words for each consonant given. The consonant should appear in different positions in each of the words: beginning, middle and the end.	Call a letter and then a word. Have students write where the consonant sound is heard in the word: at the beginning, in the middle or as a final sound.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore p. 61 • *Modern Curriculum Press B*

Objective: 2.13 Identify short vowels sounds in words (cvc, vc and ccvc patterns).

Content	Suggested Activities	Suggested Assessment	Resources
A vowel is a speech sound which is produced without any closure or blocking of the vocal tract. The letters, 'a', 'e', 'i', 'o' and 'u' are vowels. Short Vowels **CVC Pattern -** CVC means consonant – vowel- consonant. A vowel is usually short when it appears between two consonants in a one syllable word. Examples: 'cap', 'fit', 'not' **VC Pattern -** VC stands for vowel – consonant. When a single vowel letter in a word or syllable is followed by a consonant letter, digraph, or blend, it usually makes its short sound. Examples: 'an', 'it', 'ask'	**Basic:** Have students listen to a nursery rhyme or a familiar song. Have them identify words with short vowel sounds. **Intermediate:** Give students letter cards to build and read a word such as 'ten.' Then have them replace the vowel 'e' with 'i' and read the new word 'tin.' Follow the same procedure to create additional words with short vowel sounds. **Advanced:** Have students create a short vowel word / picture dictionary. Ask them to label five sheets of paper with the letters 'Aa', 'Ee', 'Ii', 'Oo', and 'Uu'. They can draw or use cut-out pictures of things that begin with short vowel letters.	Call a list of words containing short vowel sounds. Ask students to write the vowel sound they hear in each word.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore • *Literacy for the 21st Century* by: Gail Tompkins • *Modern Curriculum Press B* • *Hands-on Word Family Activities for Young Readers: Ready to use Lessons and Activities for Building Literacy Skills* by: Roberta Brown and Susan Carey

Objective: 2.14 Identify long vowel sounds in words (cvce, cvvc, and cv patterns and y as a vowel).

Content	Suggested Activities	Suggested Assessment	Resources
Long Vowels: An open phoneme (speech sound) in which there is no obstruction by the tongue, lips, or teeth of air flow. **CVCE Pattern**- CVCE stands for consonant – vowel –consonant – final e. In a one syllable word that has the CVCE pattern, the first vowel is usually long and the 'e' is silent. Examples: 'tape', 'five', 'cove'. **CVVC Pattern** -Two adjacent vowels- When two vowels appear together in a word, the first vowel usually gives its long sound and the vowel that follows is silent. Examples: 'seat', 'feet', 'nail/'. **CV Pattern** Consonant – vowel In a one-syllable word, the vowel that follows the consonant is usually long. Examples: 'go', 'be', 'no'.	**Basic:** Have students participate in the activity *Musical Chairs*. Tape words with long vowel sounds at the back of chairs. Play game as usual. When the music stops, students take a seat, then rise and read the word taped to their chair and then give another word that has the same long vowel sound. **Intermediate:** Divide the class into five groups. Give each group a vowel. Have them create about five CVCE words by first creating CVC words and adding the silent 'e' at the end. Ask them to share the words that they created with the class. **Advanced:** Present students with a list of short vowel and long vowel words. Have them circle the long vowel words and write next to each of them the pattern that gives them their long vowel sounds (CVCE, CVVC and CV).	Call off a list of words containing short or long vowel sounds. Ask students to write the vowel sound they hear in each word and whether it is long or short.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore • *Literacy for the 21st Century* by: Gail Tompkins • *Modern Curriculum Press B*

Objective 2.14: Identify long vowel sounds in words (cvce, cvvc, and cv patterns and y as a vowel) Cont'd.

Content	Suggested Activities	Suggested Assessment	Resources
Long Vowels: **Y as a vowel** The letter 'y' can sometimes have a vowel sound instead of a consonant sound. In a one syllable word the letter 'y' at the end of the word makes the long 'i' sound. Examples: 'by', 'my', 'sky' When words with more than one syllable end with the letter 'y', the 'y' represents the long 'e' sound. Examples: 'candy', 'happy', 'baby'	**Basic**: Place students in a circle. Say words that have '**y'** at the end with the long '" or long 'e' sound. As words are said, have students clap when the word ends with the long 'i' sound and hop on one foot when they hear a word with the long 'e' sound. **Intermediate**: Place three bags / boxes at the front of the room labelled **'Y'** ***as a Consonant***, **'Y'** ***as Long '***ī' and **'Y'** ***as Long 'ē'***. Distribute picture / word cards to students. Have students say their picture name / word and then place the picture or word in the correct bag or box that represents the sound 'y' is making in the word or picture. **Advanced**: Give students words with '**y'** as long '**ē'** or long 'ī'. Have them write which vowel sound the 'y' is heard as in each word.	Call a list of words. Ask students to write the vowel sound the 'y' is making in each word.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore • *Literacy for the 21st Century* by: Gail Tompkins

Objective: 2.15 Identify sight words and high frequency words.

Content	Suggested Activities	Suggested Assessment	Resources
Sight words and high frequency words, are words that are very common (encountered frequently) in print and used in writing.	**Basic:** Play 'musical chairs' using sight words. Place word cards on chairs and play game in the usual manner. When the music stops, students must say the word on their chair before they sit. If child is unable to say the word, the child is out. **Intermediate:** Write one letter per card to spell sight words. Create a necklace for each letter card. Have students place their letter card around their necks. Say a sight word. Students with the letters to spell that word should come to the front of the class and arrange themselves to spell the word given. **Advanced:** Record given sentences on audio tape. Give students recorded sentences. Have students listen to tape and then circle the sentence that has the words in the same order as read on the tape.	Have students read sentences that include the sight words and high frequency words that have been studied and that are currently being taught. Build on the sentences as new words are taught.	• *Sensational Sight Word Games* by: Joan Novelli • *Systematic Sight Word Instruction – Scholastic* by: K. Bouquette, and S. LIndsey

Objective: 2.16 Use knowledge of syllabication to decode words.

Content	Suggested Activities	Suggested Assessment	Resources
Words are made up of parts called syllables. Each syllable has a vowel sound. Knowing about syllables helps in the pronunciation of words and spelling of words. **Syllabication Rules:** • Words with one syllable, should never be divided. (Example: hand) • When one consonant appears in the middle of two vowels in a word, the syllable is usually divided after the consonant if the initial vowel is short. (Example: vis-it) • When one consonant appears between two vowels in a word, divide the word before the consonant if the initial vowel is long. (Example: pi-lot) • When two or more consonants appear between two vowels in a word, divide the word between the two consonants that are together. (Example: trac/tor) • Divide a compound word between the words that make up the compound word. (Example: cup-cake)	**Basic:** Give students words to clap out the syllables. Have students tell how many syllables are in the given words. **Intermediate**: Divide students into groups. Present them with about ten word cards and rubber bands. Have them work together to place the rubber bands across the place where the words should be divided. Have groups present their cards. Have them identify the rule they were following when they divided the words. **Advanced:** Provide students with a list of words. Have them divide the words according to the syllable rules. Have them use this information to read the words.	Have students divide given words into syllables and read them.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore • *Modern Curriculum Press B*

Objective: 2.17 Decode words with hard and soft 'c' and 'g'.

Content	Suggested Activities	Suggested Assessment	Resources
The consonants 'c' and 'g' should be initially introduced separately. The letter 'c' can be pronounced as /k/ or /s/. 'C' usually makes its hard sound /k/, when followed by 'a', 'o', or 'u'. Example: 'cat' 'C' usually makes its soft sound /s/, when followed by 'e', 'i', or 'y'. Example: 'celery' The letter 'g' can be pronounced as /g/ or /j/. 'G' usually makes its hard sound /g/, when followed by 'a', 'o', or 'u'. Example: 'goat' 'G' usually makes its soft sound /j/, when followed by e, i, or y. Example: 'giraffe'	**Basic**: Label board, boxes or paper bags: ***Soft C*** and ***Hard C***. Distribute picture or word cards and have students sort words or pictures accordingly. Do the same with ***Soft G*** and ***Hard G*** **Intermediate**: Have students play charades. Place words with hard and soft **c** and **g** in a bag. A student takes a word out and silently reads the word. The child then states whether the word has soft or hard g and acts out the word for the other students to guess. **Advanced**: Have students read a list of words that contain the hard and soft ***c*** and ***g*** sounds.	Present students with passages that contain hard and soft ***c*** and ***g*** sounds. Have students take turns reading the passages aloud.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore

Objective: 2.18 Decode, initial, medial and final blends and the sounds associated with them.

Content	Suggested Activities	Suggested Assessment	Resources
A consonant blend is two or more consonants together in which the speech sounds of all consonants are heard. **Initial Blends** to be taught are: 'L'-Blends, 'R'-Blends and 'S'-Blends Blends 'R' blends - /br/, /dr/, /fr/, /gr/, /pr/, /tr/ 'L' blends - /bl/, /cl/, /fl/, /gl/, /pl/, /sl/ 'S' blends - /sc/, /st/, /sp/, /sn/, /sm/, /str/, /scr/ Final Blends - /mp/, /lk/, /nd/, /sk/, /lt/	**Basic**: Put students into groups. Give each group a newspaper or have them use their tablets. Using a timer, have students search for as many words with blends that they can find. Have groups share words found. **Intermediate**: Distribute given words to students. Tell them not to allow anyone to see their word. Have students give clues about their word for classmates to guess what the word is. **Advanced**: Have students identify the blend in given words. The blend may be at the beginning, in the middle or at the end of the words. Have students say the words.	As students are introduced to the various blends, present them with sentences that contain words with blends that have been previously studied and those that are currently being studied. Have them read the sentences. Continue to add to the sentences as more blends are introduced.	• *The Teaching of Phonics*- by: Argyll and Bute Council Community Services: Education • *Teaching Consonant Blends and Digraphs in Context* by: Frances Crinklaw

Objective: 2.19 Decode consonant digraphs in initial, medial and final positions and the sounds associated with them.

Content	Suggested Activities	Suggested Assessment	Resources
A consonant digraph is two consonants together in a word that produce only one speech sound. Consonant digraphs can be found at the beginning, middle and end of words. Examples: **Beginning** /sh/ – ship, brush /th/ – three, think /wh/ – whale, what /ch/ – chin, chair **Middle** /sh/ - brushing, dishes /ch/ - riches, teaching /ck/ - kicking, clocking /th/ - clothing **End** /ch/ - rich, lunch /ck/ – black, chick /sh/ - wish, brush	**Basic**: Collect pictures of various objects that have a digraph in the initial, medial or final position. Print various digraphs on flash cards and distribute to groups of students. Show the class a picture. Instruct the group that has the digraph found in the name of the picture to stand up and show the digraph. **Intermediate:** Distribute digraphs in initial and final positions to students. Have them brainstorm a list of words for each digraph. Create a word wall of digraphs. **Advanced**: Present students with a list of words that contain various diagraphs. Have them decode the words.	Have students complete words by filling in the blanks with the correct digraph. As students are introduced to the various digraphs, present them with sentences that contain words with digraphs that have been previously studied and those that are currently being studied. Have them read the sentences. Continue to add to the sentences as more digraphs are introduced.	• *Teaching Consonant Blends and Digraphs in Context* by: Frances Crinklaw • *Teaching Phonics for Balanced Reading* by: Edmund Starrett

Objective: 2.20 Decode words with r-controlled vowel sounds.

Content	Suggested Activities	Suggested Assessment	Resources
When the consonant 'r' comes after a vowel, the letter 'r' makes the vowel have a sound that is different from the usual short or long sound. Examples: /ar/ - card /or/ - born /er/, /ir/ and /ur/ usually make the same sound as in 'nerve', 'flirt' and 'hurt'.	**Basic:** Have students create word webs for specific 'r'-controlled sounds. **Intermediate:** Have students complete sentences using 'r'-controlled words. **Advanced:** Present students with a passage that contains 'r'-controlled words. Have students highlight and identify these words before reading. Have them read the passage.	Have students read 'r'-controlled words for fluency. Time students.	• *Teaching Phonics* by: Wiley Blevins

Objective: 2.21 Decode words with ‘le’ spelling.

Content	Suggested Activities	Suggested Assessment	Resources
When ‘e’ follows a consonant at the end of a word, the consonant + ‘le’ form the final syllable. Examples: apple, table, idle, steeple	**Basic**: Place students in groups. Place word cards with ‘le’ words face down for students to choose from. One student picks a card then gives clues about the word for the other students to guess the word. **Intermediate:** Have students look for words ending with ‘le’ in given texts. Have students write sentences using some of the words found. **Advanced**: Provide students with a passage that contains words with the ‘le’ sound. Have them highlight and identify these words. Have them read the passage.	Dictate sentences with words ending with ‘le’ for students to write. Have students read what they have written.	• *Modern Curriculum Press B*

Objective: 2.23 Decode diphthongs and vowel digraphs in initial, medial and final positions.

Content	Suggested Activities	Suggested Assessment	Resources
A diphthong is produced when two adjacent vowels make a single, glided sound. Examples: /oi/ in 'soil' /oy/ in 'joy' /ou/ in 'house' /ow/ in 'flower' A vowel digraph is two adjacent vowels that represent one speech sound. Examples: /oo/ in 'cook' /ea/ in 'ear' /ue/ in 'blue'	**Basic:** Place three chairs at the front of the classroom. Put the words: 'beginning', 'middle' and 'end' in each chair. Give volunteers words containing diphthongs/vowel digraphs in each position. Have students say their word and sit in the appropriate chairs. **Intermediate:** Set up a bus scene in the classroom by making two rows of chairs with an aisle in the middle. Give boarding passes to students. The 'boarding passes' have diphthongs/vowel digraphs written on them. In order to get a seat on the bus students will have to show their boarding passes and say a word according to the position of the diphthong. **Advanced:** Have students write dictated words with the diphthongs and vowel digraphs.	Have students read sentences that contain diphthongs and vowel digraphs.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore • *Modern Curriculum Press B*

Objective: 2.24 Use words with silent consonants.

Content	Suggested Activities	Suggested Assessment	Resources
Silent consonants are letters that appear in a word but do not represent themselves with a spoken sound. Examples: In words beginning with **/**kn**/** as in 'knee', the */kn/* borrows the **/**n**/** sound and the 'k' is silent. In words beginning with **/**wr**/** as in 'write', /wr**/** borrows the **/**r**/** sound and the 'w**'** is silent.	**Basic**: Have students build ladders with words that have silent consonants. Ladders can be formed using */wr/* and */kn/* words. **Intermediate:** Give students a passage containing words with silent consonants. Have students circle or underline the words with silent consonants. Have them read the passage. **Advanced**: Have students in pairs, write riddles using given words with silent consonants.	Give students pictures with words that contain silent consonants and have them write the words for the pictures.	• *Modern Curriculum Press Phonics B*

Objective: 2.25 Alphabetize a list of words.

Content	Suggested Activities	Suggested Assessment	Resources
Alphabetical order is a listing of names following the sequence of the alphabet. When alphabetizing words, the second and sometimes third letter in the name or word would have to be observed to correctly order words.	**Basic:** Present students with a list of words based on a given topic (examples: 'food', 'animals', 'toys' etc.). Provide students with A*lphaboxes* (boxes labelled with letters of the alphabet). Have students write/cut and paste words in their appropriate alpha box. **Intermediate:** Following a walk-a-bout of the school grounds, have students create an alphabetized list of all of the places, people or things that they have observed. **Advanced:** Dictate a list of random words, have students document the list of words as they are called. Have students then alphabetize the list of dictated words. ***Adaptation:** Allow those students who are unable to spell the words from the dictated list to draw pictures to represent the dictated words. Provide support in the spelling of the words, in an effort to complete the alphabetizing of the list.	Have students organize a word list in alphabetical order.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore • Webster Dictionary Online • *Oxford Student's Dictionary*

Objective: 2.26 Use the dictionary and thesaurus effectively.

Content	Suggested Activities	Suggested Assessment	Resources
A *dictionary* can be a book or electronic resource that lists the words of a language (typically in alphabetical order) and gives their meanings. The dictionary shows how to say the word, provides its meaning and may even use the word in a sentence and tell the part of speech. (Oxford Dictionary) Example*:* 'pigeon' Pronunciation: (pijon) Definition: A bird with fat body and flat head Example Sentence: The pigeon flew on the roof. Function: noun Plural form: pigeons	**Basic**: Have students use a picture dictionary to locate information. **Intermediate**: Play a game of **Draw Swords**. A group of students will stand at the back of the room with dictionaries held high; when a word is called the students will search the dictionary, find the word and read the meaning. Have particular locations identified in the room so that when a student is the first to find the word and read its meaning, he/she can advance to another position. The student who reaches the identified "end position" in the room first, wins. **Advanced**: Have students use dictionaries to complete word maps where students must document the literal meaning of words along with using the words in context.	Have students solve riddles using the dictionary definitions of words.	• *Oxford Pocket School Dictionary* • *Big Second Grade Workbook* Page 118 • *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore • *Webster's Children's Dictionary*

Objective: 2.27 Spell contractions.

Content	Suggested Activities	Suggested Assessment	Resources
A contraction is a shortened form of two words that have been placed together. An apostrophe (‘) is used to indicate the letters that have been removed. Examples: we + are = we’re they + are = they’re there + is = there’s I + have = I've you + are = you’re we + are = we’re that + is = that’s they + will = they’ll can + not = can’t is + not = isn’t	**Basic:** Display a clothesline with contraction word cards. Distribute word cards for the contractions to students. Have students pin the correct cards to the contractions. **Intermediate**: Have students complete an online game like “Kahoot!” where they have to use contractions. **Advanced:** Give three to four sentences with word pairs that can be replaced with contractions. Have students rewrite the sentences using the contractions.	Have students solve riddles using the dictionary definitions of words.	• *Literacy Resource Handbook* By: Dr. Ruth Sumner and Mary Ann Lotmore p. 225 • *Modern Curriculum Press B*

Objective: 2.29 Identify the base word, prefix, or suffix in words and the meanings associated with them.

Content	Suggested Activities	Suggested Assessment	Resources
A base word is the simplest form of a word. It is also a word to which a prefix or suffix can be added to form a new word. Examples: 'Tell' and 'happy' are words to which a prefix and a suffix can be added. A **prefix** is a syllable added to the beginning of a word that changes the word's meaning. **Prefix Examples:** 're' (prefix) + 'tell' (base word) = 'retell' The prefix 're' means 'again'. The word 'retell' means to tell again. 'un' (prefix) + 'happy' (base) = 'unhappy' The prefix 'un' means 'not'. The word 'unhappy' means not happy. A **suffix** is a syllable joined to the end of a word that changes its definition.	**Basic:** Write base words with prefixes on cards. Cut words between the base word and the prefix. Give each student a card. Have students walk around the room and find their match / partner. Have partners stand together and share their word once everyone has found his / her match. **Intermediate:** Have students sort words as base words, prefixes and suffixes. **Advanced:** Using a worksheet, have students match prefix and base word with their combined meanings. They can do the same with suffixes.	Have students create words using cards with base words, prefixes and suffixes.	• *Modern Curriculum Press Phonics B*

Content	Suggested Activities	Suggested Assessment	Resources
Suffix Examples: 'Quick' and 'care' are examples of words to which a suffix can be added. The suffix 'ly' tells how something is being done. 'quick' (base word) + 'ly' (suffix) = 'quickly This means that something happened very fast. The suffix 'ful' can sometimes tell how something is being tended to. 'care' (base word) + 'ful' (suffix) = 'careful' This means that measures are being taken to be safe and to protect.			

Objective: 2.30 Add inflectional endings (with or without) spelling changes.

Content	Suggested Activities	Suggested Assessment	Resources
An inflectional ending is a letter or group of letters added to a base word to change its meaning. **-ing** The ending 'ing' tells about something that is happening now. e.g. *The birds are singi**ng.*** **-ed** When 'ed' is added to the end of a word it tells of something that happened in the past. e.g. *The girl jump**ed** over the rope.* Whenever a short vowel word ends with one consonant, the last consonant is usually doubled before adding an ending that begins with a vowel. (examples: -ed / -ing). Example: hop hop**ped** hop**ping** In a one syllable word with a long vowel sound and a final 'e', the final 'e' is dropped before adding the ending **–ing**. Examples: save - save - sav**ing** make – make - mak**ing**	**Basic:** Distribute cards that contain words with inflectional endings. Ask students to say their word, tell what inflectional ending is added and what it means. **Intermediate:** Have students read a passage with words with inflectional endings. Ask students to underline the words, then, sort words underlined using headings: Now / Past. **Advanced**: Provide students with a list of base words in one column and the inflectional ending to be added in another column. In the third column have students combine the two using the rules provided, to produce the correct spelling.	Dictate sentences to students with words that have inflectional endings. Assess their spelling of these words.	• *Modern Curriculum Press Phonics B*

SCOPE OF WORK
FLUENCY

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objective: 2.34 Use visual clues (punctuation marks) to aid reading.

Content	Suggested Activities	Suggested Assessment	Resources
There are specific punctuation marks that give cues as to how a particular sentence should be read. **Period/Full Stop –** Pause and take a breath before reading the next sentence. Example*: Today is the first day of school. I just made two new friends.* **Comma** – Give a slight pause after the comma. Reading too fast or too slowly can change the meaning of a sentence. Example:. *Ms. Smith, my new teacher, sent me to the office to get some paper.* **Question Mark –** Raise your voice at the end of a sentence, when there is a question mark. This indicates that a response may be required. Example*: Do you like your new school?*	**Basic:** Using picture cards, have students identify the common punctuation marks/signals and state what they mean. **Intermediate:** Provide students with sentences. Model reading them aloud for students. Have students take turns reading them aloud. Provide feedback on their reading. **Advanced:** Have students watch clips from newscasts where reporters are expressive. Discuss their observations. Have students pretend that they are news reporters and conducting readings for "the camera". Provide feedback.	Record students reading. Use a rubric to evaluate their performance.	• *Literacy Resource Handbook* By: Dr. Ruth Sumner and Mary Ann Lotmore p. 171-208

Content	Suggested Activities	Suggested Assessment	Resources
Exclamation Mark – Read with a specific and appropriate emotion, when there is an exclamation mark. Example: *I love my new school and my new friends!*			

Objective: 2.35 Read aloud a variety of texts with appropriate pacing, intonation and expression.

Content	Suggested Activities	Suggested Assessment	Resources
It is important when reading, to pay attention to the rate of speed at which you are reading, the rise and fall of your voice and expression. **Pace** – Refers to how fast or how slowly someone is speaking. Be careful not to speak so slowly that listeners lose interest. Do not read too quickly, otherwise the words may not be clear and the listeners may find it difficult to follow. **Intonation** – The rise and fall of the voice to reflect what is happening in the reading piece. **Vocal Expression –** The tone of the reader should reflect the mood of the piece. Examples: Sad Mood - Read slowly, lower the voice. Angry Mood – Loud, booming voice Happy Mood – Light, medium fast voice **Pitch of Voice** - Refers to the loudness or softness of the voice.	**Basic:** Have students listen to a radio drama. Have them discuss the pace, intonations and vocal expressions utilized by the actors. **Intermediate:** Provide students with the same sentence to read. Place different emotions on slips of paper in a bag. Have students take turns selecting a slip. Have them read the line in such a way as to portray that emotion. They should use intonations, variations in pace and expression to capture the mood. Have students identify the mood that is being portrayed. **Advanced:** Have students take turns reading a passage. Remind them to pay attention to the pacing and their expressions. Allow students to give feedback on their reading.	Have students complete a fluency assessment. Use a rubric to score their efforts.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore p. 171-208

SCOPE OF WORK

COMPREHENSION

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objective: 2.36 Use different texts and graphic features to assist in understanding written texts.

Content	Suggested Activities	Suggested Assessment	Resources
When reading, track print from left to right and top to bottom on page. Books are read from front to back. There are many ways in which authors help readers to understand what they are reading. They are called text features. **Book Text Features** **Book Cover -** Gives the name or title of the book, a picture about the book and the author(s). **Spine** – Holds the pages of a book together **Title Page**- Gives the title, author(s), illustrator(s) and the date the book was published.	**Basic:** Using actual books, have students show the different text features identified. **Intermediate:** Using copies of the same book, have students use the Table of Contents to help them find certain bits of information to answer a question. **Advanced:** Have students use the glossary to locate specified words. **On-line:** Have students hover over unfamiliar words in an eBook to see their meanings.	Have students complete live worksheets where they have to use various text features to locate information.	• *Parts of a Book* song *by:* Jack Hartman https://www.youtube.com/watch?v=2n6-UibBbUQ

Content	Suggested Activities	Suggested Assessment	Resources
Title – identifies the topic and tells what the book or story will be about. **Table of Contents** – Tells page number on which certain topics can be found. It is located at the beginning of the book. **Bold –** Important words are placed in darker print than the rest of the text. **Underlined** – Key words have a line drawn underneath to identify their importance. **Highlighted** – Words are emphasized with a fluorescent colour. **Illustrations** – Pictures drawn by an artist that show what something looks like **Photographs** – Pictures taken with a camera by a photographer **Glossary –** Gives the meaning of unfamiliar words			

Content	Suggested Activities	Suggested Assessment	Resources
Digital Text Features **Back Button –** Press it to go back to the last page visited. **Audio –** Click on the speaker icon or press play to listen to information. **Video** – Click on the play icon to view a video. **Photographs** – Press on the photo icon or a picture to view a single picture or a series of pictures. **Pop Up** – Read this to get more information, like the meaning of a word.			

Objective: 2.38 Identify elements of a story (characters, setting, theme(s) and plot.

Content	Suggested Activities	Suggested Assessment	Resources
In order to make stories interesting, authors include characters, setting, plot and a theme. These are called **story elements.** **Character:** The people or animals in a story are the characters. Stories can tell what characters look like, what they think, how they feel and what they say and do. **Setting:** Where a story takes place and the time of day that it takes place, is called the setting. The setting can be a real or a make-believe place. **Plot:** The plot has a beginning, middle, and end. It is usually made up of the most important events of the story. Short stories usually have one plot or event. **Theme(s):** The theme is the main message.	**Basic:** Select students to act as characters for an interview during a talk show. The host of the talk show can ask the characters questions such as: *1. Who are you?* *2. What did you do?* *3. Where were you when you did it?* *4. What were some of the important things that happened?* **Intermediate:** Have students read a text at the appropriate reading level. Construct a visual diagram and have students record the elements of the story on the diagram in a group, in pairs or individually. Who? Did What? When? Where? How? Why? **Advanced:** Have students work in pairs to identify the elements of a story. **Setting:** Tell where the story takes place. **Character(s):** Tell the names of the characters and if they are good, bad, helpful, mean, funny, etc. **Problem:** Tell what the problem is. **Solution:** Tell how the problem was solved.	Read a story and have students identify the various story elements.	• *Literacy Resource Handbook* by: Dr. Ruth Sumner and Mary Ann Lotmore p. 233-244

Objective: 2:39 Use context clues to determine the meanings of unfamiliar words.

Content	Suggested Activities	Suggested Assessment	Resources
Context clues help the reader figure out the meaning of unfamiliar words while reading. Context clues may be in the same sentence as the unknown words. There are several ways to figure out their meanings. 1. **Examples** – Clues about the meanings of words can be found in the examples that are given following the unfamiliar words. The word is often followed by "like" or "such as". Example: **Insects**, like *ants* or *flies*, like to be near food. 2. **Synonyms** – Sometimes authors use words that are similar in meaning to the unfamiliar words to explain them. Example: The **dense** fog was *thick* and *heavy*.	**Basic:** Have students read rebus sentences where examples and synonym clues are provided. **Intermediate:** Have students read sentences where example clues are given. Have them use this information to explain the meanings of the words. **Advanced:** Have students read sentences that utilize examples and synonyms as context clues. Have them use these clues to explain the meanings of the words.	Have students complete a worksheet where they have to use the clues provided in order to understand the meaning of unfamiliar words.	• Teacher Beth Class TV – Synonym Clues https://www.youtube.com/watch?v=sSrZ_Por3JM

Objective: 2.40 Apply knowledge of classification to locate information or items.

Content	Suggested Activities	Suggested Assessment	Resources
Classifying involves grouping things that are alike together. The groupings can be used to help us locate items or information easily.	**Basic:** Have students group foods based on their food groups. **Intermediate:** Show students different aisles in the food store. Have them indicate which aisle they would go through to locate certain food items. **Advanced:** Provide students with a child-friendly menu. Have them use it to locate information so that they can order appetizers, main courses, beverages and desserts.	Have students locate information or an item based on the way in which it is grouped or organized.	• 360 Virtual Reality Shopping Tour https://www.youtube.com/watch?v=4bhCnXOlRbg • Child-Friendly Menu

Objective: 2.41 Make predictions.

Content	Suggested Activities	Suggested Assessment	Resources
When making predictions, think about clues the author has given, along with what you already know, to make a good guess as to what will happen next. Predictions may change as new information is provided.	**Basic:** Show pictures of a child doing something naughty like walking in puddles with his good shoes. Have students predict what will happen when the child gets home. Have students give reasons for their responses. Relate this to making predictions when we read. **Intermediate:** After looking at the title and illustration on the cover of a book, have students take a quick picture walk through the book. Ask them to make their predictions as to what the book will be about. **Advanced:** Begin reading a story that is appropriate for making predictions. Stop at certain points along the way. Have students make predictions as to what will happen next. Have them give reasons for their predictions.	Have students make predictions as they read. Have them provide reasons for their predictions. Read on to confirm whether or not their predictions were correct.	• *Making Predictions* Ms. Bethel's class https://www.youtube.com/watch?v=ggCWieUawZM

Objective: 2.42 Derive from text the main idea and supporting details.

Content	Suggested Activities	Suggested Assessment	Resources
The main idea of a paragraph is the one idea to which all the other sentences in that paragraph are related. Having a main idea helps to keep the paragraph organized. The sentences which tell about the main idea are called detail sentences.	**Basic:** Explain to students that at home, at school or in an office, properly kept files help to keep things organized. Tell them that they are going to help you file things away. Give students the names of five (5) folders. For example, **My Family**, **School**, **Recipes**. etc. Have students place items in the correct folders. Relate this to the function of the Main Idea in a paragraph. **Intermediate:** Have students work in groups to construct a mobile. Have them cut out a cloud and raindrops from a template. Have them write the topic sentence on the cloud and supporting details on each rain drop. **Advanced:** Divide students into four teams. Give each team a set of sentence strips with supporting details and a main idea that are not connected. The first person in each team should tape the main idea	Present students with a paragraph. Have them locate the main idea and supporting details.	• http://www.proteacher.org/c/230_Main_Idea.html • *First Graphic Organizers: Reading* by: Rhonda Silver Graff

Content	Suggested Activities	Suggested Assessment	Resources
	card on the board. The second person in each team reads the detail sentence strips and places them under the correct main idea. The first team having all of the detail sentence strips correctly placed wins. Ensure that the aisles are clear so that nothing impedes the movement of students.		

Objective: 2.43 Recall events using the correct sequence.

Content	Suggested Activities	Suggested Assessment	Resources
When reading or writing paragraphs and stories, events must be placed in the correct order to understand what is being read. We refer to this as the **sequence of events**. The **sequence of events** is also important when following directions. When we follow a recipe, for example, we need to follow the steps so that the item we are making is done correctly. Clue words such as **first**, **next**, **then**, **after that**, and **last** help the reader to understand the order in which certain events happened. Words such as **morning**, **night** and **evening** also tell the order in which events happened.	**Basic:** Place sentences from a nursery rhyme on sentence strips. Have students place them in the correct order. **Intermediate:** Gather comic strips from a newspaper. Cut them apart. Glue the separate panels on a stiffer piece of paper, then laminate. (Put the correct number on the back of each piece to show sequence.) Have students take turns putting the panels in the correct order. **Advanced:** Place footprints around the classroom at designated spots, for example: next to supplies that have been knocked off a desk, a desk that has been tipped over and next to a book in the reading corner. Have students follow the footprints and observe what took place at each stop. Ask students to write about the order in which the person moved around the classroom, using sequencing words.	Have students read a simple story. Have students number sentences to indicate the order in which the events took place in the story.	• *Sequencing* Virtual School Bahamas by: Samantha Wilson https://www.youtube.com/watch?v=gGNXPaBUdSg

Objective: 2.44 Distinguish between realism and fantasy/fiction and non-fiction.

Content	Suggested Activities	Suggested Assessment	Resources
Authors sometimes use their imaginations to help them write interesting stories. Stories about fairies, talking animals and objects are not real. We call these types of stories **make-believe** or **fiction.** Books that give us information about a person's life, things that actually happened and places that people can actually go and visit are considered **real life** or **non-fiction.**	**Basic:** Read various scenarios. Have the children hold up an 'M' card for Make-believe and an 'R' card for Real Life. The teacher can ask individual students to explain why they held up the cards that they did. **Intermediate:** Have students work in pairs or a group to read a given passage. Have them determine whether the passage is fiction or non-fiction. Give students an opportunity to explain their reasoning. **Advanced:** Have students write statements that are fiction or non-fiction. Place them in a bag. Have students take turns selecting and reading the sentences and determining whether they are fiction or non-fiction.	Provide students with titles to texts of writing. Have them determine whether they are fiction or non-fiction.	• Library books

Objective: 2.45 Differentiate between fact and opinion.

Content	Suggested Activities	Suggested Assessment	Resources
A fact is a statement that can be proven true or false. This may be done through further reading or by asking an adult. Example: *Christmas Day is on a Monday this year*. This is a statement of fact. It can be proven true or false by checking the calendar. An opinion tells how someone thinks or feels about a particular topic. As a result, it cannot be proven true or false. Words that tell how someone feels such as **thinks** or **likes**, can be used to tell opinions. Example: *Cookies and Cream is the best ice cream in the world.* This is an opinion because it expresses how this person feels about Cookies and Cream ice cream.	**Basic:** Read a variety of sentences. Have the students display the 'F' card for Fact and the 'O' card for Opinion. The teacher can call on individual students to explain why they held up the card that they did. **Intermediate**: During guided reading, have students go on a fact hunt. As they find the facts, they can list them on a group chart. Each group can then share their facts with the class. **Advanced:** Have each individual select five sentences from a bag from the centre of their group. Provide them with a *Fact and Opinion* chart. Have them write the sentences in the correct column. In the third column, ask them to explain the reason for their answer.	Provide students with a worksheet where they have to determine whether or not statements are factual or statements of opinions.	• *Fact and Opinion* Reading Street by: T. Amira https://www.youtube.com/watch?v=pxFS0nJet3s

Objective: 2.46 Summarize and paraphrase texts.

Content	Suggested Activities	Suggested Assessment	Resources
When summarizing, give only the main idea of a story or passage and one or two details that will explain what it is all about.	**Basic:** Have students choose a book to read. Ask them to select three (3) items that were in the story to help them re-tell the story in three sentences. If possible, the items can be physically brought to the class so that they can be shown while telling the story. **Intermediate:** Have students read a story. Have students list the main events from the story. Provide students with a blank story wheel. In one segment have them provide the title of the story. In the remaining segments have them use their lists to draw pictures of the various scenes in order to tell the story. **Advanced:** Provide students with an outline of a triangle to help them summarize a story. Have students read a short story. In the middle of the triangle have them write who the story is about. On one of the sides have them write the problem in the story. On the second side have them write how the problem was solved. On the third side they can include the moral of the story.	Have students complete graphic organizers to assist them with summarizing a story.	• *Summarizing* Virtual School Bahamas by: Shannon Beckles https://www.youtube.com/watch?v=u-oBEbnESG8

Objective: 2.47 Compare and contrast pictures, people, events, opinions and ideas.

Content	Suggested Activities	Suggested Assessment	Resources
When you tell how two or more things are **alike** or the **same**, you are **comparing.** Example: The truck and the car are red. When you tell how two things are different, you are **contrasting**. Example: DeAngelo likes to play basketball, but Shavado likes to play soccer. The words **different**, **but**, and **unlike**, tell how things are not the same.	**Basic:** Select two students. Have the class identify how they are similar and how they are different. **Intermediate**: Pair students. Provide them with two objects. Have them write words to say how each item is different from the other as well as words to say how they are alike. Display two hula hoops in the form of a Venn diagram on the floor. Have students take turns placing their word cards in the correct parts of the hula hoop, telling how the items are alike and how they are different. **Advanced:** Have students compare and contrast two characters in a fairy tale or nursery rhyme.	Have students compare and contrast two characters in a story.	• *Comparing and Contrasting* Virtual School by: Shannon Beckles https://www.youtube.com/watch?v=mPBazK3N3ag

Objective: 2.48 Make inferences.

Content	Suggested Activities	Suggested Assessment	Resources
When making inferences, use the word clues left by the author and personal experiences to understand what is happening.	**Basic:** Divide the students into groups. Give them a simple jig- saw puzzle to fix without showing them a picture of the completed puzzle. As they work, they are to use the clues provided to see if they can determine what the puzzle is about. The first group to do so correctly is the winner. Groups can discuss what clues led them to make certain inferences. **Intermediate:** Have students watch an appropriate short cartoon mystery. Have them identify the clues that helped to solve the mystery. **Advanced:** Have students write their own riddles. Ensure that they provide appropriate clues that would assist their classmates in solving them.	Have students read a short passage and answer questions related to making inferences.	• *Making Inferences* Virtual School by: Latoya Smith-Burrows https://www.youtube.com/watch?v=4POLWjWLVUM https://www.youtube.com/watch?v=1Op8RzfW9zk

Objective: 2.49 Identify cause and effect.

Content	Suggested Activities	Suggested Assessment	Resources
One thing may make another thing happen. The reason why it happened is called the **cause.** The words ***because*** and ***since*** may be used to signal a cause. What happened is called the **effect.** The words ***therefore*** and ***as a result*** may be used to signal an effect.	**Basic:** Give students five picture cards showing cause and effect. Have them play a concentration game in which they match the cause to the correct effect. **Intermediate:** Have students find the cause and effect relationships in popular nursery rhymes like *Little Miss Muffet*. **Advanced:** Read a nonfiction text and with the assistance of the students, write the causes of a particular problem and effect on a fishbone Graphic Organizer. The effects will be written on the backbone while the causes will be written on the bones branching out from the backbone.	On a worksheet, have students match causes and effects.	• *Cause and Effect* Virtual School Shannon Beckles https://www.youtube.com/watch?v=_6yyXyozp-E • Cause and Effect Virtual School Joya Cash https://www.youtube.com/watch?v=kOJ5HpBNiMA

Objective: 2:51 Interpret the author's purpose.

Content	Suggested Activities	Suggested Assessment	Resources
Authors write for many reasons. • They write to explain a particular topic. Example: Instructions on how to use a product • They write so that we can enjoy a particular text. Example: A story • They write to describe a particular person or thing. Example: A brochure about the water park at Bahamar. • They write to get us to believe a particular thing or idea. Example: A flyer or an advertisement that urges us to stop dumping garbage on the roadside as it harms the environment.	**Basic:** Have students review various advertisements that can be found on trucks and buses. Have them determine their various purpose. **Intermediate**: Have students examine a variety of websites for children. Have them determine their purpose. **Advanced:** Have students examine the different types of writing on a cereal box. Have them discuss their purpose. Example: nutritional information	Read excerpts from written texts. Have students determine the author's purpose.	• *Author's Purpose* Virtual School by: Ms. Bostwick https://www.youtube.com/watch?v=YwRtWGQg99w https://www.youtube.com/watch?v=DjgR3TRUPkI https://www.youtube.com/watch?v=WbvDNXTjSNE

Objective: 2.52 Draw conclusions.

Content	Suggested Activities	Suggested Assessment	Resources
Authors do not always tell everything in a story or in an article. However, the reader can combine several clues along with what they already know to figure out what is happening. The clues may be pictures or words.	**Basic:** Divide students into small groups. Give each group a bag. Each bag should have items related to a particular sport. Example: 'bat', 'ball', 'uniform', etc. Have students use the clues to guess the sport. (If actual items cannot be located, pictures can also be used.) **Intermediate:** Show students a short clip from a movie. Ask students to tell what is happening based on clues and their experiences. Ask them to put the clues and facts together to draw a conclusion about the clip. **Advanced:** Have students read a brief description of an unidentified place. Have them use clues to name the location.	Have students read a passage and answer questions where they have to draw conclusions.	• *Drawing Conclusions* Virtual School By: Ms. Bostwick https://www.youtube.com/watch?v=7Z5o_Dv5fZE

Objective: 2.53 Make judgements.

Content	Suggested Activities	Suggested Assessment	Resources
Making judgments means using the facts provided and our own experiences to decide if something is right/wrong, good/bad, pleasant/unpleasant or fair/unfair.	**Basic:** Discuss issues relevant to classroom life with students such as the fairness or unfairness of students jumping the line, a bully taking someone's lunch money etc. Connect this to making judgments when reading. **Intermediate:** Show students a clip from a cartoon where the main character had to make a choice. Have them discuss whether or not the decision that the character made was the right thing to do. **Advanced:** Have students listen to a simplified version of the story of the Prodigal Son. Have them discuss whether or not he made a good/wise decision when he asked his father for his inheritance and also when he returned home.	Have students make judgements about what they have read.	• *Making Judgements* Virtual School by: Linda Pascal https://www.youtube.com/watch?v=w0xNgUQLM9Q

Objective: 2.54 Explain commonly used proverbs.

Content	Suggested Activities	Suggested Assessment	Resources
A proverb is a common saying or phrase that is used to give advice or explain what is believed to be true, based on experience. Some common proverbs are: ***Actions speak louder than words.*** People watch what we do more than listen to what we say. ***Idle hands are the Devil's workshop.*** If we do not keep ourselves busy, then we might easily get into trouble. ***A stitch in time saves nine.*** We should deal with problems and issues right away so that they do not build up and become difficult to handle. ***Don't judge a book by its cover.*** Some books may not have a very appealing cover but they can still be very interesting. Sometimes we miss out on knowing people and opportunities because they may not appear to be interesting at first. We should avoid doing this.	**Basic:** Have students discuss an event that happened in their lives when one of the proverbs might have applied. **Intermediate:** Have students match the proverbs with certain fairy tales or other stories. **Advanced:** Have students read Aesop's Fables and discuss the meaning of the proverbs. Have them identify other stories to which the proverbs might apply.	Have students match specific proverbs with situations presented. Have them explain why they paired the two.	• *First Aid in English* by: Angus Maciver p. 108-110

Content	Suggested Activities	Suggested Assessment	Resources
Don't put all your eggs in one basket. Don't close your eyes to opportunities that are out there by only selecting one.			

Objective: 2.55 Explain popular colloquial expressions that appear in everyday conversations.

Content	Suggested Activities	Suggested Assessment	Resources
Every country has its own unique way of expressing itself. The Bahamas is no different. Below is a list of common expressions used and their Standard English equivalents. Examples: jitney – bus switcha – lemonade bey – any person sip sip – gossip gapseed – gossip leg short – too late dem – others/more than one gal – girl	**Basic:** Have students select a colloquial expression and illustrate its meaning. **Intermediate:** Have students listen to appropriate local songs to identify colloquial expressions and discuss their meanings. **Advanced:** Have students read a local story and have them explain the colloquial expressions.	Have students match the colloquial expression with its Standard English meaning.	• *First Aid in English* by: Angus MacIver p. 111-114

SCOPE OF WORK
HANDWRITING

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objective: 3.07 Write personal information.

Content	Suggested Activities	Suggested Assessment	Resources
Personal information of a person includes details in which a person can be uniquely identified. This information includes: • Name (first and last) • Age • Gender • Name of Island • Street Address • Phone Number • Parent's/Guardian's Name • Emergency Contact These specific details relate to information that is uniquely yours.	**Basic:** In exercise books, have students write their personal information. **Intermediate:** Provide students with index cards that have areas identified for them to write their personal information. Assist as necessary. Have these cards available for students to refer to throughout the year. **Advanced:** Have students write their personal information on a generic form.	Have students complete a cloze passage by filling in personal information. Observe writing for the appropriate positions, formation, spacing and size of letters and numbers.	• Teacher's Edition *D'Nealian Handwriting Book* Grade 1, p. 42-160 • Parents/Guardians • Registers/Students' Confidential Cards

Objective: 3.08 Write 0-9 D'Nealian numbers correctly.

Content	Suggested Activities	Suggested Assessment	Resources
Several strokes and patterns are used in forming numerals. Numerals should be written on two lines, like the letter formations. Below are the guidelines for helping to write numerals. 1: top start; slant down 2: start below the top; curve up, around; slant down left; and over right. 3: start below the top; curve up, and around halfway; around again, up, and stop. 4: top start; down halfway; over right. Another top start, to the right; slant down, and through. 5: top start; over left; slant down halfway; curve around, down, up and stop. 6: top start; slant down, and curve around; up; and close. 7: top start; over right; slant down left, 8: start below the top; curve up, around, down; a snake tail; slant up right; through; and touch 9: top start; curve down, around, close; slant down. 10: top start; slant down. Another top start to the right; curve left and down, around, and close.	**Basic:** Using crayons/colouring pencils, have students rainbow write numerals 0 –20 using two lined manuscript paper. **Intermediate:** Have students write numbers in a series using two lines on manuscript paper. **Advanced:** Have students write numbers 0 - 50 using two lines in exercise books.	On college ruled folder sheets, have students write numerals to match number words'.	• *Teacher Edition D'Nealian Handwriting Book* Grade 1, p. 27 - 38 Instructional video: https://www.youtube.com/watch?v=S-CwvJZ5Niw

Objective: 3.09 Write upper and lower case manuscript letters in two (2) lines using the D'Nealian style of writing.

Content	Suggested Activities	Suggested Assessment	Resources
Forming and writing lower- and upper-case letters begins with strokes and stroke patterns. Each letter has a starting point and an ending point. The letters should be of the same height and size. Letters: Mm, Ss, Tt - Aa, Pp - Nn, Cc, Ff - Dd, Rr, Ll - Oo, Kk - Bb, Gg, Ww - Ee, Xx - Vv, Jj, Qq - Uu, Yy, - Zz	**Basic:** Have students practice writing individual names, special names of days of the week or places in order to practise the formation of uppercase and lowercase letters in two lines. Remind them of the starting points of each letter as well as their height and size. **Intermediate:** Using folder sheet paper (college ruled), have students use two lines to write the random series of words dictated by the teacher, while appropriately sizing all letters. **Advanced:** Using graph paper (one inch), have students write uppercase letters, using two squares (top and bottom) and one square for lowercase letters (left to right).	In exercise books, have students use two lines to write given sentences. Provide feedback on their writing.	• D'Nealian Handwriting Book Grade 1, p. 1-26, 39-64 Digital Lesson: https://teacher.gynzy.com/#/en-us/docent/board/009336d6-a68c-48aa-ac72-47f79b067862 • Instructional Video: https://youtu.be/RxwkXYgvL5I • Printable resource https://www.teacherspayteachers.com/Product/Letter-Formation-Rhyme-Book-DNealian-ABC-Poems-328368

Objective: 3.12 Copy and write sentences, paragraphs, letters, invitations and messages with appropriate structure etc.

Content	Suggested Activities	Suggested Assessment	Resources
Being able to copy information from a whiteboard/chalkboard or book is important. • The eyes and hand need to work together to make sure the information is properly copied. • Letters should be of a good reading size. Avoid making them too tiny or too big. • Leave a clear space between the words so that they are not too close together and can easily be read. • Letters should be properly formed and of the same height. • Indent when beginning a paragraph. Leave sufficient space - about the size of the pinkie finger from the margin. • Be sure to include the end marks after a sentence.	**Basic:** With the use of a Flip Chart/Writing Tablet, present a passage to students. Have students recreate the story in the correct sequence, using word cards/sentence strips of the same passage. **Intermediate:** Present students with a paragraph written on the chalkboard/whiteboard. Have students copy passage in exercise books. **Advanced:** Using an LCD projector, present a written passage to students with spacing, sizing and height errors. Have students rewrite the passage, including corrections.	Use a checklist to assess students' handwriting. • Is there a paragraph indentation? • Are uppercase letters correctly positioned and formed? • Are all lowercase letters correctly positioned and formed? • Is each word appropriately spaced? • Is each letter appropriately sized? • Are all words and punctuation marks correctly placed in the passage?	• *D'Nealian Handwriting* Grade 1

Objective: 3.15 Form and write various punctuation marks and symbols.

Content	Suggested Activities	Suggested Assessment	Resources
Punctuation marks are used in writing sentences. **Period/Full Stop**: The period/full stop is written as a dot placed on top of the bottom line at the end of a sentence. The dot is made by pressing down with the pencil in one spot. **Question Mark**: The question mark is written similar to the number 2; start below the top line; curve up, around; go straight down but not to the bottom line. Lift your pencil and move to just on top of the bottom line and make a dot. (Press down with the pencil in one spot.) **Exclamation Mark/Point:** The exclamation mark/point is written similar to the number 1; start at the top; go straight down above the bottom line; make a dot on top of the bottom line. **Apostrophe**: The apostrophe is used before an 's' to show possession of a	**Basic:** Present students with a group of sentences. Have students write the correct punctuation marks to complete each sentence. **Intermediate:** Write dictated sentences correctly using the correct punctuation marks. **Advanced:** Write dictated sentences that include apostrophe marks.	Have students compose a paragraph using varied types of sentences. Checklist: -Appropriate spacing -Appropriate sizing -Correct formation and positioning of punctuation marks.	• Teacher Edition *D'Nealian Handwriting* Level K

Content	Suggested Activities	Suggested Assessment	Resources
Singular noun. The apostrophe is also used after the ‘s’ to show possession of a plural noun. When writing it, begin below the top line with a dot; up, around and slant down.			

Objective: 3.16 Copy and write dates, using abbreviated and full formats.

Content	Suggested Activities	Suggested Assessment	Resources
The full format of a date includes the day, date, month and year. Example: Monday, 17th October, 2021 or Monday, October 17th, 2021 The date in the full format is always written using the ordinal number. Dates can be written in the abbreviated format using abbreviations of the day and month. Example: Mon., 17th Oct., 2021	**Basic:** Have students write the full format of dates for given holidays using a calendar. **Intermediate:** Write abbreviated dates to represent date of birth and random dates dictated by the teacher. **Advanced:** In pairs, have students take turns stating dates from the calendar. Using a coin, have students identify if the partner student writes the abbreviated or full dates stated.	Play a recording of the news/ community announcements and have students write at least four dates heard in the broadcast, in an abbreviated format.	• Teacher's Edition *D'Nealian Handwriting* Level K

SCOPE OF WORK

GRAMMAR AND USAGE

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objective: 3.17 Distinguish between sentences and fragments.

Content	Suggested Activities	Suggested Assessment	Resources
A **sentence** is a group of words that express a **complete idea or thought**. Example: ***We like to play in the park.*** **Sentences** should begin with a capital letter and end with an end mark. There are three different end marks: period (.), question mark (?) and exclamation point/mark (!). A **fragment** is a group of words that do not express a complete thought, although the first word might be capitalized and a punctuation mark follows at the end. Example: *The day he came*	**Basic:** Have students play the "*Jump on It"* game where they will have to differentiate between sentences and fragments. Tape/place sentence strips or sentence cards throughout the classroom and have students, 3 at a time, hop on all sentences/fragments. **Intermediate:** Have students work in pairs to create simple sentences, using word cards and punctuation cards. **Advanced:** Present students with a group of sentences and fragments. Have them read each group of words; writing "**F**" (*fragment*) if the group of words is a fragment or "**S**" if the group of words is a sentence.	Present students with a list of phrases and sentences and ask them to categorize them as sentences or fragments	• *The Grammar and Writing Book* Grade 1, Scott Foresman, p. 50-53; 208-209 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 352-356

Objective: 3.18 Construct declarative, interrogative, exclamatory and imperative sentences.

Content	Suggested Activities	Suggested Assessment	Resources
There are four types of sentences. A **statement,** called a **telling sentence,** tells something. The end mark used for telling sentences is the **period/full stop (.).** Example: *I live in a green house**.*** **A question,** called an **asking sentence**, asks something. Questions end with a question mark (**?**). Questions usually begin with special words such as: **would, should, why, who, what, when, where, how, is, are** and **will.** Example: ***What** is the colour of your house**?*** An **exclamatory** sentence shows strong feelings. It begins with a capital letter and ends with an **exclamation point(!)** . Example: *Yikes, I lost my homework again**!*** A **command** sentence gives an order. It ends with a period/full stop. Example: *Give Nate his pencil**.***	**Basic:** Have students play the game, "Tag that Sentence". Read various types of sentences and then have students raise their hashtag cards to indicate the type of sentence read. Example: Would you be more comfortable on the couch? **#statement** **#question** **Intermediate:** In pairs, have students dictate and record exclamatory sentences and commands about given pictures or items. **Advanced:** Present students with random pictures. Have students compose a minimum of four sentences for each of the two sentence types (command and exclamatory).	Have students complete sentences by choosing the correct punctuation mark. Sally has a dog (.) Is this your book (?) Wake up (.) Great job (!) Picture Sentence Matching	• Game for Sentence Type www.turtlediary.com/game/pictures-the-sentences.html • *Houghton Mifflin English* Level 2, p. 56-61 • *The Grammar and Writing* Book, Grade 1, p. 74-77; 80-83; 84; 200-203; 204; 206-209

Objective: 3.19 Identify run-on sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A **run-on sentence** is made up of two or more sentences that have been joined incorrectly. These types of sentences can sometimes go on and on. **Example:** *Byron got up late he missed the bus.* **Run-on sentences** can be corrected by placing the conjunction **and** between the sentences. *Byron got up late **and** he missed the bus.* Run-on sentences can also be corrected by separating them into two different sentences. *Byron got up late. He missed the bus.*	**Basic:** Have students take turns picking a sentence from a bag. Have them tell if the sentence is a run-on sentence. **Intermediate:** Using sentence strips, have students add punctuation marks and capital letters in the run-on sentence in order to make it two sentences. **Advanced:** Have students complete a worksheet where they will have to correct run-on sentences.	Have students divide run-on sentences into simple sentences by inserting periods and capital letters at the correct points in the run-on sentences.	• *Houghton Mifflin English* Level 2, p. 309-310

Objective: 3.20 Identify different types of nouns.

Content	Suggested Activities	Suggested Assessment	Resources
Nouns, also called **naming words,** are words that name a person, place, animal or thing. **Common nouns** do not name a particular person, place, animal or thing. **Examples:** **Person:** father **Place:** island **Animal:** bird **Thing:** airplane **Proper nouns** name a special person, place, animal or thing. Proper nouns begin with a capital letter. Days of the week, months of the year and holidays are proper nouns. **Examples:** **Person:** Sam Kemp **Place:** Inagua **Animal:** Polly **Thing:** Bahamasair	**Basic:** Students will play a game called *Concentration*. In this game, each student will give a noun for the selected category when called upon. Example: Name of a person = *Mary* Name of a place = *Nassau* **Intermediate:** Have students play the game *Noun Storm.* When given a particular letter, students will have ten seconds to brainstorm as many nouns as they can think of that begin with that letter. **Advanced:** Students will work in groups of four to identify nouns in a poem or another kind of writing. They will state if they are common or proper nouns.	Have students circle the nouns in a given list of sentences. Have students determine if the circled nouns are common or proper nouns.	• *The Grammar and Writing Book* Grade 1, Scott Foresman p. 86-90; 92-95; 102; 120

Objective: 3.21 Form plural nouns with and without spelling changes.

Content	Suggested Activities	Suggested Assessment	Resources
A **singular** noun names **one** person, place, animal or thing. Nouns that name **two or more** people, places, animals or things are called **plural nouns**. Some nouns add **'s'** to name more than one. Add **'es'** to words that end with: **'ch', 'sh',** '**ss', 'x'** and '**z'** to name more than one person, place, animal or thing. **Examples:** witch witches bush bushes glass glasses box boxes quiz quizzes	**Basic:** Have students compile and illustrate a book that contains singular and plural nouns. **Intermediate:** Have students play the game, "*Teacher May I?*". For this game, give students different nouns. Have them decide whether to add 's' or 'es' to the noun to form the plural name. Students will then ask, "Teacher may I?" Once the teacher says, "*Yes, you may*" students will proceed to write the noun on the board and add the appropriate ending. Examples: *book = books* *fox = foxes.* **Advanced:** Have students match the singular nouns with the correct plural nouns. Have students write sentences using the plural forms of the nouns.	Have students illustrate then write sentences about each picture to show one or more than one.	• *The Grammar and Writing Book* Scott Foresman Grade 1, p. 110-113

Objective: 3.22 Form irregular plurals.

Content	Suggested Activities	Suggested Assessment	Resources
Some nouns change their spelling to name more than one. **Example:** I lost **a tooth** yesterday. Billy lost **two teeth** yesterday. Other nouns that change spelling to name more than one are: **Singular** **Plural** child children man men foot feet goose geese	**Basic:** Have students match single-noun cards with cards showing their irregular plural forms. Example: ***Foot*** would be matched with ***feet***. **Intermediate:** Have students play a game of board tag. Write nouns on the board that form their plurals irregularly. Have students race to write the plural forms of the noun on the board. **Advanced:** Have students choose suitable plural noun forms from a word bank, to complete a cloze passage.	Have students form irregular plurals for given words.	• Houghton Mifflin English Level 2, p. 128 • *Write Source* Grade 2, by: Kemper, Sebranek et al p. 424-425

Objective: 3.23 Identify compound words.

Content	Suggested Activities	Suggested Assessment	Resources
A compound word is made up of two smaller words. Each small word can stand alone and have a meaning. Examples: finger + nail = fingernail lady + bug = ladybug bed + room = bedroom	**Basic:** Have students form compound words using picture or word cards. **Intermediate**: Have students go on a compound word hunt as they hunt for compound words in stories and songs. **Advanced:** Have students write a story using compound words.	Using a given word list, have students form compound words.	• *Teaching Phonics* Wiley Blevins p.484

Objective: 3.24 Use the correct gender for a noun.

Content	Suggested Activities	Suggested Assessment	Resources
Sometimes there are different words that are used to refer to animals that are males and animals that are females. **Masculine :** words denoting male creatures (animals) Examples: bull, gander, boar, fox, lion, ram, rooster, stallion, tiger, and drake **Feminine:** words denoting female creatures (animals) Examples: cow, goose, sow, vixen, lioness, ewe, hen, mare, tigress, and duck **Neutral:** words denoting animals of either sex Examples: owl, eagle it, they, them	**Basic:** Have students label pictures of animal pairs by their respective gender (male/female) names. **Intermediate:** Using a farm/pride/forest layout with random animal pictures, have students name the animals presented, giving the names of both the male and female. **Advanced:** Have students select an animal; identify the masculine and feminine names of the animal; write sentences comparing the two. Example: A **lion** has a mane and/but the **lioness** does not.	After reading a passage have students identify (circle, underline, mark) the masculine or feminine names of the animals used. Have students write the opposite (feminine or masculine) animal name not presented in the passage. *Have students compile the animal names into a list. (animal, male, female)	• *First Aid in English*, by: Angus Maciver, p. 5-6 • *The Students' Companion*, by: Wilfred Best, p. 135-136

Objective: 3.25 Use the exact word to name the part of or an entire collection of people, animals or things.

Content	Suggested Activities	Suggested Assessment	Resources
Collective nouns name groups of objects, people or animals. **Collection of Animals** swarm of bees flock of birds school of fish pride of lions pack of dogs litter of puppies army of ants troop of monkeys herd of cows colony of whales nest of mice flock of flamingos family of otters parliament of owls clutter of spiders brood of chickens/hens	**Basic:** Present students with pictures of animals, then have students write the collective noun representing the group of animals associated. **Intermediate**: Have students write the collective noun for given names of animals. **Advanced**: Have students compose a paragraph about a given habitat. Have them use at least five collective nouns of animals that may be found there.	Have students write sentences using collective nouns.	• *First Aid in English*, by: Angus Maciver, p. 15-16 • *The Students' Companion*, by: Wilfred Best, p.152-153

Objective: 3.26 Form singular and plural possessive nouns.

Content	Suggested Activities	Suggested Assessment	Resources
A **possessive** noun shows ownership. Most **singular possessive nouns** are formed by adding an **apostrophe (') and the letter 's'** to the noun. Example: *The* horse***'s*** *tail is black.* If a **plural noun** ends with the letter 's', the possessive noun is formed by adding only an **apostrophe (') after the 's'**. Example: *These are the girl**s'** dolls.*	**Basic:** Have students pick noun cards from the class word wall or word box. Have them use the singular noun in a sentence to show possession. **Intermediate:** Have students complete a worksheet where they have to write possessive nouns for the underlined nouns. Example: *My dentist office has a chart on the wall.* **Advanced:** Have students complete a worksheet, in which they will rewrite sentences to show the correct form of the singular and plural possessive nouns.	Present students with a list of nouns. Have students write the singular and plural possessive noun for each.	• *Houghton Mifflin English,* Level 2 p. 115 • *Write Source* Grade 2, by: Kemper, Sebranek et al p. 460-461

Objective: 3.27 Produce the correct pronouns for the nouns they replace.

Content	Suggested Activities	Suggested Assessment	Resources
Pronouns are words that are used in place of nouns. The words 'I', 'you', 'he', 'she', 'they', 'we', 'our', 'us', and 'it' are examples of **pronouns.** Example: **Mary and Jan** like ice-cream. **They** like ice-cream. The pronoun **'they'** replaces the nouns **Mary** and **Jan**. Use 'I' and 'me' to talk about yourself. 'I' is always capitalized when it stands alone as a word. When talking about yourself and someone else, always say the other person's name first. Example: **Jerry** and **I** are going to the park. The pronoun 'me' is used after an action verb. Example: The lizards jumped on Jan and **me**.	**Basic:** Have students play the *I Spy* game, based on the characters of a story/nursery rhyme. Example: "I spy with my little eye a boy wearing a blue hat. He has a horn. Who is He? Answer: Little Boy Blue **Intermediate:** Have students choose the pronoun from the word box for the underlined noun or nouns in the sentences. **<u>Steve and Bill</u> made a sand castle.** Word box He She They Answer: **<u>They</u> made a sand castle.** **Advanced:** Provide students with sentences that contain nouns. Have them rewrite the sentences and replace the nouns with the appropriate pronouns.	Have students rewrite common nursery rhymes by replacing the nouns with pronouns.	• *Houghton Mifflin English* Level 2, p. 107-108 • *Write Source* Grade 2, by: Kemper, Sebranek et al p. 336-337

Objective: 3.28 Produce the correct possessive pronouns for the nouns they replace.

Content	Suggested Activities	Suggested Assessment	Resources
A **possessive pronoun** replaces a noun or noun phrase in a sentence to show ownership. Some **possessive pronouns** are 'mine', 'yours', 'his', 'hers', 'its', 'ours' and 'theirs' Example: The dog lost **the dog's** collar. The dog lost **its** collar	**Basic:** Students will play a game that involves touching an item and stating who the item belongs to, using only possessive pronouns. **Intermediate:** Have students identify the possessive pronoun in sentences. Example: The balloon flew over **our** house. **Advanced:** Give students several sentences. Have them provide the possessive pronoun that will best complete each sentence. Students can either cut and paste or circle the best response. Example: Dad took __ time in the garden. Tonya looked hard for___ pencil	Provide students with a list of possessive pronouns and possessive nouns. Have students sort the nouns and pronouns as possessive pronoun or possessive noun.	• *Checking your Grammar and Getting it Right*, Scholastic, p. 43 • *Write Source* Grade 2, by: Kemper, Sebranek et al p. 338

Objective: 3.29 Identify verbs (action, helping, and linking) in sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A word that shows action is called a **verb** and is sometimes referred to as an **action word.** Examples: jump, jog, hit, swim Some verbs **help** the action verb or main verb by telling when something happened. They are called **helping verbs**. Helping verbs can be singular or plural. **Singular** **Plural** is are was were am has have had does do The helping verb 'have' is used with the pronouns 'I', 'you', 'we' and 'they'. **Personal Singular** 'I' Use 'am' when the subject is 'I', in the present tense. **Singular Pronouns** 'he', 'she' and 'it' Use 'is' when the subject is a singular	**Basic:** Have students listen to a poem and follow the instructions to complete the actions. Ask them to identify action verbs from the poem. Example: **Hands** I have two hands that clap and tap When I'm tired, I lay them in my lap. My hands bend, wave and clip, They can use scissors to snip, snip, snip **Patricia B.L. Dean** **Intermediate:** Have students play *Word Theatre*. Place verbs in a bag. Have a student blindly select a word from the bag and then demonstrate/act-out the verb chosen without any spoken cues. Another student will guess the verb being demonstrated until the correct word is called. **Advanced**: Using strips of paper, have students create sentence chains/links. Using specific colours,	Have students identify the action and helping verbs in sentences.	• *Houghton Mifflin* English Level 2 p.163-164 • *Write Source* Grade 2, by: Kemper, Sebranek et al p. 340-341

Content	Suggested Activities	Suggested Assessment	Resources
noun or pronoun in present tense. Use 'was' when the subject is a singular noun or pronoun in the past tense **Plural Pronouns** **you, we** and **they** Use **are** when the subject is a plural noun or pronoun in present tense. Use **were** when the subject is a plural noun or pronoun in the past tense.	have students highlight **helping verbs** in sentences. Example: *I am walking home.* **Grammar Drill**: Have students conjugate verbs as shown below. Verbs can be substituted from the list of verbs in the Appendices. I am playing You are playing He, she, it is playing We are playing You are playing They are playing		

Objective: 3.30 Apply the correct tenses to verbs.

<table>
<tr><th>Content</th><th>Suggested Activities</th><th>Suggested Assessment</th><th>Resources</th></tr>
<tr>
<td>There are special ways to say or write verbs to tell when something happens. For actions that are happening now, the present tense is used. For actions that have already happened, the past tense is used. For actions that are still to happen the future tense is used.

Present Tense:
If the noun is singular (representing one) an ‘s’ is added to the verb.
Example: <u>Ben</u> sings in church.
When using the pronouns, ‘he’, ‘she’ and ‘it’, add an ‘s’ to the verb to indicate the present tense.
Example: She jumps into the water.

If the noun is plural, no ‘s’ is added to the verb.
Example: They <u>jump</u> into the water.

Present Tense
The suffix,‘ing’ can also be added to a verb to tell that something is happening now.
Example: Jan is playing in the band.</td>
<td>Basic: On the chart provided, fill in the missing form of the verb.

<table>
<tr><th>Subject</th><th>Present Tense</th><th>Past Tense</th></tr>
<tr><td>Ryann</td><td>looks</td><td>_____</td></tr>
<tr><td>Wendy</td><td>_____</td><td>jogged</td></tr>
<tr><td>The chicken</td><td>_____</td><td>crowed</td></tr>
</table>

Intermediate: Present students with sentence strips and three clothespins labelled ‘s’, ‘ed’ and ‘ing’. Have students add the appropriate ending to the verb in each sentence.

Advanced: Present students with a group of sentences on a worksheet. Have students provide the correct tense of the verb to make the sentence complete.

Example: Sarah ____ through the window.
Verb: jump</td>
<td>Have students work individually to complete sentences using the correct verb tense.</td>
<td>• Houghton Mifflin English Level 2 p.179-180

• Write Source Grade 2, by: Kemper, Sebranek et al p. 343</td>
</tr>
</table>

Content	Suggested Activities	Suggested Assessment	Resources
Past Tense Verbs in the past tense usually end in 'ed'. Example: Sam jump**ed** on his bike. **Future Tense** Place the word 'will' before the verb to show that it will happen in the future. Example: Mr. Smith **will** wash his car **tomorrow.**			

Objective: 3.31 Ascertain the complete subject and predicate of a sentence.

Content	Suggested Activities	Suggested Assessment	Resources
A sentence has two parts: i. the **subject,** also known as **the naming part** and ii. the **predicate,** also known as **the telling** part. The **subject** tells who or what the sentence is about. Example: *The playful dog ran all the way home.* Who/What ran all the way home? *the playful dog*. *The playful dog* is the subject. The **predicate** tells what the subject does. *The playful dog* did what? *Ran all the way home* *Ran all the way home* is the predicate.	**Basic:** Have students listen to sentences read, in order to identify the naming and telling parts of sentences. **Intermediate:** Provide students with sentences. Have them circle the naming part of the sentence and underline the telling part. **Advanced:** Provide students with either the naming or telling parts of sentences for them to complete. Have them circle the naming part and underline the telling part in each.	Having students identify the naming and telling parts of sentences.	• *Write Source* Grade 1 By: Kemper, Reigel et al p. 48-53 • *Write Source* Grade 2, by: Kemper, Sebranek et al p. 354-355

Objective: 3.31 Identify the simple subject and the simple predicate of a sentence.

Content	Suggested Activities	Suggested Assessment	Resources
In the naming part of the sentence there is one word that is most important. It is the main noun or simple subject. In the sentence, "*The playful* dog ran all the way home", *The playful dog* was identified as the naming part or complete subject. What is the main word or most important word in the naming part that tells what the sentence is about? '**Dog**' is the main word or simple subject. In the telling part of the sentence, there is one word that is most important. It is the main verb or simple predicate. In the same sentence above, *ran all the way home* was identified as the telling part. What is the main word in the telling part that tells what the dog did? ***'Ran'*** is the main word or simple predicate. ***'Dog ran'*** is the simple subject and predicate.	**Basic:** Have students listen to sentences and identify the simple subjects and simple predicates. **Intermediate:** Have students circle the simple subject and underline the simple predicate in sentences. **Advanced:** Have students write sentences about their families. Have them circle the simple subject and underline the simple predicate.	Have students identify the simple subject and simple predicate in sentences.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 354-355

Objective: 3.33 Apply the rules of subject-verb ageement.

Content	Suggested Activities	Suggested Assessment	Resources
The **simple subject** of a sentence can be **singular** or **plural**. When it is **singular**, an 's' is added to the **verb**. Example: *The bird* sing**s** . If the **subject** is plural, then **no** 's' is added to the **verb**. Example: *The birds* **sing**.	**Basic:** Prepare two bags: one with singular and plural nouns and the other with singular and plural verbs. Have students take turns selecting a card from each bag. Ask them to discuss whether or not the subjects and verbs agree. **Intermediate:** Have students listen to recorded sentences to determine whether or not subjects and verbs agree. **Advanced:** Have students write their own subject for the given verb, or write their own verb for the given subject. Example: _____ *walk* the dogs. The boys walk the dogs.	Have students complete sentences on worksheets, requiring them to make subjects and verbs agree.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 358

Objective: 3.35 Use adjectives to describe nouns and pronouns.

Content	Suggested Activities	Suggested Assessment	Resources
An adjective tells more about a noun. An adjective is used to describe a person, place, thing or animal. Adjectives answer the questions, What kind? Which one? and How many? Adjectives can describe **colour**, **size**, **taste**, **amount** as well as **compare** nouns. Some words that tell *how many* are: 'couple', 'dozen', 'flock', 'plenty', 'pack', 'twenty', 'fifty', 'hundred', 'thousand', etc. Some adjectives describe **size** and **shape**. Some words that tell size and shape are: 'medium', 'huge', 'gigantic', 'round', 'flat', 'triangular', etc. Some adjectives tell how things **taste, feel, sound** and **smell** Some sensory words are: 'sour', 'bitter', 'sugary', 'smooth', 'hard', 'soft', etc.	**Basic:** Have students play the *I Spy* game. Think of a classroom object. Tell how the object looks and feels in a sentence. Class will guess the name of the object. **Intermediate**: Have students identify adjectives in sentences provided. **Advanced:** Distribute goldfish/animal crackers or have students select a snack from their bags. Have students examine the snack closely. Ask them to: 1. feel it; 2. smell it; 3. taste it; 4. listen to the sound while eating. Ask students to make a web to show sensory adjectives about the item.	Provide students with several nouns. Have them compose sentences that contain adjectives that describe the nouns or pronouns.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 346-349

Content	Suggested Activities	Suggested Assessment	Resources
‘A**’** and **‘**an’ are known as articles. They come before nouns that name one. ‘A’ comes before a noun that begins with a consonant. Example: a book ‘An’ comes before a noun that begins with a vowel. Example: an exercise book			

Objective: 3.36 Use adverbs to modify verbs, adjectives and other adverbs.

Content	Suggested Activities	Suggested Assessment	Resources
An **adverb** tells more about a verb. It tells **how, when** and **where** the action happened. Adverbs tell **how:** Example: We ate **quickly**. Adverbs tell **when:** Example: They went to church **yesterday**. Adverbs tell **where:** Example: We played **there**. **More adverbs:** **How** **When** **Where** softly always away loudly today there quickly often upstairs slowly tomorrow here	**Basic**: Present students with a group of adverbs. Have students sort them according to the questions that they answer: 'how', 'where' and 'when'. **Intermediate**: Read a group of sentences. Have students identify the adverb in each sentence by circling the adverb and labelling it with the letter 'a'. **Advanced:** Organize students into groups of four. Distribute four envelopes with word cards labelled: 'noun', 'verb', 'adjective' and 'adverb'. Have students select a random word from each envelope to create a complete sentence. Each sentence must have at least one noun, verb, adjective, and adverb.	Students will proofread a group of sentences. Have students correct or improve sentences by inserting an adverb that best completes each sentence.	• *Checking Your Grammar and Getting It Right* p. 69 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 474 - 475

Objective: 3.37 Use prepositions to link words in sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A **preposition** tells the location or direction of something. It can also show the **relationship** between words in a sentence. Some prepositions that tell position are: Examples: at, by, to, for, up, in, on, of, over, up, under, after, behind, before, near, off, down, with, across, above, until, around, inside, outside Katie hid **behind** the tree to avoid the dog. The word 'behind' tells us where Katie was in relation to the tree.	**Basic: *"Where is the dog?"*** (similar to "Where is Waldo?"). Using words from a word bank, have students label pictures with prepositions to identify the position of the dog in each picture. **Intermediate:** Using pictures, have students complete sentences using prepositions that best describe the location of an object in each picture. **Advanced:** Present students with a list of prepositions. Have students compose sentences using each of the given prepositions.	Have students provide prepositions to complete sentences.	• *Checking Your Grammar and Getting It Right*, p. 74 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 476-477

Objective: 3.38 Use conjunctions to join words or phrases.

Content	Suggested Activities	Suggested Assessment	Resources
Conjunctions join words or groups of words. Some conjunctions are 'and', 'but' and 'or'. Conjunctions can serve different purposes. **Combining Information in Sentences** Example: **John loves** conch salad. **John loves** conch fritters. John loves conch salad **and** conch fritters. Don **wants to walk to the park.** Karen **wants to walk to the park.** Don **and** Karen want to walk to the park. **Showing Differences** Example: Simon loves chocolate. Simon hates chocolate ice-cream. Simon loves chocolate, **but** he hates chocolate ice cream. **Giving Options** Example: Do you want turkey **or** ham?	**Basic**: Have students circle conjunctions in a short passage. **Intermediate**: Fill in the blank to complete sentences using conjunctions from a word box. **Advanced:** Provide students with sentence stems. Have students use the appropriate conjunction to assist them in completing the sentences. Example: Sally likes broccoli, _____ Sally likes broccoli, **but** she hates corn.	Have students combine sentences using the appropriate conjunctions.	• *Checking Your Grammar and Getting It Right* p. 78 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 476 - 477

Objective: 3.40 Expand simple sentences into compound and complex sentences.

Content	Suggested Activities	Suggested Assessment	Resources
A **simple sentence** has a subject and a verb and expresses a complete thought. Example: Stan took an apple. Two **simple sentences** can be joined to make one complete sentence**.** These **simple sentences** can be joined using the word 'and'**.** Example: Stan took an apple. He ate it by the pool. Stan took an apple **and** he ate it by the pool.	**Basic:** Have students join two sentences using the conjunction 'and'. **Intermediate:** Have a student create a simple sentence. Example: *The boy ran onto the beach.* Have another student expand it into a compound sentence. Example: *The boy ran onto the beach and he dashed into the water.* **Advanced:** Have students play a KAHOOT game where they must identify simple and compound sentences. Ask students to justify their responses.	Have students join two simple sentences together with the conjunctions 'and', 'or', or 'but'.	• *The Grammar and Writing Book*, Grade 2, p. 218-221 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 406

Objective: 3.41 Use interjections in sentences.

Content	Suggested Activities	Suggested Assessment	Resources
An **interjection** can be one word or a group of words that express strong emotions like excitement, anger, dismay or surprise. Some examples of interjections are**:** hey, oh, gee, oops, ouch, hooray, and wow Interjections are followed by an **exclamation mark (!)**.	**Basic:** Have students match the pictures of situations or events with the correct interjection. Examples: **Picture** **Interjection** hitting toe Ouch! winning a game Hooray! falling glass Oops! **Intermediate:** Distribute interjection word cards to students. Have students listen to a passage. As the interjection is heard in the story, have students holding the interjection word card stand and display the word. **Advanced:** Present a cloze passage in which students will use context clues to select the interjection that will best complete the passage. Example: "___! Mr. Rolle's car is so cool!" (*Wow*) "___! That cat is scary!" (*Yikes*)	Have students use interjections in sentences.	• *Checking Your Grammar and Getting It Right* p. 81 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 476-477

Objective: 3.42 Provide synonyms for given words.

Content	Suggested Activities	Suggested Assessment	Resources
Synonyms are words which have the same, or nearly the same meaning. **Examples:** pig/ hog close/shut look / stare happy / glad end/ finish speak / talk clever/smart	**Basic**: Provide students with labelled picture cards. Have students identify the names of picture cards and then match the two cards that are similar in meaning and explain their reasons for matching. **Intermediate**: Given a list of words, have students replace the underlined word in the sentence with the appropriate synonym. **Advanced:** Give students a list of five words. Have them write the synonym for each word.	Have students rewrite a passage where they must replace the underlined words with synonyms.	• *The Students' Companion* by: Wilfred D. Best, p.146-150 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 267

Objective: 3.43 Provide antonyms for given words.

Content	Suggested Activities	Suggested Assessment	Resources
A word meaning the opposite of another word is known as an **antonym**. Examples: least---most early---late all---none best---worst rich---poor smile---frown high---low question---answer smooth---rough	**Basic:** Have students participate in a *Simeon Says* game. They must do the opposite of what the teacher commands. **Intermediate:** Have students rewrite rebus sentences, replacing the underlined adjective with its antonym. **Advanced:** Have students cut out pictures from magazines or download from online to create a picture book of opposites. Have them label the pictures.	Antonym Word Sort. Have students categorize a group of words to make antonym word pairs.	• *The Students' Companion* by: Wilfred D. Best p. 143-150 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 446-447

Objective: 3.44 Differentiate among homonyms, homophones and homographs.

Content	Suggested Activities	Suggested Assessment	Resources
Homophones are words that sound the same but have different spellings and meanings. *Examples:* see – sea sun – son to – two for – four ate – eight know – no blew – blue deer – dear sail – sale hear – here air - ear	**Basic:** Have students draw pictures to represent homophone pairs. Label each picture. **Intermediate**: Have students create a book of homophones and their definitions. **Advanced:** Have students complete an activity sheet. Ask them to identify the appropriate homophone to complete each sentence.	Sentence Repair: Have students read each sentence and replace the incorrect homophone with the correct homophone.	• *Illustrated First Aid in English*, p. 73 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 418-447

Objective: 3.45 Apply capitalization rules appropriately.

Content	Suggested Activities	Suggested Assessment	Resources
The first word in a sentence always begins with a capital letter. Example: **T**his is my book. The pronoun **"I"** is always capitalized. Example: Jan and **I** are friends. Proper nouns that name a particular person, place, thing or animal begin with capital letters. Examples: **J**an, **E**leuthera, **B**ahamas, **R**over, **W**ednesday and **M**ax Some special names are titles for people. These special names and titles begin with a capital letter. Examples: Ms. Mr. **R**ight **H**onorable **S**ir **L**ynden **P**indling	**Basic**: Have students replace proper nouns with common nouns. Examples: street → Bay Street island → Andros **Intermediate**: Have students read a nursery rhyme or short poem with no capitalizations. Under each letter that should be capitalized, have students draw three lines. **Advanced**: Have students write a letter to a friend about a community helper that visited their school. Tell them to be sure to put the helper's name and something they learnt. Students will be sure to adhere to the capitalization rules.	Have students find examples of titles in newspapers, books and magazines and set up a small display for titles of people.	• *Checking Your Grammar and Getting It Right* p. 98 • *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 418-421

Objective: 3.47 Use acronyms.

Content	Suggested Activities	Suggested Assessment	Resources
Acronyms are words formed using the initial letter or letters of a group of words in succession to form a shortened form of a name. **BTC** - **B**ahamas **T**elecommunications **C**orporation **BPL** - **B**ahamas **P**ower and **L**ight **RBPF - R**oyal **B**ahamas **P**olice **F**orce **DS - D**istrict **S**uperintendent **ZNS** - **Z**ephyr **N**ews **S**unshine **PMH** - **P**rincess **M**argaret **H**ospital **KFC** - **K**entucky **F**ried **C**hicken **PI** - **P**aradise **I**sland **RBC** - **R**oyal **B**ank of **C**anada	**Basic:** Have students search various sources for pictures to match the list of given acronyms. **Intermediate:** Have students work in pairs to find at least 10 acronyms from the newspaper or phone books (yellow or white pages). **Advanced:** Have students complete an activity sheet, where they match the acronym with its complete name.	Have students write acronyms for a list of titles and names.	• *Checking Your Grammar and Getting It Right* p. 136

SCOPE OF WORK

COMPOSITION WRITING

Sub-Goal 2: Interpret developmentally appropriate printed and audio-visual materials (including literary and informational resources) using various comprehension strategies and literary skills.

Objective: 3.48 Explain the steps in the Writing Process.

Content	Suggested Activities	Suggested Assessment	Resources
The five steps in the Writing Process are: **Prewriting**- The writer gathers ideas and plans. **Writing**- The writer records ideas. **Revising**- the writer makes changes to improve the ideas. **Editing**- the writer checks the written piece for mistakes. Use proofreading marks for: • capitalizing a letter, • making a capital letter, lowercase • adding a period • correcting a spelling error • taking something out • adding a letter or word • inserting punctuation marks. **Publishing**- the writer shares the text with others.	**Basic**: Provide a template of a staircase. Have students label each level of the staircase with one of the steps in the writing process. **Intermediate:** Have students match cards labelled with the steps in the writing process with the most appropriate description cards. **Advanced:** Have students use the staircase model to explain the steps in the writing process.	Have students place the steps in the writing process in order and explain what happens in each step.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 6-15

Objective: 3.49 Discuss the qualities of a good writing.

Content	Suggested Activities	Suggested Assessment	Resources
When telling a story, make sure that it is interesting to those who will be hearing or reading it. A good story: 1. has great ideas; 2. has an interesting beginning and ending; 3. is easy to follow; 4. has action; 5. has specific details; 6. has the best words to describe what can be seen, heard, felt, tasted and smelled to help the readers to picture exactly what is happening; 7. has short and long sentences; 8. follows the writing rules; 9. engages the readers so that they feel like the author is speaking directly to them; 10. includes pictures; and 11. looks neat and attractive.	**Basic**: Read a short story to students. Have them talk about their favourite parts. Relate this to the qualities of good writing. **Intermediate:** Read a short story to students and have them discuss ways in which they could improve it. **Advanced:** Have students identify two characteristics of writing that they think are most important. Ask them to share their reasons with the class.	Have students identify and explain at least three qualities of good writing.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 20-27

Objective: 3.50 Explain the four types of writing.

Content	Suggested Activities	Suggested Assessment	Resources
There are four reasons why we write: 1. Writing **to tell a story** – A story can tell about what happened to you or someone else. 2. Writing **to describe** – The senses are used to tell how something looks, feels, tastes, sounds or smells. 3. Writing **to explain** – The writer gives information or gives directions. 4. Writing **to provide an opinion** on a particular topic.	**Basic:** Teach students a song about the different types of writing that they can easily remember. **Intermediate:** Have students conduct an interview using popsicle puppets that represent each type of writing. Have the interviewer ask students questions about their particular type of writing. **Advanced:** Have students look around their classroom for examples of the different types of writing.	Have students use flash cards to help them explain a particular type of writing.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 39, 51, 89, 127

Objective: 3.51 Narrow ideas and elaborate on them.

Content	Suggested Activities	Suggested Assessment	Resources
Before beginning to write, it is important to stop and get your ideas ready for writing. There are several ways to do this. 1. Look at or draw pictures about the topic. 2. Think about what you already know about the topic and make a list. 3. Talk to someone about the topic. 4. Pick the best ideas about which to write. 5. Ask questions such as: Who? What? Where? When? Why? and How? to help you write about your ideas.	**Basic:** Show students a picture of activities at Fun Day or a Fair. After discussing the many activities that can happen at a fair, have students write about one of the activities. **Intermediate:** Have students make a list of their favourite foods. Have them select one of them to write about how it looks, tastes, feels, sounds and smells. Have them write a list poem that includes a description of their favourite food. **Advanced:** Have students talk to their classmates about their favourite beach activities. Ask them to select one on which to write. Have them describe the activity.	Provide students with a topic and have them narrow the ideas and elaborate on them.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al *Descriptive Writing* p. 42, *Narrative Writing* p. 54, *Expository Writing* p. 92, and *Persuasive Writing* p. 130

Objective: 3.52 Sequence ideas appropriately, using transitional words.

Content	Suggested Activities	Suggested Assessment	Resources
We can show the order in which things happen, happened or will happen, by using **time-order words**. 'First', 'next', 'then', and 'last' are time-order words. You can put ideas in order by telling what takes place first, next and last. Example: **First** we all stand at attention. **Then** the Bahamian flag is raised. **Last** we sing the national anthem. **Before Words:** once, not long ago, early and yesterday **Words that Show First:** In the beginning, before, to start with **Words that Show Next:** After, after a while, following, later **Words that Show Last:** At last, in the end, to finish	**Basic:** Show students large cut-out pieces of the ingredients of a hamburger sandwich. As a whole class activity, have the students correctly assemble the hamburger sandwich. List the steps taken on the chalkboard and number them to show sequential order. **Intermediate:** Display a picture of a hamburger sandwich for all the students to see. Provide groups of students with sentence strips containing each step of making the sandwich. Challenge students to arrange the sentence strips in sequential order to show how the hamburger sandwich is made. Have them circle time order words in each sentence. **Advanced:** Have students write explanations about how to make their favourite sandwiches or snack. Encourage students to write complete sentences and to write and number the steps in their explanation in sequential order. Compile a class cookbook and make a copy for each student.	Have students use time order words to explain a process.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 395

Objective: 3.53 Organize ideas into a paragraph, using a topic sentence and supporting details.

Content	Suggested Activities	Suggested Assessment	Resources
A group of sentences that is used to tell about a particular topic or subject is called **a paragraph**. The sentence that tells the reader the topic or focus of the idea being expressed throughout the paragraph usually comes first. This sentence is called the **topic sentence**. The sentences that provide the information about that topic are called **supporting details**.	**Basic:** Initiate a whole class discussion about flowers. Using a flower graphic organizer, have students record thoughts about colour, texture, size, scent or aroma; where they normally see flowers and how flowers make people feel. Following this pre-writing activity, have students create a topic sentence and supporting details about the subject of flowers. **Intermediate:** Provide students with a picture of the lignum vitae and the yellow elder. Have them consider both photos and write a paragraph about one of them. Tell students that the topic sentence for their paragraph must state the flower on which they are focusing. The detail sentences must all be related to the flower selected. **Advanced:** After viewing a video about the Blue Marlin. Have students write a paragraph with a topic sentence, that tells details about the fish.	Have students write a simple paragraph with a topic sentence and supporting details.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 41, 43

Objective: 3.54 Compose varied and interesting introductions to their writing pieces.

Content	Suggested Activities	Suggested Assessment	Resources
When writing, how the story or piece begins is very important. The writer should try to grab the attention of the person who is reading the piece right away. This can be done in several ways. • **Begin with a question.** Have you ever fallen out of bed? • **Start with lots of action.** Mr. Rolle held tightly on to his line. Suddenly, the fish gave a big jerk and pulled the line out of Mr. Rolle's hands. • **Use sound words.** Clip-clop, clip-clop went the horse as it pulled the carriage filled with tourist down Shirley Street. • **Begin with words that sound alike**. Hungry, hot and hurt, the man sat quietly on the rock	**Basic:** Have students make a collection of sound words that they can easily access when they are writing. Have them draw a picture on one side of the card and the word representing the sound made, on the other side of the card. Ask leading questions like, "What does the duck say?" Have them select an appropriate sound word to begin a piece of writing. **Intermediate:** Ask students to write about the Needs of Living Things or another Social Science topic. Have them begin the piece with a question. **Advanced:** Have students watch a movie clip that begins with a lot of action. Have them capture the beginning in their writing.	Have students write a paragraph with an interesting introduction. Use a rubric to assess.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al *p.* 64,102

Objective: 3.55 Utilize various methods of concluding pieces in their writing.

Content	Suggested Activities	Suggested Assessment	Resources
When writing, it is important to bring the pieces to an end. There are several ways to do this. • Solve the problem. • Give the lesson that was learned. • Say what you think. • End with a hope or a thought.	**Basic:** Read Aesop's Fables with the students. Have them discuss the lessons learned. Ask them to use one of the lessons in a story of their own. **Intermediate:** Provide a story for students. Give three possible solutions to the story. Have students decide on which ending is best. Discuss reasons why. Have students incorporate those elements into their conclusions. **Advanced:** Have students write about the recent band on using plastic straws and bags. Have them give their opinions on the band as their conclusion.	Have students write a story and conclude it in an interesting way. Use a rubric to assess their writing.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 68, 106

Objective: 3.56 Demonstrate voice in their writing texts by exploring tone and mood.

Content	Suggested Activities	Suggested Assessment	Resources
When writing, it is important to sound interested in what is being written. Stories should be written like they are being told to a friend. Be funny if it suits what is being said. If it is something sad being said, use words that would make the reader feel sad. Be as detailed as possible. Be sure to use the senses in describing people, places and things. Be clear when writing. Give good explanations when sharing the steps to complete something. Give strong reasons to support any opinions you are sharing. Keep it serious so that the reader pays attention to what is being said.	**Basic:** Have students sing and demonstrate the "Voice Song" (sung to the tune of "If You're Happy and You Know It"). Use the reference below or write your own. Ruth Culham's *Writing Traits for the Classroom K-2* p. 57 **Intermediate:** Give students a line of text to read and a descriptor. Ask student to read the line out loud in that voice. Let the other students guess the voice or a synonym for it. **Advanced:** Have students select an emoticon out of a bag. Have them write sentences/paragraph to reflect that emotion. Have them share their writing. Ask the students to determine the emoticon that had been selected.	Have students complete a piece of writing. Assess it using a rubric for the Voice trait.	• *6 + 1 Traits of Writing K-2*, by: Ruth Culham

Objective: 3.57 Write from different points of view.

Content	Suggested Activities	Suggested Assessment	Resources
Many people can tell the same story about an experience but it will be different for each of them because they all looked at what happened in different ways. Use words such as: 'I', 'me', 'my' and 'we' to tell a story about you. Use words such as: 'you' and 'yours' to tell the story as if someone else is watching what happens. Use 'he', 'she', 'it' and' they' when you are watching the story unfold. Sometimes the writer can pretend to be an animal or object to tell their side of the story.	**Basic:** Have a student hold a camera in front and video tape himself walking along the sidewalk. Then have another student videotape him walking down the same sidewalk. Share both views with the class. Discuss any similarities and differences. Relate it to writing. **Intermediate:** Read the *Seven Blind Mice* by Ed Young or a similar story. The Mice discover something mysterious by the pond. Each feels a different part of the object and comes up with his own theory as to what it is. Relate this to having different viewpoints in writing. **Advanced:** Have students imagine that they are a mango tree with lots of mangoes next door to a school. Ask them to write about the experiences that the tree would have.	Have students complete a piece of writing from a specific perspective. Use a rubric to assess their writing.	• *6 + 1 Traits of Writing,* Ruth Culhan,

Objective: 3.58 Compose different types of poetry such as limericks, cinquains, free verse, etc.

Content	Suggested Activities	Suggested Assessment	Resources
Poems are a fun way of expressing our ideas and thoughts. They can come in many different forms. **Rhyming Poems** In rhyming poems, the words at the end of line pairs rhyme. There should be about the same number of words in the line pairs that rhyme so that the flow of the poem is consistent. **Cinquains** The Cinquain (/ˈsɪŋkeɪn/ is a five-line poem. Each line has a specific number of words as well as type of words. Line One – 1 word (noun) Line Two – 2 words (adjectives that describe the noun in line 1) Line Three – 3 words (action) Line Four – 4 words (longer description) Line Five – 1 word (noun that relates to the noun in line 1) **List Poems** List poems are written as lists. They may simply have a list of words or there may be a common phrase in each line. All of the lines refer to the person or thing that the poem is about.	**Basic:** Have students make a class poem. The teacher can provide the stem of the poem and have students provide the rhyming words at the end. **Intermediate:** Provide students with stimulating pictures such as a delicious chocolate cake or an ice cream topped with a variety of toppings. Have them write a Cinquain poem about the picture. **Advanced:** Have students write a list poem about a current Science or Social Studies topic.	Have students write a poem. Use a rubric to assess.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 253-255, 243-250

Objective: 3.60 Develop narrative pieces that include characters, setting and plot.

Content	Suggested Activities	Suggested Assessment	Resources
Writing stories is a way of telling about something that happened. Stories should have a beginning, middle and an end. Stories should tell about animals or people that are included in the events. These are called **story characters**. What did they say? How did they look? Where did they go? Stories should also give an idea of where the events are happening...in school? at the fair? on Crooked Island? This is called the **setting or the place** where the stories are taking place. Stories should give a problem and explain how it is solved. This is called the **plot**.	**Basic:** Have students listen to a simple song that tells a story. Have them identify the characters, setting and plot. **Intermediate:** Ask students to write a story about a big surprise. Have students first draw pictures of the characters in their stories. Have them use details from their pictures to tell more about the characters in their writing pieces. **Advanced:** Have students look at pictures from a magazine, calendar or on the internet to pick a setting for their stories. Let them take a little time to write about what it looks like. Have them incorporate these descriptions in their stories.	Have students write a narrative piece. Use a rubric to assess.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 52-86

Objective: 3.61 Write descriptive essays that utilize interesting words and literary devices (similes, metaphors and personification).

Content	Suggested Activities	Suggested Assessment	Resources
In descriptive writing it is important to describe people, animals, places, items etc. in such detail that readers can picture them in their minds as they read. Using the senses to help build descriptions is key. Include what you can see, feel, taste, smell or hear. Comparing one thing to another is another way of helping with descriptions. Example; The dog's bark was as sharp as a whistle.	**Basic:** Select a simple paragraph that is particularly rich in sensory detail. Present a copy of the paragraph to each child. Read through the paragraph together and have the students identify (circle) the describing words. **Intermediate**: Select a simple paragraph from a basal reader. Create a cloze paragraph by adding or leaving blank spaces where adjectives were or could be added. Have the students read and then write their own describing words to complete the paragraph. **Advanced**: Give each child a paragraph frame with a topic sentence describing an animal or thing. Examples: *My dog is very funny*. **or** *Oranges are very juicy*. Have the students write two or three more descriptive sentences to support the topic sentence.	Have students write a descriptive piece. Use a rubric to assess.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 40-46

Objective: 3.62 Write expository essays (biographies, how to paragraphs, newspaper articles, reports, reviews etc.)

Content	Suggested Activities	Suggested Assessment	Resources
In addition to writing stories and describing events or people, there is a type of writing that just gives directions or provides information. We call this type of writing, expository writing. Examples of expository writing are: • Classroom Rules • Textbooks • Instructions • Book Reports • Recipes • Flyers • Invitations When explaining how to do something, begin with a sentence that tells what you will be writing about. Use sequence words to help order the steps. End with a sentence that tells what was just done, but in another way.	**Basic:** Have students listen to examples of expository writing from the radio. Discuss their purpose. Have students identify examples of expository writing in their environment. **Intermediate:** Provide students with excerpts from narrative, descriptive and expository pieces. Have them identify the expository ones. **Advanced:** Have students write information about their school to share with a friend who is interested in attending.	Have students write an expository piece. Use a rubric to assess.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 90-124

Objective: 3.63 Compose an invitation to an event.

Content	Suggested Activities	Suggested Assessment	Resources
Invitations are used to invite someone to attend a particular event such as a birthday party, wedding, graduation etc. When composing an invitation, include the following: • Name of the event • Date • Time • Location/Place	**Basic:** Provide students with a template for parents to attend a special school assembly. Have them complete the relevant information. **Intermediate:** Ask students to identify an event to which they would give invitations. Have them answer Who? What? Where? When? and Why? **Advanced:** Have students use the information in the previous activity to create their own invitations for a specific event. Ensure that the required information is provided.	Have students create an invitation. Use a rubric to assess their writing.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 122-123

Objective: 3.62 Write friendly letters.

Content	Suggested Activities	Suggested Assessment	Resources
Friendly letters are written to provide our family and friends information about what is happening in our lives. Friendly letters should include: **The Heading** - This includes the date. It is normally written in the right-hand corner and tells when the letter was written. **Salutation or Greeting** - This is the way to identify the person to whom you are writing. It usually begins with "Dear" and is written on the left side of the paper. **The Body of the Letter** – This is considered the main part of the letter where you may include all of the interesting details about your family and friends and write about what you have been doing, your hobbies etc. **The Closing** – This is a way of ending the letter or signing off. "Love" and "Your best friend" are examples that are used. The first word in the closing is always capitalized. **Signature** – This identifies by name the person who is writing the letter.	**Basic**: Present students with a chart showing a friendly letter. Have the names for different parts of a friendly letter written on small cards. Using velcro or tape, have students place them on the correct parts. **Intermediate:** Have students match the parts of a friendly letter with their definitions. **Advanced:** Have students in the class write and exchange friendly letters.	Have students compose a friendly letter. Have them use a rubric to assess their writing.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 48-49,138-139.

Objective: 3.63 Write essays utilizing persuasive techniques.

Content	Suggested Activities	Suggested Assessment	Resources
An opinion expresses how a person thinks or feels about a particular thing. Reasons may be provided as to why the person feels that way. When writing a persuasive paragraph, it is important to state how you feel in the first sentence. Add at least three sentences with supporting reasons. Be sure to put the most important reasons first. Then close with the final sentence restating how you feel.	**Basic:** Have students share about a time when they wanted a particular toy or tablet. Have them discuss the reasons they gave their parents to purchase the item. Connect this to persuasive writing. **Intermediate:** Revisit the story of David convincing Saul to have him fight Goliath. Discuss the reasons that David gave. Connect this to persuasive writing. **Advanced:** Have students write a paragraph to convince their teacher to give them more homework.	Have students write a persuasive piece. Use a rubric to assess their writing.	• *Write Source*, Grade 2, by: Kemper, Sebranek et al p. 128-162

APPENDICES

Language Arts Instructional Periods

Subject	Lower Primary Period Allocations	Upper Primary Period Allocations
Reading	10	7
Spelling	2	2
Handwriting	2	1
Grammar	2	2
Written Composition	5	3
Total Periods	21	15

The Reading Block

The Reading Block for lower primary refers to the 90-minute double period dedicated exclusively for the teaching of reading. This daily instructional block encourages the integration of the five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Within this block, time should be allocated for guided reading, where teachers hear students read in small groups as well as individually.

Useful Information about the Teaching of Reading

READING LEVELS

- **Independent:** The highest level at which a child can read with at least a 95% accuracy rate and a 90% comprehension rate.

- **Instructional:** The child can read with an accuracy rate that is between 90% - 94% and can understand the information with at least 75% comprehension rate.

- **Frustration:** The student is reading with less than 90% accuracy and has less than 75% comprehension rate.

Basal Readers

The basal reading approach to reading instruction according to Morin, 2020 is, "…usually a grade-leveled series of textbooks...focuses on teaching reading, either by code-emphasis approach (phonetic) or meaning-emphasis approach (reading for understanding)." The basal reading programme provides systematic guidance for teachers using age-appropriate reading material and includes all aspects of word attack skills, sequential development of word recognition, comprehension skills and vocabulary skills.

Examples of Basal Readers are:

- Harcourt Trophies
- Story Town
- Journey's
- Scott Foresman
- Reading Street

The Language Experience Approach

The Language Experience Approach can be utilized in conjunction with or independent of a basal reading series. This approach can particularly be used to support instruction with struggling readers. This approach consists of creating an experience for students and then discussing the experience with them. The teacher would record what they have said on the board or on chart paper. Students would then read the story. This approach provides for an integration of all the language arts components (listening, speaking, reading and writing) and helps the children to see relationships: "What I can think about, I can talk about. What I can say, I can read. What I can read, I can write."

TYPES OF READING

Guided Reading:

Guided Reading refers to teachers working with students in small groups to provide support in reading and comprehending designated texts.

Oral Reading:

Suggested Checklist for Oral Reading

As the teacher listens to and observes the students read orally, the checklist can be used as guide to assess students' oral reading abilities. The students should be given a chance to read the selection silently before they read it orally. The checklist also helps the teacher to determine the students' specific skill needs.

Sample Checklist for Oral Reading

1. Determines the mood or tone of the selection (humour, sadness, excitement, suspense, etc.)
2. Reads in thought phrases or units.
3. Observes punctuation marks.
4. Reads smoothly without jerkiness or hesitation.
5. Uses appropriate volume.
6. Enunciates clearly and distinctly
7. Uses a suitable pitch and voice quality.
8. Is free from strain, tension or nervous habits.
9. Reads at an appropriate rate so the listeners can understand.
10. Does not omit, substitute, repeat, or insert words.
11. Holds the book properly.
12. Keeps place when reading without difficulty.

SILENT READING

Functional Reading:

As students progress in their abilities to decode printed symbols, their readings in relation to the content subjects and daily living experiences become increasingly important. The pupil encounters basic texts and supplementary texts in Social Studies, Science and Arithmetic, as well as many others. The more highly specialized the subject matter becomes, the more demand for reading skill mastery.

Recreational Reading:

The reading programme provides for both the development of reading skills and the encouragement of reading for pleasure. Recreational reading involves students selecting material to be read for personal satisfaction. Lifetime interest in good books comes from the repeated discovery that reading many kinds of books is satisfying. To foster recreational reading, the teacher must know children's books, know the students' ability and interests and be ready to help students find the right books at the right time. Students should be exposed to a wide range of subject matter and the wide gradation of difficulty that can be found in library collections. Teachers should ensure that they maintain interesting classroom libraries and encourage students to visit their school libraries.

(Ministry of Education Resource Book for Primary Reading Curriculum 1982)

Important Phonics Rules

1. The letter ‘c’ has two sounds. It can be pronounced as /k/ or /s/. It is pronounced /k/ when it is followed by **a**, **o** or **u** as in words like **‘**can’, ‘cough’ and ‘cut’. **‘**C’ makes its soft sound /s/ when it is followed by **e**, **i** or **y** as in words like ‘cent’, ‘city’ and ‘cycle’.

2. The letter ‘g’ has two sounds**.** It can be pronounced as /g/ or /j/. It makes its hard sound /g/ when it is followed by **a**, **o** or **u** as in words like ‘gate’, ‘goat’ or ‘got’. ‘G’ makes its soft sound **/j/** when it is followed by **e**, **i** or **y** as in words like ‘gem’, ‘gills’ or ‘gym’. There are some exceptions to this rule as in words like ‘get’, ‘give’ and ‘gift’.

3. The **CVC** pattern refers to a syllable that has a consonant followed by a vowel and then another consonant. When this happens, the vowel usually gives its shorts sound. Examples are words like ‘bed’, ‘man’ and ‘hat’.

4. The **Final ‘**e’ or **CVCE** pattern refers to a syllable that has a consonant followed by a vowel, another consonant and a final **e**. In instances where this occurs, the first vowel gives its long sound (says its name) and the **e** is **silent**. Examples of words that follow this pattern are ‘made’, ‘hole’, ‘cube’ and ‘date’.

5. The **CV** pattern refers to words that only have one syllable. In these two-letter words, the vowel normally gives its long sound as in words like ‘go’ and ‘me’. Some one-syllable words do not follow this pattern as in words like ‘to’ and ‘do’.

6. **R-Controlled** vowels refer to vowels that are followed by the letter ‘r’. When this happens, the sound of the ‘r’ usually dominates the vowel sound, and the sound that the vowel makes is neither a short or a long sound. Words like ‘cart’, ‘far’ and ‘for’ are examples of the r-controlled sounds.

7. When ‘gh’ follows ‘i’, the ‘i’ gives its long sound and the ‘gh’ is silent. **‘**Thigh**’** and ‘right’ are examples of this rule.

8. In words that begin with ‘kn’ and ‘wr’, only the sound for the second letter is heard. In the words ‘knot’ and **‘**wreck**’** the ‘n’ and ‘r’ sounds are heard.

Adapted from Language Arts by Gail Tompkins

Silent Consonants

B: The **b** is silent when followed by the **t** as in debt, doubt.

B: The **b** is silent when proceeded by **m** as in lamb, climb

C: The **c** is silent in some words, as in scene, muscle

D: The **d** is silent in some words in handsome, Wednesday

Gh: The **gh** is usually silent when preceded by a vowel, as in might, thought

G: The **g** is silent when it is preceded by **n** as in gnaw, gnat

H: The **h** is silent when it is preceded by **g** as in ghost, ghastly

H: The **h** is silent in some words as in honour, hour

K: The **k** is silent when followed by **n** as in know, knight

L: The **l** is silent in some words as in talk, should

N: The **n** is silent when preceded by **m** as in solemn, column

P: The **p** is silent when followed by **s**, as in glimpse

P: The **p** is silent in some words as in cupboard, receipt

P: The **p** is silent when followed by **n** as in pneumonia

T: The **t** is silent in some words as in listen, often

W: The **w** is silent when followed by **r** as in wrong, wrap

W: When **wh** is followed by **o**, the **w** is usually silent as in whole, whose.

(Ministry of Education Resource Book for Primary Reading Curriculum 1982)

Vowel Generalizations

The following are some of the most common vowel generalizations.

a. In one syllable words containing two vowel letters (one of which is a final e) the first vowel usually represents a long vowel sound, the **e** is silent. (e.g. kite, bite).

b. In a one-syllable word that ends with a vowel, the vowel that follows the consonant is usually long (e.g. he, go – open syllable).

c. A vowel is usually short when it appears between two consonants in a one-syllable word (e.g. hat, fox, dig – closed syllable).

d. When **i** is followed by **gh, nd,** or **ld,** the **i** usually represents its long sound (e.g. find, child, light).

e. The vowel **o** followed by **–ld** usually has a long sound (e.g. old).

f. If the only vowel in a word or syllable is an **a** followed by **w**, **ll** and **u**, the sound of the **a** is usually that of a short **o** (e.g. wall).

g. When two vowels appear together in a word, the first vowel usually gives its long sound and the vowel that follows is silent. This rule is usually consistent with **ai, oa, ee** and **ay** combinations.

h. Each vowel letter may represent the soft schwa sound often heard in the unaccented syllable (e.g. disappear, telegram).

Y functions as a vowel when it concludes words of more than one syllable (e.g. dad/dy) and it follows a vowel (e.g.)

Common Consonant Blends and Digraphs

Blends: bl, cl, fl, gl, pl, sl, br, cr, dr, fr,gr, pr, tr, st, sc, sk, sm, sn, sp, sq, str, dw, sw, tw, spl, spr, chr, sch, scr, shr, thr

Digraphs: ch, gh, ph, sh, th, wh, qu, -ck,-ng, -ght **Silent Consonant Pairs:** gh, gn, kn, ps, wr, -mb

(Ministry of Education Resource Book for Primary Reading Curriculum 1982)

Common Rimes or Word Families

(Literacy Resource Handbook)

-ab	tab, drab	-ame	came, flame	-atch	batch, catch
-ace	race, place	-amp	camp, clamp	-ate	gate, hate
-ack	black, pack	-an	can, man	-aught	caught, taught
-act	fact, pact	-ane	plane, cane	-ave	gave, shave
-ad	bad, glad	-ang	bang, sprang	-aw	claw, draw
-ade	made, shade	-ank	bank, drank	-awn	lawn, fawn
-aft	raft, craft	-ant	pant, chant	-ax	wax, tax
-ag	bag, shag	-ap	cap, clap	-ay	day, play
-age	page, stage	-ape	tape, drape	-aze	haze, maze
-aid	maid, braid	-ar	car, star	-ead	head, bread
-ail	mail, nail	-arn	barn, yarn	-eak	leak, sneak
-ain	brain, chain	-arp	tarp, harp	-eal	heal, squeal
-ait	bait, trait	-art	part, start	-eam	team, stream
-ake	cake, shake	-ase	base, case	-ean	mean, lean
-alk	talk, chalk	-ash	cash, dash	-eap	heap, leap
-all	tall, squall	-ask	mask, task	-ear	year, spear
-ale	male, sale	-ass	class, mass	-eat	beat, heat
-am	ham, swam	-at	bat, cat	-eck	peck, check

-ed	bed, shed	-ice	ice, mice	-oach	coach, poach
-ee	see, tree	-ick	brick, pick	-oal	goal, coal
-eed	need, speed	-id	hid, slid	-oam	foam, roam
-eek	leek, seek	-ide	bride, hide	-oar	boar, roar
-eer	beer, peer	-ie	pie, die	-oast	boast, coast
-eet	feet, sleet	-ief	thief, chief	-oat	boat, float
-eg	leg, beg	-ife	wife, knife	-ob	job, throb
-eigh	weigh, sleigh	-iff	cliff, whiff	-obe	robe, globe
-eight	weight, freight	-ift	gift, sift	-ock	block, sock
-ell	bell, sell	-ig	pig, twig	-oke	choke, joke
-elt	felt, belt	-ight	bright, fight	-op	chop, drop
-en	then, when	-ike	like, spike	-ore	chore, more
-end	tend, send	-ile	mile, tile	-or	for, or
-ent	went, spent	-ill	fill, hill	-orch	porch, torch
-ess	less, bless	-in	chin, grin	-ough	rough, tough
-est	best, chest	-ine	fine, line	-ought	fought, bought
-et	get, jet	-ing	king, sing	-uck	duck, luck
-ew	flew, chew	-ink	pink, sink	-ug	bug, drug
-ib	bib, crib	-ip	drip, hip	-ump	bump, dump
-ibe	tribe, bribe	-ir	fir, sir, stir	-unk	bunk, dunk

Commonly Mispronounced Words and Grammar/Usage Errors

1.	Film	one syllable word; one vowel = “film” **not** “fil/um”
2.	Our	pronounced /ow/er; two syllables = “our” not “are”
3.	hour	pronounced /ow/er; h is silent = “hour” not “are”
4.	oil	pronounced /oy/l ; not “earl”
5.	kettle	pronounced short e; not “kattle” – This word contains ‘et’, so the ‘e’ is short.
6.	stamp	pronounced with a short ‘a’ sound as in “tam”; “stamp”, not “stump”
7.	mine	possessive; no ‘s’ is to be added; not “mines”
8.	Thompson	pronounced “Tompson” not “Thompson” - The **h** is silent.
9.	Furniture	this word is a collective noun, therefore -**s** should not be attached = furniture not furnitures
10.	often	pronounced “oftn” - The ‘t’ and **‘**e’ are silent in this word.

(Ministry of Education Resource Book for Primary Reading Curriculum 1982)

Grade 2 Word List

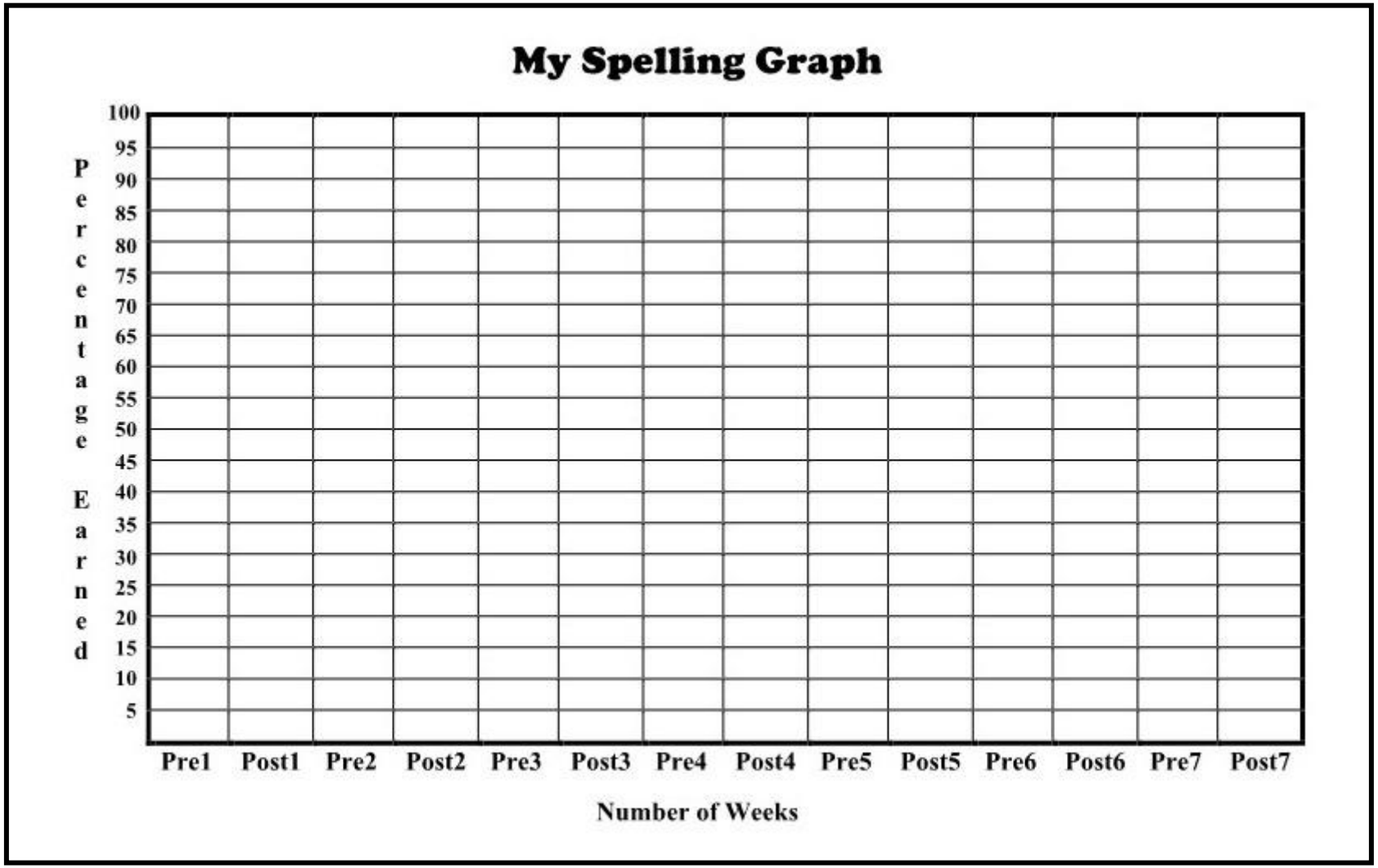
about	are	be	blaze	brown	chair
above	arm	bean	blaze	bug	chart
across	army	because	blind	bus	check
acted	around	bed	blind	but	cheer
after	art	bee	bloom	by	chew
again	as	been	bloom	cage	children
age	ask	before	blow	cake	chore
alive	at	began	blow	calf	clap
all	ate	being	blue	call	class
allow	away	bell	boat	called	clear
already	awful	below	body	came	climb
also	baby	beside	book	can	clothes
always	back	best	both	car	coat
am	bad	better	bowl	card	collar
an	Bain Town	big	box	care	colour
and	ball	bird	boy	carry	come
another	bar	birth	bread	case	Como Hill
any	bark	bit	break	Cat Island	cone
appear	barking	black	bring	catch	cook
apple	bath	blame	brother	Cay	cool

cord	door	father	found	grandfather	hip
corn	double	feast	four	grass	his
cost	down	feel	free	great	hold
could	draw	feeling	friend	green	holder
count	dream	feet	from	grow	home
crazy	dress	find	fruit	gum	honest
creep	drink	fine	fun	habit	hop
crowd	drum	fire	gather	had	hot
crown	each	first	gave	half	house
cry	eat	fish	get	hand	how
cut	eight	fist	gift	hard	hug
dad	end	five	girl	has	hurry
day	even	flag	give	have	I
dear	ever	flies	giving	he	ice
desk	every	float	glue	head	if
did	eye	floor	go	hear	in
dig	family	fly	going	heart	into
do	far	flying	gone	help	is
doctor	farm	food	good	her	island
does	farmer	fool	got	here	it
dog	fast	for	grade	high	jam
don’t	fat	forgot	grand	him	job

join	live	may	much	nurse	people
jump	lived	me	mud	nut	pet
just	lock	meal	music	obey	Peter
keep	log	mean	must	of	piano
kick	long	men	my	off	pitch
kid	look	mess	myself	oh	play
kind	looking	met	name	old	please
king	loose	meter	nap	on	pray
kite	lose	mice	near	once	present
know	lot	milk	need	one	pretty
lady	loud	mind	never	only	pull
lake	love	Miss	new	open	push
large	low	missing	next	or	racing
last	lunch	mom	nice	other	ran
learn	Mackey Street	more	night	our	read
leave	made	morning	nine	out	reading
left	make	most	no	over	red
let	making	mother	noise	own	reed
like	mama	move	not	owner	repair
lip	man	moving	note	page	ride
listen	many	Mr.	now	pager	riding
little	Mark	Mrs.	number	papa	right

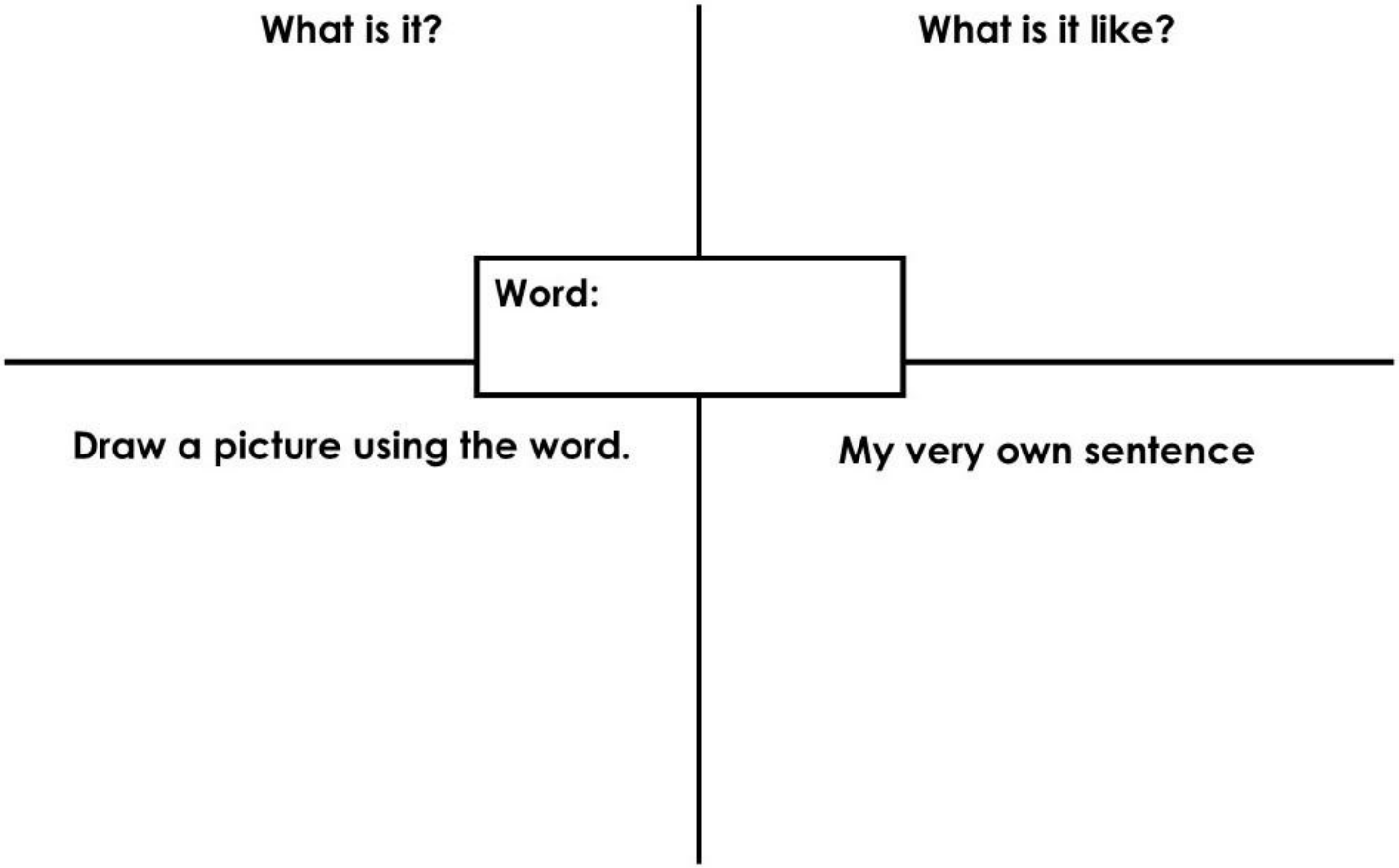
road	shall	slow	straw	the	Tuesday
rode	share	slur	stuff	their	tune
room	sharp	smell	such	them	turn
round	she	snail	sum	then	under
rule	sheep	snow	supper	there	understand
run	ship	so	sure	these	until
running	shop	soap	surprise	they	up
said	should	soft	table	thing	upon
sat	shout	some	tail	think	us
save	show	soon	take	this	use
saw	sick	space	tap	thought	vase
say	side	spell	taste	time	water
scale	sight	sport	tea	tip	what
school	sing	stage	teacher	to	when
sea	singing	stamp	team	together	where
second	sister	stand	teeth	tomorrow	winter
see	sit	start	tell	tone	yard
seem	six	state	ten	too	yell
self	slam	stay	terrible	took	yellow
sense	sleep	still	than	train	your
set	slept	stop	thank	tree	zoo
seven	slide	story	that	try	zebra

Self-Tracking System for Weekly Spelling Words



WORD MAP

Grades 1 and 2



List of Homophones

(Draft Curriculum Guide for Reading in the Primary School)

ad – add	four – for	right – write
air – ear	hear – here	road – rode
ant – aunt	him – hymn	sail – sale
be – bee	hour – our	sea – see
beat –beet	in – inn	son – sun
beer – bear	know – no	steal - steel
bean – been	knows – nose	storey – story
blue – blew	mail – male	tow -toe
bye – by – buy	made – maid	tail – tale
cent – sent – scent	meat – meet	their – there
chews – choose	peace - piece	to – too – two
eight – ate	plain – plane	wear – where
eye – I	rap - wrap	wood – would

List of Homonyms

address	drop	light	remote	spring
air	duck	loft	right	stalk
arm	fall	match	ring	tear
band	file	mean	rock	tender
bark	fly	nail	rose	tie
bat	food	note	row	tire
blue	glasses	orange	ruler	top
can	iron	palm	saw	trip
clip	jam	park	scale	wake
cool	kind	point	seal	watch
date	letter	pool	sink	wave
drink	lie	quarry	skip	well

List of Common Compound Words

afternoon
afterwards
airplane
airport
backbone
background
backward
barbershop
basketball
bathroom
bedroom
beehive
birdhouse
birthday
blackboard
blackbird
blackout
bluebird
breakdown
breakfast
candlelight
candlestick
cardboard
classmate
classroom
clothespin
corkscrew
cornbread
cowboy
crossroads
crosswalk
dashboard
daydream
daylight
dressmaker
driveway
drugstore
drumstick
earache
eardrum
earmark
earthquake
earthworm
eggplant
eyebrow
farewell
farmhouse
farmyard
footsteps
footstool
footwear
forever
seaside
seaweed
seesaw
sunglasses
tablecloth
tablespoon
teaspoon
thanksgiving
thumbnail
shellfish
shipwreck
underground
wallpaper
warehouse
washcloth
washroom
weekend
wheelbarrow
whenever
whirlwind
wholesale
widespread
wildcat
wildflower
windmill
windshield
windstorm
wishbone
woodwork
workshop
yardstick
yourself

List of Contractions

I will – I'll
you will – you'll
he will – he'll
she will – she'll
it will - it'll
we will – we'll
they will – they'll
what will – what'll
when will – when'll
how will – how'll
where will – where'll
I am – I'm
you are – you're
we are – we're
they are – they're
he is – he's
she is – she's
it is – it's
who is – who's

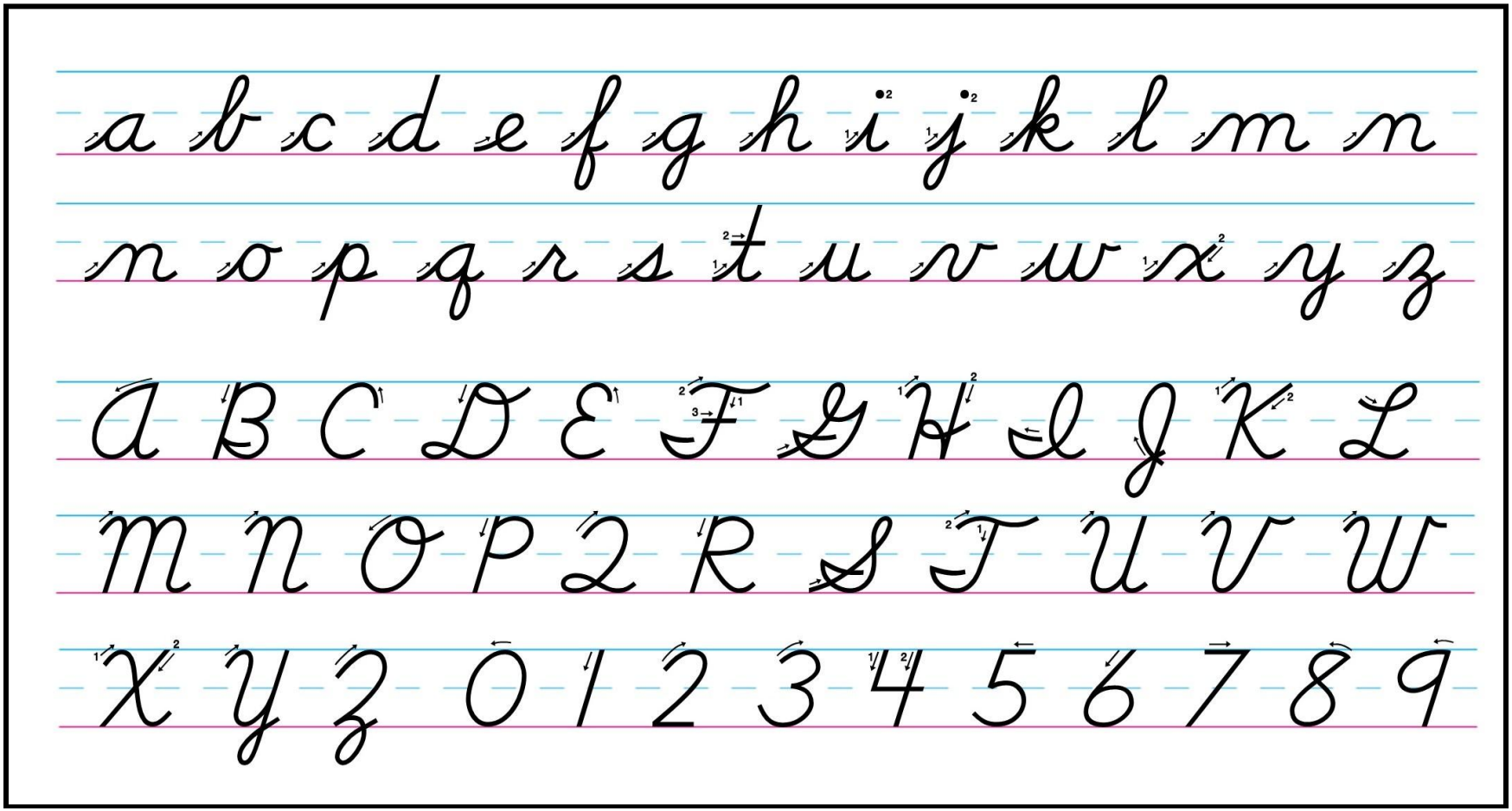
where is – where's
when is – when's
how is – how's
what is – what's
he has – he's
she has – she's
it has – it's
I have - I've
you have – you've
they have- they've
I had- I'd
you had – you'd
he had- he'd
she had – she'd
it had – it'd
I would - I'd
you would – you'd
he would – he'd
she would – she'd

it would – it'd
they would – they'd
we would- we'd
can not – can't
will not – won't
shall not – shan't
could not- couldn't
should not – shouldn't
would not – wouldn't
must not – mustn't
have not – haven't
has not- hasn't
had not - hadn't
is not – isn't
are not – aren't
was not – wasn't
do not – don't
does not – doesn't
did not – didn't

of the clock – o'clock
let us- let's
over – o'er
ever- e'er
it was - 'twas

D’Nealian Manuscript Handwriting Pattern

D’Nealian Cursive Handwriting Pattern



Writing Instruction

Daily Written Composition

The timetable for the Lower Primary Grades provides daily periods for Written Composition instruction with a total of five (5) periods weekly. In some instances, a daily allotment of 30 minutes for written composition may not be feasible; hence, the time allotment for instruction is five periods per week. According to research and best practices being currently used, composition writing should follow a balanced literacy approach.

Instructional Strategy: 10 Day Writing Plan

The "**Ten Day Writing Plan"** is a pilot writing model developed to support the daily teaching of written composition. This plan can be adapted for use at all primary grades. It is research based and contains the following components of good writing instruction:

· Mentor Texts

· Enriching Experiences to Build Background Knowledge

· Vocabulary Building Activities

· The Writing Process

· Writing Instructional Strategies

- Modelled Writing

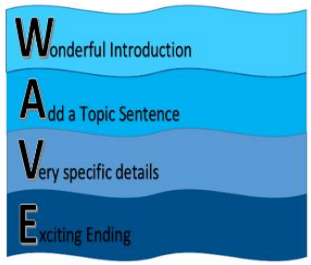
- Interactive Writing

The **W.A.V.E** is an acronym that is used to indicate what should be included a good piece of writing. The letters refer to:
Wonderful Introduction
Add a Topic Sentence
Very Specific Details
Exciting Ending

SAMPLE PLAN - GRADE 3: WEEK 8

*Before the 10 Day Plan begins, have students write a composition that includes dialogue. This should be an In-Class Assignment and used as a Pre-Assessment for the usage of the skill.

TOPIC: A DAY IN THE LIFE OF A CRAB

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
A) Identifying and Assessing the Writing Skill FOCUS SKILL: Conversation Dialogue • said • asked • shouted • yelled • exclaimed • laughed • questioned B) Focus Writing Trait FOCUS TRAIT: Conventions: Appropriate Use of Quotations C) Identify the Rubric for measuring the writing skill RUBRIC: Assessing Conventions in Writing Along with students, assess a few pieces of writing.	**A) Using Mentor Texts** Use mentor clips *(texts, video, audio)* to show examples of different techniques used by authors to demonstrate the writing skill. • Rainbow Fish • Chicken Little • The Little Red Hen **B) Writing Skill Practice** • Create a 'drag and drop' cloze passage. Have students place quotation marks as well as dialogue of characters in the correct position. • Have students write something said by a selected character from the story shared. Observe students' use of punctuation marks used for dialogue. Ask	**A) Creating Experiences** **FOCUS SKILL:** Dialogue Introduce the writing topic related to Social Science content. **THEME: *CHANGES*** **TOPIC:** *Change is All Around Us* • Ecosystems • Rocky and Sandy Shores *Provide experiences to stimulate ideas about a particular topic* 1. **YouTube Video Clip:** *Bahamian Beaches Video* • Bahamian Song about the beach/sandy shore • Commercial about the beach •	**A) Building Vocabulary** Review of experiences shared and documented on Day 3. Explore vocabulary associated with the topic and writing skill. **VOCABULARY:** (Based on experiences shared and topic) • sandy • rocky • shore • water • habitat • wave • ecosystem • ocean **WORD PYRAMID:** Choose five words to explore using the word pyramid. • **Peak:** focus words • **Second level:** Adjective (how did it	**A) Planning and Drafting Writing Piece** **TOPIC:** *Finding Treasure at the Beach* **Choose your own characters.** • Describe the setting • Include the dialogue between characters - **B) FOCUS STRATEGY:** *W.A.V.E* Complete a graphic organizer template. 

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
	students to share their sentences with the class via shared screen/screen shot/ or picture.	Sandy Shore Habitat for OSS 3-5, Clip #3a for Session 2.2 - YouTube Rocky Shores Ecosystems with Judy Mann - YouTube **2. Audio Book/Video Book:** *Model of Dialogue in text* • The audiobook focuses on the content as well as the writing skill. Have students identify the dialogue in the book. In One Tidepool In One Tidepool Book Reading - YouTube Sandy Feet? Whose Feet! - YouTube **3. *Touch Box* Experience:** • Have students handle, touch, or feel items from each of the shores. **For examples:** shells, sand, starfish, rocks, pebbles, coral, etc. **4. Discussion:**	look) • **Third level:** Adjective (how did it feel) • **Fourth level:** Adjective (how did it sound/smell) • **Foundation:** A super sentence including all adjectives and focus word.	

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
		Shared/Interactive Writing • Have students/teacher share their experiences of visiting rocky and sandy shores. • **Ask guiding questions:** ✓ What colour was the sand? ✓ How did the waves move? ✓ What was visible on the shore? ✓ How did the sand/rock feel? ✓ How did it smell? Teacher should encourage students to use descriptive terms in their responses and should record the same. **Examples:** the gritty sand black sticky tar sharp rocks		

TOPIC: A DAY IN THE LIFE OF A CRAB continued				
DAY 6	**DAY 7**	**DAY 8**	**DAY 9**	**DAY 10**
A) Revising/Peer Review https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F538109855454980400%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34Royj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAD	**A) Extending the Focus Skill and Vocabulary** Based on observations, the teacher will provide support for given areas. • Focus on varied approaches to the Writing skill • Organization: ways to organize writing • Incorporate additional components of the writing skill. Ensure that quotations are written correctly, placed in the appropriate positions, capitalizations are correct, commas are correctly placed and used. • Why learn about proofreading? **REAL WORLD CONNECTION:** As an **author** you must re-read your writing for readers to understand the message being conveyed.	**A) Editing the Piece of Writing**	**A) Presenting / Publishing** Create an illustrated mini book. Assess published piece of writing using rubric. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F362328732499753606%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34Royj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAJ	**A) Impromptu Writing** **POST TEST:** Have students write a composition that includes dialogue. **"A Day in the Life of a Crab".** Students will have the opportunity to rewrite their piece without guidance by the teacher. The purpose of rewriting the piece is to monitor students' progress and ability to apply the skills independently. https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F362328732499753606%2F&psig=AOvVaw03QsNB_Q4MdaqUfr34Royj&ust=1645306379728000&source=images&cd=vfe&ved=0CAgQjRxqFwoTCNiL9oWaivYCFQAAAAAdAAAAABAJ

Useful Websites and Links

Visit *Bahamas Virtual School YouTube Channel* and *1 on 1 Content Library* for Instructional Videos for each subject area

Writing Rubrics:

11 Fantastic Writing Rubrics for Kindergarten - Teach Junkie

RU_NAR_GK.pdf (parkhill.k12.mo.us)

GK_M1_TG.indb (eleducation.org)

Writing Portfolio Guide: Kindergarten Narrative Writing (ct.gov)

new-rubrics-k-2.pdf (educationnorthwest.org)

Stevepeha@ttms.org

Reading:

systematic_sight_word_instruction.pdf (weebly.com)

SPB.PhonicsAtoZ.1-176.Q (weebly.com)

Printable Phonics Activities From Wiley Blevins - WeAreTeachers

Microsoft Word - PA Activities.docx (ufl.edu)

UFLI Virtual Teaching Hub – UF Literacy Institute

Standards-Aligned English Lessons in Reading, Writing, & More (gynzy.com)

ReadWorks

Free Reading Comprehension Worksheets - Printable | K5 Learning

Comprehension Strategies:

(Comprehension Strategies)

https://theministryofeducation-my.sharepoint.com/:p:/g/personal/yienderia_martin_moe_edu_bs/Eczo3uqdutRDlx8rWPYrid0B0zgbbstaT0kWxiS4iyWh6w?e=njz8yx

Strategies for Reading Comprehension :: Read Naturally, Inc.

Seven Strategies to Teach Students Text Comprehension | Reading Rockets

Teaching Reading Comprehension Strategies and Selecting Appropriate Text (ed.gov)

(813) Break down comprehension strategies by subskills - YouTube

12 Second Grade Reading Comprehension Activities (weareteachers.com)

(Story Recording) https://theministryofeducation-my.sharepoint.com/:u:/g/personal/yienderia_martin_moe_edu_bs/EZ1bBORkZzpCieM9HNe7uLABGxXBrMW45rCR6-97Tf4DWg?e=AG04SN

Spelling:

Vocabulary Words - Spelling Practice - Phonics Games for Kids (spellingcity.com)

Free Spelling Activities - Mrs. Winter's Bliss (mrswintersbliss.com)

Spelling Activities - Free Vocabulary Printables - JumpStart

Handwriting:

https://www.youtube.com/watch?v=1qnx_vwx3jA

https://www.youtube.com/watch?v=QrrDruMyOoQ

https://www.youtube.com/watch?v=K1v4wVaEGgA

Interactive Handwriting Practice Lessons (Numbers & Letters) (gynzy.com)

https://www.ncmcs.org/UserFiles/Servers/Server_19566293/File/Academics/English Language Arts/Handwriting Guides/3-5 Handwriting Manual-Moore County.pdf

Full Cursive Alphabet (D'Nealian based) using Cursive Writing Wizard App - YouTube

Learn Cursive Handwriting with 'Cursive Writing LetterSchool' - LOWERCASE ABC - YouTube

Grammar:

Grammar Worksheets for Elementary School - Printable & Free | K5 Learning

Grammar Lesson Plans from Gynzy

200 Common Homonyms List in English - English Study Here (Homophones)

http://lessonplans/profbooks/nounpoem.pdf p://teacher.scholastic.com/lessonrepro/

http://www.learnnc.org/lp/pages/3742?ref=popular

http://www.bingocardcreator.com/

http://www.lessonplanet.com/search?keywords=run-on+sentences&rating=3

General Accommodations and Modifications for Students with Academic Difficulties

The purpose of implementing accommodations is to ensure equal access to the full school experience for students with learning disabilities or difficulties. Accommodations are usually created for individual students after formal or informal assessments have been completed.

ENVIRONMENT	INSTRUCTION	AIDS TO ASSIST WITH ASSESSMENT
• Use larger print.	• Utilize flexible scheduling.	• Calculator
• Place fewer items per page.	• Employ time managing tools like a timer.	• Speech-to-text Software
• Use visual prompts or cues (for example an arrow pointing on a page).	• Provide opportunities for retelling as soon as possible after a lesson.	• Text-to-speech
• Highlight texts.	• Have students put new learning into their own words as soon as possible after class discussions.	• Electronic dictionary
• Provide alternative answer sheets.	• Utilize graph paper to organize Math problems.	• Spell checker
• Present information (facts and definitions) in songs or poem.	• Encourage visualization.	• Grammar checker
• Provide opportunities for individual or small group work.	• Provide photo copied notes.	• Live scribe pen
• Reduce visual and/or auditory distractions. It may be necessary to separate desks or change location within the classroom.	• Modify assignments as necessary.	• Response choices emphasized

ENVIRONMENT	INSTRUCTION	AIDS TO ASSIST WITH ASSESSMENT
• Provide a distraction-free setting.	• Have read alouds.	• Typed responses (keyboard)
• Utilize alternative furniture arrangement.	• Use peer tutoring.	• Highlighters to mark text
• Take advantage of colour coding. Match subjects with specific colours. Use colours to categorize information within notes.		• Modified Grading
• Provide extended time as needed.		• Planners for tracking assignments
• Give preferential seating to those students with specific needs.		• Shorter tests

Provided by Zhen Rolle, Marjorie Davis Institute

Websites for Information and Resources Related to Accommodations and Modifications

- Accommodations for Students with LD | LD Topics | LD OnLine
- Using Accommodations and Modifications in the Classroom: A Teacher's Guide | Understood - For learning and thinking differences
- Supports, Modifications, and Accommodations for Students | Center for Parent Information and Resources (parentcenterhub.org)
- Accommodations and Modifications | Reading Rockets
- Examples of Accommodations & Modifications – Smart Kids (smartkidswithld.org)

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(n.d.). Retrieved from ProTeacher: http://proteacher.org/c/230_Main_idea.html
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(n.d.). Retrieved from Gynzy: https://tecaher.gynzy.com/#/en-us/docent/board/009336d6-a68c-48aa-ac72-47f79b067862
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