

Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



Language and Communication

LANGUAGE AND COMMUNICATION

Native Language

Introduction

The importance of communication, language and literacy learning in Cycle One cannot be overemphasized. Children who enter school with well-developed communication and language skills have a considerable advantage over those who don't. Literacy learning begins in infancy, long before the child enters school. At school the teacher helps the child to develop his or her emergent literacy skills.

Learning to be literate is an active process involving play, experimentation and practice. At home the child's literacy development is nurtured by story reading sessions, watching family members read and write for practical purposes and playful exploration of print. Some children may have enjoyed a rich language environment at home, others may have had limited exposure to books. Therefore the Cycle One student needs to be immersed in a literature-rich environment in order to develop oral language skills as well as reading and writing skills. Early literacy teaching and learning activities should capture the children's interests, relate to their experiences and enrich their imaginations. The teacher in the Cycle One class facilitates literacy development by creating a print-rich environment, demonstrating and modeling, and providing opportunities for exploration of print.

- **A literacy-rich classroom environment** should include:
 - A Reading / Book Center with shelves to display and store books; rugs or a carpet with cushions or pillows where the children can browse through books comfortably and an ample supply of books
 - Writing Materials that can be easily accessed by the children. They may include pencils, pens, colors, crayons, felt-tip markers (non-toxic), lined and unlined paper, notepads, envelopes, small or individual chalkboards and chalkboard erasers. If space permits there can be a separate writing center but it can also be part of the Language Center which will contain a listening area with tape recorders, cassette players or radio. A computer may also be part of the center. Writing materials can be widely distributed throughout the classroom so that the children are encouraged to communicate by writing at all times.
 - 'World-Related Print' e.g. newspapers, cookbooks, phonebooks, products with labels (cereal boxes, soft drink cans) to help children learn about the importance of literacy in daily life.

- Display areas where children’s writing and dictated stories can be displayed.
 - Labels – environmental (e.g. on the door), functional (e.g. duty charts, signs on storage containers) and explanatory (those which explain exhibits)
 - Functional Print e.g. name cards, activity directions, messages, alphabet/color charts.
 - Home / Drama Center for dramatic play (This can be changed to accommodate themes being taught).
- **Teacher Demonstrations** broaden children’s perceptions of literacy by allowing them to see that reading and writing is part of life and not just something that has to be learned. Teachers must also show children how readers read and how writers write through direct and indirect instruction. The Shared Book Experience and the Language Experience Approach are two strategies that enhance literacy development.
 - **Child Engagement** enables the child to explore and practice aspects of reading and writing in a meaningful and enjoyable way. Pretend reading sets the stage for conventional reading and play-like writing provides opportunities to learn about the form and functions of print. In this curriculum reading includes pretend reading and writing is any form of print intended to communicate an idea. Dramatic play also gives children the opportunity to develop literacy skill as well as social and intellectual skills. The prerequisites for high quality dramatic play are ample time; theme related props; teacher involvement and a well-equipped Home/Drama Center.
- The Language and Communication curriculum outlines several benchmarks that the child is expected to master by the end of Cycle One. It is written with levels of assessment to reflect the nature of Cycle One classes. Assessment of the child’s level of development is essential so that proper planning can take place and the learning can be a positive experience for each child.

It is hoped that this curriculum guide will enable teachers to plan their instruction so the every child in their classroom has a foundation that will lead to success in later phases of learning.

Language and Communication (Native Language)

Domain: Attitude

Standard 1: The student has a positive attitude with regard to his native tongue.

Standard 2: The student has a positive attitude with regard to people who speak a different language.

- These standards are difficult to measure but the children must be encouraged to show respect for those who use other languages.

Target Behavior 1: The student demonstrates a positive attitude with regard to his/her native tongue.

Target Behavior 2: The student shows tolerance and respect towards those who speak a different language.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
Positive ways of showing tolerance and respect	<p>Whole Class Shared Reading / Read Aloud- Versions of the same story in different languages (Dutch, Spanish depending on class composition) Reciting familiar rhymes and poems and singing in different languages Counting in different languages</p> <p>Small group/Centers Greeting during role play in different languages Letting children share songs etc from their own native language</p>	Copies of bilingual books (Dutch/English; English/Spanish; English/French) Copies of rhymes/poems/songs in different languages (Can be made by teachers)	Teacher observes whether a child is willing to translate words, numbers or phrases in his / her native language when asked to do so. Teacher observes how child reacts to foreign language speakers and discourages negative Behaviors such as name calling.

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Language and Communication

Oral & Linguistic Skills

Domain: Oral Linguistic Skill

Standard 3: The student can apply listening and speaking strategies with different objectives.

Target Behavior 1: The student listens attentively when others are speaking.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p style="text-align: center;">Attentive Listening</p> <p>Demonstrating listening skills</p>	<p>Whole Class</p> <p>Shared Reading / Read Aloud books related to theme</p> <p>Discussion and demonstration of acceptable listening Behaviors with students e.g. facing the speaker, not interrupting.</p> <p>Invite a speaker or storyteller to speak to the class.</p> <p>Listening to music or taped songs</p> <p>Circle Time, News Time</p> <p>Puppet Shows, Group reporting</p> <p>Small Group or Centers</p> <p>Guided Reading, Buddy Reading, Book talk</p> <p>Literature Circles, conferences</p> <p>Listening to taped stories</p> <p>Group discussions</p> <p><i>*Listening takes place throughout the day in all domains areas and in the centers.</i></p>	<p>Books related to theme</p> <p>Listening Center with cassette player, tape recorder, headphones and story tapes</p> <p>Teacher-made checklists</p> <p>Drama Center with clothes and props for role play</p> <p>Music CDs or song tapes</p>	<p>Teacher observes and records when a child:</p> <p>Listens without interrupting the speaker.</p> <p>Listens attentively when others are speaking.</p> <p>Attends to a listening activity for a specific period of time.</p>

Target Behavior 2: Listens in order to repeat and respond to oral stimuli and/or presentations.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Critical Listening Recalling information Retelling of a story may include the following literary elements:</p> <ul style="list-style-type: none"> • Main points in sequence • Significant detail about setting, time and place • Reference to the main characters • Reference to problems, Solutions or theme • Story language <p>Repeating information from:</p> <ul style="list-style-type: none"> • Rhymes and jingles • Songs • Poetry • Messages <p>Responding to the following poetry elements:</p> <ul style="list-style-type: none"> • Rhyme or rhythm • Alliteration • Onomatopoeia • Assonance <p>Responding to environmental sounds such as the school bell, teacher's claps</p>	<p>Whole Class Shared Reading / Read Aloud Read a story to the students, giving the students a reason for listening e.g. to tell what Goldilocks was doing in the home of the three bears. Shared Poem Read/recite a variety of rhymes, poems or stories related to theme of the month and let the students repeat them until they can recite from memory. Listening to invited resource personnel</p> <p>Small Group or Centers Guided Reading Buddy Reading Book talk Listening to taped stories Listening games in pairs</p>	<p>Any story related to theme of the month. E.g. 'My Home' – 'Goldilocks and the Three Bears'.</p> <p>The story can be from a regular storybook, Big Book or audiotape.</p> <p>Literature used can be stories :</p> <ul style="list-style-type: none"> With familiar settings With predictive and repetitive patterns That are traditional e.g. fairy tales, Caribbean folklore That are based in fantasy worlds Written by well-known children's authors That are humorous <p>Nursery Rhymes Rhyme / poetry anthologies Taped recordings of rhymes, jingles etc Non-fiction books Videos</p>	<p>Teacher observes and records when a child:</p> <ul style="list-style-type: none"> • Answers questions posed by teacher without expressing an opinion. • Answers questions and expresses personal opinion. • Answers questions, which ask for an evaluation of the situation. <p>Teacher listens to student responses and evaluates the accuracy of the responses (A retelling checklist can be used). For more advanced students, work sheets with/without pictures can be used.</p> <p>Teacher listens for accuracy of recitation and records when a child:</p> <p>Repeats correctly part of what has been heard.</p> <p>Repeats what was heard with one or two mistakes.</p> <p>Repeats correctly what was heard.</p>

Target Behavior 3: Listens and follows simple oral directions and instructions.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Attentive Listening Following instructions</p>	<p>Small Group or Centers Teacher gives instructions on how to make/do something.</p>	<p>Messages Instructions for creative activity, science experiment, duties or skill training e.g. paper folding</p>	<p>Teacher assesses by noting how well the task is performed i.e. Follows instructions with one or two steps. Follows instructions with multiple steps.</p>

Target Behavior 4: Listens and responds to literature.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Appreciative Listening Listening for enjoyment</p> <ul style="list-style-type: none"> • Stories and poems with familiar settings • Traditional stories from the Caribbean and other cultures • Stories and poems with repetitive, predictable or patterned language • Stories by well known authors 	<p>Whole Class or Small Groups During Shared Reading the Teacher reads poems and stories to and with the students. Read Aloud Videotape presentations</p>	<p>Poems with rhythm and rhyme Jingles / nursery rhymes Stories of different genre related to theme Videos</p>	<p>Teacher observes and notes responses or uses a checklist. Responses to rhythm and rhyme. Limited response to rhythm and rhyme. Claps to rhythm of rhymes/ jingles. Actively responds with the whole body. Responses to stories: Limited response Responds by reading along with the teacher</p>

<ul style="list-style-type: none"> • Humorous stories and verses, riddles, tongue twisters • Fantasy stories 			<p>Reads along with teacher and ‘rereads’ by him/herself</p> <p>Asks for the story to be read again or gives verbal affirmation of enjoyment.</p>
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Target Behavior 5: Listens critically in order to evaluate ideas and details presented orally.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Critical Listening</p> <p>Prediction</p> <p>Summarizing</p> <p>Compare / contrast</p> <p>Books by same author</p> <p>Books similar themes</p> <p>Different versions of the same story</p> <p>Oral and written versions of the same story</p> <p>Main idea and detail</p> <p>Cause and effect relationships</p> <p>Fantasy and reality</p>	<p>Whole Class</p> <p>During Shared Reading / Poem or Read Aloud the teacher reads a narrative story / poem to the children and asks the children to tell the story in their own words.</p> <p>Small Group</p> <p>The above activity can be done during Guided Reading.</p> <p>Literature Circles</p> <p><i>*The teacher always tells the children the listening objective before reading.</i></p>	<p>Different genre of literature</p> <p>Retell Checklist</p> <p>Literature Circle Checklist</p>	<p>Teacher listens for accuracy of recitation and records when a child:</p> <ul style="list-style-type: none"> • Outlines part of the story with teacher prompts. • Outlines story in correct sequential order. • Outlines story in correct sequence and describes the characters and plot with detail. <p>Teacher listens to the child and notes when he /she:</p> <p>Predicts after hearing part of a story</p> <p>Identifies the major parts of the story in sequential order.</p> <p>Distinguishes between fantasy</p>

			<p>and reality.</p> <p>Identifies similarities and differences between:</p> <ul style="list-style-type: none"> Versions Actions of characters Settings Moods. <p>States an opinion.</p>
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Target Behavior 6: The student listens and discriminates between sounds heard.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Auditory discrimination</p> <p>Environmental Sounds of animals, objects or people</p> <p>Phonological Awareness</p> <p>Initial and final consonants</p> <p>Medial short vowels</p> <p>Medial long vowels</p> <p>Consonant diagraphs (sh, wh, th, ch)</p> <p>Consonant Blends</p> <p>Vowel diagraphs</p> <p>Ending syllables (ing, ed)</p> <p>Rhyming words</p> <p>Compound words</p> <p>Syllables</p>	<p>Whole class</p> <p>Teacher plays listening games e.g. 'I Spy'</p>	<p>Recorded environmental sounds</p> <p>Nursery rhymes/ poems /songs</p> <p>Passages containing words with given letter sounds</p>	<p>Teacher observes and records when the child:</p> <p>Discriminates between sounds in the environment.</p> <p>Identifies the direction from which the sound is coming when blindfolded.</p> <p>Identifies and responds to environmental sounds that provide information e.g. school bell.</p> <p>Identifies words with a given sound.</p> <p>Gives examples of words with a given letter sound.</p> <p>Recognizes rhyming words and gives more examples.</p> <p>Identifies syllables in words.</p>

Target Behavior 7: Speaks clearly and fluently in complete sentences.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Speaking Skills</p> <ul style="list-style-type: none"> • Enunciation • Pronunciation • Intonation <p>Language Awareness</p> <p>Formation of sentences containing a subject, verb, simple phrase and adjectives, e.g. I ride a big yellow bus to school.</p> <p>Subject verb agreement e.g. I am/was..., He/She/It is/was..., We/They/You are/were</p>	<p>Whole Class</p> <p>News Time</p> <p>Retelling of stories heard</p> <p>Class discussion</p> <p>Picture reading</p> <p>Small Group or Centers</p> <p>Role-play situations involving a purpose for speaking.</p> <p>Informal role-play situations e.g. in the Home Center</p> <p><i>* Teacher models and encourages use of complete sentences when speaking with the children.</i></p>	<p>Content from unit themes</p>	<p>Teacher listens to children's speech and notes:</p> <ul style="list-style-type: none"> • When complete sentences, with subject verb agreement, are used, and Whether the child: <ul style="list-style-type: none"> Sometimes uses simple sentences when prompted by the teacher to do so. Often uses simple sentences. Uses both simple and complex sentences. Seldom pronounces words appropriately for age and language / dialect background. Pronounces some words appropriately for age and dialect / language background. Alternates between the use of Standard English and dialect. Always pronounces words appropriately regardless

			<p>of dialect / language or age.</p> <p>Uses grammatical structures.</p> <p>Speaks audibly.</p>
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Target Behavior 8: Demonstrates appropriate speaking Behaviors when engaged in conversation.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Conversation conventions: Raising hand to speak Maintaining eye contact with the other speaker / listener Taking turns to speak. Staying on the topic</p>	<p>Whole Class Shared Reading / Read Aloud News time Class discussions</p> <p>Small Group or Centers Guided Reading Role-play Retelling of stories Literature Circles Student / Parent / Teacher Conferences</p>	<p>Content from unit themes <i>Checklists for speaking can be created with the children.</i></p>	<p>Teacher uses a rubric or checklist to record children's Behavior when engaged in conversation. i.e.</p> <ul style="list-style-type: none"> ● Seldom uses appropriate speaking Behaviors when engaged in conversation. ● Sometimes uses appropriate speaking Behaviors when engaged in conversation. ● Always uses appropriate speaking Behaviors when engaged in conversation.

Target Behavior 9: Engages freely in conversation using language appropriate to the particular context or situation.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Language/vocabulary used in informal/formal conversations Vocabulary Development (vocabulary relevant to context) Language structures</p>	<p>Teacher involves children in informal conversations or discussions about a variety of topics related to units being taught.</p> <p>Whole Class During Shared Reading – discussions about the characters or plot. Picture/object discussion Discussion related to unit theme.</p> <p>Small Group or Centers Guided Reading Role-play situations involving a purpose for speaking.</p>	<p>Props for role-play Posters/pictures/objects Content from unit themes Stories with predictable structures and patterned language</p>	<p>Teacher observes and notes the child’s ability to speak on a variety of topics in a variety of situations and contexts, and whether the child:</p> <p>Uses appropriate vocabulary and language structures. Engages in informal conversations initiated by another person. Initiates conversations with other persons about topics of interest whether engaged in formal or informal situations. Joins in all types of conversations whether initiated by him/her and sustains the conversation by contributing new ideas. Uses conversation to establish, maintain or enhance personal relationships.</p>

Target Behavior 10: Formulates and answers questions.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Formation of questions to find out how, what, when, where, who, why. Answering literal and inferential questions</p>	<p>Whole Class Shared Reading Teacher reads a story, giving the children a purpose for listening e.g. to tell what Goldilocks did in the Bears' house. After story is read the teacher asks questions.</p> <p>Small Group or Centers Listening games Book Talk Guided Reading <i>*In order for the children to formulate and answer ¹questions the teacher needs to pose and model questions at the different cognitive levels (ref. Bloom's Taxonomy)</i></p>	<p>Stories with predictable structures and patterned language Content from unit themes</p>	<p>Teacher observes and notes whether the child:</p> <ul style="list-style-type: none"> • Asks questions for clarification and to find out what others think or need. • Answers literal and inferential questions on what has been heard.

¹ These questions are based on 'The Three Billy Goats Gruff'

Knowledge – Where were the goats going? **Comprehension** – What was the Troll like? **Application** – Who else had a bad experience with an evil character? **Analysis** – What other animals, besides goats, could this happen to? **Synthesis** – If the main characters in the story were the Three Blind Mice crossing the bridge, what would happen? **Evaluation** – Which of the main characters was the most clever and why?

CHECKLISTS

(Taken from Netherlands Antilles Curriculum Frameworks)

Native Language and Communication Retell Checklist

Name _____ Year _____

Title of Book: _____ Ask the child to retell the story he or she has read. Check the elements the child includes in the story retell. Evaluate the child by how much improvement the child is making "over time."					
Begins story retell with an introduction					
Identifies setting - Identifies time - Identifies place					
Identifies main character					
Identifies other characters					
Can retell plot (sequence of events)					
Identifies problem					
Identifies solution (resolution)					
Identifies theme or moral					
Comments:					

NATIVE LANGUAGE AND COMMUNICATION
Oral Language Development

Name _____

Year _____

The child:	Dates and Rating					
Speaks in complete sentences						
Participates freely in conversation in various situations						
Takes turns appropriately when holding a conversations						
Pronounces words clearly and appropriately for age, language background and culture						
Responds to all types of questions (literal, experiential, inferential)						
Uses an increasingly complex vocabulary throughout the year						
Uses increasingly complex oral language throughout the year (structural elements)						

Rating Scale: IP = infrequently performed; FP = frequently performed; CP = consistently performed; NO = not observed

NATIVE LANGUAGE AND COMMUNICATION
Listening Skills Development

Name _____

Year _____

The child	Dates and Rating					
Follows oral directions						
Attends to adult models of rich oral language						
Listens to a variety of literature						
Attends to others when they are speaking						
Discriminates speech sounds, syllables and compound words						
Discriminates environmental sounds						
Enjoys the rhythm and the rhyme of poetry and other literature						
Identifies rhyming words						

**Rating Scale: IP = infrequently performed; FP = frequently performed; CP = consistently performed;
 NO = not observed**

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Language and Communication

Reading Skills

Language and Communication (Native Tongue)

Domain: Reading Skill

Standard 4: The student can apply general skills and strategies of the learning process

Standard 5: The student can apply different reading skills and strategies to read and interpret fictional texts.

Standard 6: The student can apply different reading skills and strategies to read and interpret informative texts.

Target Behavior 1a: Demonstrates a positive attitude towards books and other forms of print.

1b: Reads for enjoyment.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
1a. Free Reading	Teacher provides a literature rich environment where children can handle books and other printed material.	Library / Reading / Big Book Center with comfortable furniture (soft chairs, cushions, beanbags, carpet/rug) shelves for book display, bulletin board Many types of printed material including class books, classroom labels, magazines, newspapers, brochures, flyers, messages and instructional visual aids	Teacher observes and uses checklists, anecdotal notes and running records to record a child's reactions to books. Teacher notes whether a child: <ul style="list-style-type: none"> • Chooses to read when teacher directed. • Shows little or no interest in books or other printed material. • Often chooses literacy materials and participates in reading activities. • Enjoys being read to. • Mimics adult reading Behaviors. • Participates eagerly in collaborative reading activities and other literature experiences.

<p>1b. Free Reading Whole Class Reading Activities</p>	<p>Whole Class or Small Group Shared Reading, Guided Reading or Read Aloud can be done by the teacher, other adult or older children.</p>	<p>Library / Reading / Big Book Center with comfortable furniture (soft chairs, cushions, beanbags, carpet/rug) shelves for book display, bulletin board Many types of printed material including class books, classroom labels, magazines, newspapers, brochures, flyers, messages and instructional visual aids</p>	<ul style="list-style-type: none"> • Selects materials and participates in voluntary and /or independent reading. • Uses knowledge gained from books in play or work. <p>Teacher observes whether a child shows enjoyment by:</p> <ul style="list-style-type: none"> • Joining in refrains in books like ‘The Enormous Turnip’ or poems read to them. • Joining in class discussions about stories and gives details. • Choosing books and reading to him/her. • Retelling, drawing, role-playing characters. • Reading to others. • Enjoying any type of written text and reading confidently. • Reading privately for sustained periods of time.
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Target Behavior 2: Demonstrates visual perception and discrimination.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Visual Perception</p> <ul style="list-style-type: none"> • Recognizing similarities and differences • Identifying letters/symbols • Recognizing inaccuracies • Scanning print 	<p>Whole Class Shared Reading / Poem Modeled Writing</p> <p>Small Group or Centers Guided Reading Matching similar objects Playing ‘Odd Man Out’ with objects/ pictures Matching objects/symbols according to given criteria. Completing unfinished drawings Finding hidden objects in posters Matching words to word shapes/puzzles</p>	<p>Commercial word puzzles Readers such as World of Reading/Language (Silver Burdett, Ginn) SRA Emergent Readers, Phonic Awareness and Phonics Kit Caribbean Readers Alphabet Picture cards Magnetic letters Alphabet Chart Flip charts/markers</p>	<p>Teacher uses the following to assess visual perception:</p> <p>Commercial Assessment tests that come with publications Checklists (commercial/teacher made) Standardized & criterion referenced tests Teacher notes whether a child:</p> <ul style="list-style-type: none"> • Matches objects and pictures. • Identifies letter forms, colors. • Discriminates between lower/upper case letters. • Matches shapes and symbols. • Completes unfinished pictures. • Determines what is wrong with a picture. • Identifies hidden pictures in a poster. • Discriminates between similar letters (a/d; b/p; d/b) and words (was/saw; on/no). • Matches shapes with word names.

Target Behavior 3: Demonstrates book awareness and understands book terms.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Book Awareness: -</p> <ul style="list-style-type: none"> • Holding book right side up • Identifying front, back, top bottom, cover, page of book, • Turning pages correctly from right to left • Book Terms such as author, illustrator, title, table of contents, glossary, fly leaf, spine 	<p>Whole Class Shared Reading / Poem activities Modeled Writing Teacher models correct reading Behavior while reading to the class. Read Aloud – Teacher, other adults or older children can read to the class.</p> <p>Small Group or Centers Guided Reading Reading activities in different centers</p>	<p>Stories with familiar settings Fairy / traditional tales / Caribbean folklore Stories / poetry with predictable structures and patterned language Stories based in fantasy worlds Stories written by well-known children’s authors Stories that are humorous Big books, audiotapes, home-made books</p>	<p>Teacher observes and records when a child:</p> <ul style="list-style-type: none"> • Holds the book right-side-up. • Identifies parts of a book (front/back, top/bottom beginning, end, page, cover). • Turns pages sequentially from front to back. • Demonstrates left to right eye movements. • Recognizes that books have titles, authors and illustrators. • Can differentiate between pictures and text. • Understands book terms such as table of contents, glossary, and spine.

Target Behavior 4: Picture reads.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
Picture Reading	<p>Whole Class Teacher chooses a suitable picture for discussion and guides the children through the different stages by questioning:</p> <ul style="list-style-type: none"> Enumeration – naming objects/persons seen Description – describing persons/objects/events/actions Association – relating what is portrayed to personal experience Interpretation – inferring and telling what is happening Evaluation – telling why an action/activity is being done 	<p>Any poster / picture that is large enough to be seen by a group or class of children Wordless Big Books</p>	<p>Teacher notes the levels at which individual children participate in picture discussion and records in the form of anecdotal records. Teacher notes whether a child: Names objects in a picture. Makes up a story about the picture. Uses descriptive and complex sentences to tell a story about the picture.</p>

Target Behavior 5: Demonstrates print and word awareness.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Print Awareness: - Recognizing environmental print Tracking from left to right with return sweep Identifying letters in words Spacing between words Matching spoken to printed words Identifying some sight words Syntactic, semantic, phonemic and pictorial clues for word identification</p>	<p>Whole Class Shared Reading / Poem Play ring games which emphasize left/right awareness Modeled Writing Small Group or Centers Guided Reading Teacher-child Reading Conference during which the teacher asks questions and lets the child do certain activities e.g. point to where I must start reading, point to the words as I read them. This conference should not be longer than 15 minutes. Let children trace lines from left to right. Reading games</p>	<p>A quiet corner in the classroom or another room A book with a strong storyline, oral language, engaging pictures and simple text Electronic books Worksheets that allow children to follow paths/mazes from left to right</p>	<p>Teacher records the child's reaction on a checklist or record sheet when observing a child. Teacher notes whether a child: Tracks from left to right. Recognizes environmental print. Knows that letters make words. Knows that words have spaces between them. Can match spoken words to printed words. Identifies sight words. Joins in reading texts with familiar, repetitive or predictable patterns. Uses a variety of strategies to identify words (syntactic, semantic, phonemic, pictorial cues).</p>

Target Behavior 6: Demonstrates phonological awareness

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Phonological Awareness:</p> <ul style="list-style-type: none"> - Identifying upper- and lower case letters Identifying sound/letter correspondences Using initial sounds as clues for word recognition Isolation and blending of phonemes Syllabication Invented spellings with initial consonants and later final consonants 	<p>Whole Class</p> <p>Shared Reading / Poem Modeled Writing Clapping syllables that are in names e.g. Christopher – 3 claps</p> <p>Reading the alphabet and phonic charts daily. (e.g. a in apple, b in bear etc.)</p> <p>Writing a daily sentence with teacher</p> <p>Reading classroom labels Phonic games such as ‘I Spy’</p> <p>Small group or Centers</p> <p>Guided Reading Phonic dominoes</p> <p>Listening for words beginning with a particular sound as teacher says several words.</p> <p>Identifying sounds from spoken alliterative sentences</p>	<p>Commercial or home-made phonic games</p> <p>Magnetic, plastic or cut-out letters</p> <p>Phonic workbooks</p> <p>Tapes of letter sounds</p> <p>Commercial phonic toys (e.g. Leapfrog talking bus)</p> <p>Letter sound song audiotapes</p> <p>Letter sound displays (Items beginning with ‘m’)</p> <p>Phonetic Readers</p> <p>Pictures, charts/posters of words with the same initial, medial or final sounds</p> <p>Labeled environment</p>	<p>Teacher can assess phonemic knowledge with teacher-made or commercial tests. Often tests are found in basal reader series.</p> <p>Teacher notes whether a child:</p> <ul style="list-style-type: none"> • Identifies and names letters of the alphabet. • Matches upper and lower case letters. • Recognizes name. • Recognizes own name, names of classmates and sight words. • Identifies letter/ sound correspondences and uses some initial letter sounds to aid word recognition. • Uses knowledge of ²phonemes to decode unfamiliar words.

² Initial and final consonants, medial short and long vowels, consonant diagraphs, consonant blends, r-controlled vowels, vowel diagraphs, diphthongs, ending syllables

Identification of vowels Reading (own name in print, names of other classmates and sight words)	Letter Bingo Identifying rhyming words in rhymes / poems / songs		
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Target Behavior 7: Demonstrates comprehension of narrative texts.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
Comprehension <ul style="list-style-type: none"> • Prediction • Main idea / detail • Reality / fantasy • Sequencing • Cause / effect • Inference / drawing conclusions Strategies to aid comprehension Look at a picture and guess what a word means	Whole Class Shared Reading Read Aloud Retelling of stories heard Retelling important facts from informational texts Dramatization of stories heard Small group or Centers Guided Reading Sequencing pictures or sentences of stories Using graphic organizers Writing book reports or making posters about the book Teacher modeling of	Stories with predictable structures and patterned language Stories with familiar settings Fairy / traditional tales / Caribbean folklore Stories based in fantasy worlds Stories written by well-known children's authors Stories that are humorous Big books, audiotapes, home-made books Jumbled pictures or sentences of stories read	Teacher can assess by: <ul style="list-style-type: none"> • Questioning. • Letting the child retell the story and using a checklist. • Letting a group dramatize the story or event. Teacher notes whether a child: Names main character/event. Includes facts about setting and plot. Begins with an introduction. Recalls major events in sequence and tells story ending. Retells the story in structural order: setting, theme, plot episodes and resolution with detail and descriptive

<p>Reread the sentence and ask yourself if it makes sense</p> <p>Ignore the unknown word and read on</p> <p>Sound out the unknown word</p> <p>Ask for help if the above fails</p>	<p>comprehension strategies</p> <p>Teacher / child reading conferences</p> <p>Literature Circles</p> <p><i>* Always give children a purpose for reading and asking questions.</i></p>		<p>language.</p> <p>Distinguishes between fantasy and reality.</p> <p>Identifies cause / effect relationships.</p> <p>Is able to infer or draw conclusions.</p>
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Target Behavior 8: Reads expository texts for information.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Reading of informational or expository texts</p> <p>Textual Features:</p> <ul style="list-style-type: none"> Title Headings Captions Key words Table of contents Index <p>Graphic Features</p> <ul style="list-style-type: none"> Illustrations Labeled diagrams Tables Charts 	<p>Whole Class Shared Reading / Read Aloud</p> <p>Small group or Centers Center Guided Reading</p> <p>The teacher gives the children the opportunity to choose books about a certain topic, (Child must look at the title and graphics on the cover to make a choice.)</p> <p>After reading the book the teacher questions the children to find out if they can restate the main idea or important facts. Children can write or draw about information heard or read.</p>	<p>Books related to curriculum unit themes</p>	<p>Teacher assesses the accuracy of facts restated or if the child chooses an appropriate text for information required</p> <p>Teacher notes whether a child:</p> <ul style="list-style-type: none"> Identifies the main idea. Identify supporting details. Makes predictions about the content of the text from textual and graphic features.

Target Behavior 9: Critically analyzes information read.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Critical Reading</p> <p>Relating text to previous knowledge and vice versa</p> <p>Reading to confirm predictions</p> <p>Locating information to answer questions</p> <p>Paraphrasing and summarizing information found in the text</p> <p>Describing character and setting in poetic and fictional texts</p> <p>Explaining problem, solution and central theme</p>	<p>Whole Class</p> <p>Shared Reading - Discussion about character Behavior e.g. Why did the Wolf huff and puff at the little pig's house? Could he have destroyed the house in another way? Do you think that a real wolf would do that?</p> <p>Comparing and contrasting fiction and non-fiction books e.g. about bears; bears in the story 'Goldilocks and the Three Bears' with real bears.</p> <p>Graphic organizers can be used to record differences.</p> <p>Creating a different version of a fictional book as a Shared Reading extended activity</p> <p>Completing prediction charts and comparing the predictions with what actually happened</p> <p>Venn diagrams can be used to compare characters, events, similar stories</p>	<p>Different types of books e.g. Fiction Non-fiction</p> <p>Copies of teacher made or commercial graphic organizers such as:</p> <p>Story frames Story maps Prediction chart</p>	<p>Teacher assesses whether the child can make critical evaluations of books read to them or read independently.</p> <p>Teacher notes whether a child:</p> <ul style="list-style-type: none"> • Compares predictions with events in text. • Recognizes cause/effect relationships. • Compares and contrasts versions of the same story / Behavior of two characters. • Can give a different solution to a problem in story. • Paraphrases and / or summarizes information after reading.

	<p>Small Group or Centers</p> <p>Guided Reading</p> <p>Creating a poster to advertise the book</p> <p>Completing story frames or maps</p> <p>Writing or drawing about the characters, events or problems</p> <p>Dramatization</p> <p>Writing to one of the characters</p>		
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Target Behavior 10: Identifies literary elements and devices in texts.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
Literary Elements Plot Character Setting Mood Time Theme Sound Devices Onomatopoeia Alliteration Assonance Rhyme / rhythm Repetition Sensory words Forms of Poetry	<p>Whole Class</p> <p>Shared Reading / Shared Poem <i>(The teacher can focus questions about the literary elements, sound devices or poetic structures.)</i></p> <p>Read Aloud</p> <p>Writing class poems</p> <p>Small Group or Centers</p> <p>Guided Reading</p> <p>Literature Circles</p> <p>Writing poems</p>	<p>Big Books</p> <p>Story books of different genres</p> <p>Charts with poems or rhymes</p>	<p>Teacher can use the Retell or other checklists for assessment.</p> <p>Teacher notes whether a child:</p> <ul style="list-style-type: none"> • Correctly identifies literary elements. • Identifies sound devices in poetry. • Recognizes different forms of poetry.

Haiku Limerick Rhyming couplet Acrostic			
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Target Behavior 11: Demonstrates acquisition and understanding of new vocabulary

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
Vocabulary Development <ul style="list-style-type: none"> • Sight words • Enrichment words from texts read • Categories of words e.g. colors, living things • Describing words (adjectives and adverbs) • Words with multiple meanings • Antonyms and Synonyms • Compound words • Contractions 	Whole Class Vocabulary Development is an essential element of Shared Reading Play 'I'm Thinking of a Word' Introduction of a new word each day Small Group or Centers Guided Reading The children can keep picture journals of new words they read or hear. Playing word games or completing word puzzles	A wide range of books Word walls Sight word flash cards Simple dictionaries Word family Charts Matching cards with word and word meaning Commercial word games such as Scrabble Word puzzles	Teacher notes whether the child: <ul style="list-style-type: none"> • Uses words in correct context. • Identifies meaning of words in context. • Uses new words in speech or writing.

<ul style="list-style-type: none"> • Homonyms, Homophones and Homograph 			
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Target Behavior 12: Reads fluently

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Oral Reading</p> <p>Fluent reading <i>(In order to read fluently the child must read with speed, expression and smooth decoding.)</i></p>	<p>Whole Class During Shared Reading the teacher models fluent reading.</p> <p>Small Group or Centers Guided Reading Using a book with dialogue each child in a small reading group can read a particular character's speech. Echo Reading can help children with fluency problems.³ Reading along with taped versions of story books</p>	<p>A wide range of books Taped versions of books</p>	<p>Teacher notes whether the child:</p> <ul style="list-style-type: none"> • Reads fluently. • Reads fluently with understanding.

³ In Echo Reading the teacher reads a line of the story and then the child echoes her model by reading the same line and imitating the teacher's intonation, phrasing and speed.

CHECKLISTS

(Taken from Netherlands Antilles Curriculum Frameworks)

Native Language and Communication Reading Development Checklist

Name _____ Year _____

Concept skills:				
- Front of the book				
-				
- Back of the book				
-				
- Title page				
-				
- Word				
-				
- Letter				
-				
- Reading left to right				
-				
Reads using some strategies (meaning, syntax, phonics)				
Reads using all strategies (meaning, syntax, phonics)				
Reads with fluency (expression, rate)				
Comprehends texts (literal, inferential, critical)				
Reading Process:				
Concentrate				
Summarize				
Communicate				
Compose				
Invent				
Critique				
Justify				
Evaluate				

Native Language and Communication Stages of Reading Development Checklist

Name _____ Year _____

	Dates		
Attends to pictures Does not tell story (Labels or comments on pictures)			
Attends to pictures Tells story (Sounds like the child is reading the story)			
Attends to pictures Memorizes simple patterned text Knows print contains meaning (May finger point matching words to memorized text, but no reading)			
Attends to pictures and some text			
Reads simple patterned text			
Reads text with inconsistent strategy use (meaning, syntax, phonics)			
Reads text independently Uses all strategies effectively (meaning, syntax, phonics)			

**Native Language and Communication
Literature Circle Checklist**

Name _____ Year _____

Title of Book: _____ As the child discusses the book. observe if the child is understanding the literary elements in the story.				
Can tell the main idea				
Can identify the theme or moral				
Can retell the story				
Can predict how a story will end				
Can identify the main character and other characters				
Can identify character traits and describe a character				
Can describe the setting				
Can describe the mood				
Can identify the solution/resolution				
Can connect the story to personal experience				
Can recognize types of stories				
Can discuss the author's point of view				
Can give his or her opinion of the book				
Can compare and contrast stories				
Can identify the problem				

Name: _____

Date: _____

Student Letter Sound Record

Circle the letters you know.

Bb Ee Rr Gg Ss Cc Tt

Pp Vv Oo Mm Ll Ff

Zz Yy Aa Dd Hh Ii Kk

Nn Qq Uu Ww Xx Jj

Student Letter Sound Record

Circle the letter sounds you know.

a/e e/e i/e o/e u/e bl cl fl gl pl

br cr dr fr tr sk sl sn sp st sw

spr str ch sh th wh -y ar or

ir er ur oo ea au aw ou ow

oi oy ew

Instructions

This instrument can be used in different ways:

The older child can circle the letters that they can name in red and circle the letters for which they know the sound in blue.

For the younger child the teacher can circle the letters.

The instrument can be used with an individual or a small group.

Record of Literature Genre (Cycle One)

Genre	Date Read	Title	Author	Children's Response
Alphabet Books				
Bible Stories				
Character Building Books				
Content Area Books				
Fairy Tales				
Information Books				
Leveled Readers				
Number Books				
Patterned Books				
Picture Books				
Predictable Books				
Repetitive Books				
Traditional Tales				
Wordless Picture Books				

KNOWLEDGE OF PRINT AND BOOKS CHECKLIST

Name _____

Year _____

Book Awareness						
The child:	Dates and Rating					
Identifies parts of a book: front, back, top, bottom, page of a book, table of contents, glossary, fly leaf and spine.						
Identifies the title, author and illustrator.						
Makes predictions from title, cover and illustrations.						
Starts reading in the correct place.						
Holds books the right-side up.						
Turns pages in sequence from front to back.						
Differentiates between text and pictures						
Print and Word Awareness						
The child:						
Recognizes print in the environment.						
Tracks from left to right.						

Identifies letters and knows that letters make words.						
Identifies spaces between words						
Identifies end punctuation marks (. ? ! , “ ”)						
Matches spoken words to printed words						
Identifies given sight words.						
Uses syntactic, semantic, phonemic and pictorial clues to help identify words.						
Joins in reading text with a familiar, repetitive or predictable pattern.						
After Shared Reading activities with the class and teacher, revisits the book, ‘reading’ the story independently.						
Identifies letters of the alphabet (upper (capital) and lower (common) case).						
Identifies letter sounds.						
Uses initial letters as clues to word recognition.						
Segments and blends phonemes in words.						
Recognizes syllables in words.						

Produces appropriate consonants when asked to invent or predict spellings, beginning with initial consonants, then final consonants.						
Identifies a vowel.						
Recognizes own name in print.						

Rating Scale: A = always; S = sometimes; N = never; NO = not observed

SHARED READING

Shared Reading:

Is a teacher-directed whole class activity.

Is a 15 – 20 minute daily event where a Big Book is used as an instructional tool.

Promotes reading enjoyment and teaches broad-based skills (that range from simple to complex).

Is when the teacher focuses on skills needed by the children.

Setting for Shared Reading

The children sit on a rug.

The teacher places a Big Book on an easel in front of the children.

He or she uses a pointer as the story is read.

Skills introduced range from concepts of prints and word structure to reading strategies and comprehension skills. The teacher, through portfolio assessment and small group instruction, is made aware of the skills needed by the children in his/her class.

Shared Reading Daily Guideline

DAY ONE

Introduction of book

Discussion of pictures and vocabulary

Children are encouraged to *predict*

Teacher is modeling good reading.

DAY TWO

Rereading of book with children

As book is read the teacher focuses on one or two skills *without interrupting the flow of the story*.

DAY THREE

Rereading of the book with the children

Focus on Day Two's skills

Introduction of one or two new skills

DAY FOUR

Rereading of the story with the children focusing on previous skills

Introduction of one or two new skills

DAY FIVE

Rereading of story with the children, reviewing skills from previous days and adding one or two more

Teacher invites the children to participate in an extended activity based on the story

Big Book is placed in the Reading Center

Planning Form for Shared Reading

Day 1	Day 2	Day 3	Day 4	Day 5
Big Book / Text	Big Book / Text	Big Book / Text	Big Book / Text	Big Book / Text
Skills	Skills	Skills	Skills	Skills
				Extended Activity

GUIDED READING

Purpose

Effective with emergent, beginning and struggling readers who are learning about meaning and print.

To help readers move onto the next level.

To ensure that proficient readers understand a text.

Procedure

Choose books that serve purpose, one for each child in the group. (*The children are grouped according to a common need discovered by assessment.*)

Introduce book, include summary, key concepts and new vocabulary.

Distribute copies of book to each child.

Let the children read chorally, following the teacher who models fluency and expression.

Partner reading (*The teacher can chose one child to read to her in order to take a Running Record or to retell the story to assess comprehension.*)

Skill training or teaching point on difficulty encountered by readers.

Skill practice

Readers reread the text

Extended activity

Guided Reading will take place when the children become emergent readers.

Graphic Organizers

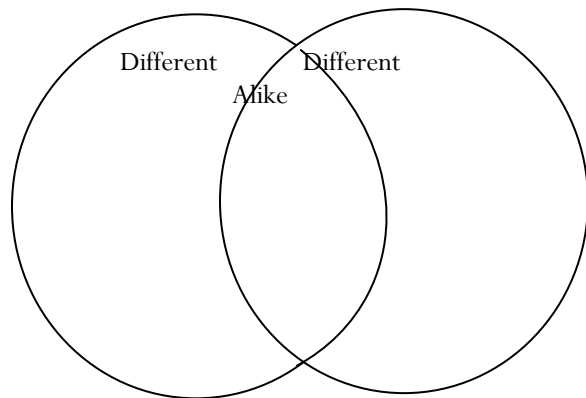
Prediction Chart

What I predict will happen	What happened
Page/Chapter 1	

Story Map

Setting	
Main Characters	
Problem	
Events	1. 2. 3.
Resolution	
Story Theme	

Compare/Contrast Venn Diagram



Story Frame⁴

The story takes place _____

_____.

_____, _____, and _____ are the main characters.

A problem occurs when _____

_____.

After that _____

_____.

Then _____

_____.

The problem is solved when _____

_____.

The story ends with _____.

⁴ This Story Frame can be used towards the end of Cycle One with children who have had many experiences of writing book reports, summaries and reviews.

Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



Language and Communication **Writing Skills**

Language and Communication (Native Tongue)

Domain: Writing Skill

Standard 7: The student can apply general skills and strategies of the writing process.

Standard 8: The student can apply grammatical and spelling conventions in texts.

Standard 9: The student can collect and use information for research purposes.

Target Behavior 1a: Uses writing and drawing tools with confidence and control.

Target Behavior 1b: Selects writing materials and chooses to write independently.

Target Behavior 1c: Uses various stages of writing to communicate.

Target Behavior 1d: Demonstrates an understanding of the relationship between the spoken and written word.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
1a. Activities to develop fine motor skills <i>Fine Motor Skills e.g.</i> Chipping Coloring Curling Cutting Crumpling Drawing Folding Fringing Pasting Pleating Pricking Painting Rolling Tearing Tracing Tufting Twisting Weaving	<i>Opportunities for fine motor skill development take place throughout the day in every lesson. The following activities are an integral part of the activities which take place in a Cycle One, FBE classroom.</i> Whole Class Shared Reading/Poem; Modeled Writing, Projects such as collages, creating class books, wall murals and collages. Finger plays and puppetry Small Group or Centers Guided Reading	<i>Material for Fine Motor Development</i> Pencils, markers, colors, crayons, chalk, paintbrushes, prick pins and mats, scissors Paper and card of different textures, thicknesses, sizes and colors Paint, glue, paste, clay, plasticine, play dough Various types of containers Various puzzles, clothing with Sponge letter stencils	Use a motor skills profile checklist or create anecdotal records.

	<p>Activities can be done in the following centers: Language Arts Centers (Writing, Poetry, Big Book, Reading), Drama / Home, Mathematics, Computer, Listening, Music / Sound, Science, Art, Block /Puzzle/ Construction</p> <p><i>Cutting</i> During Shared Poem the poem 'Cutting' can be shared. <i>The younger children can use blunt plastic scissors and progress to metal ones as they develop the skill. Provide left-handed scissors for left-handed children.</i></p> <p>Free cutting, cutting on straight wide lines, cutting on curved wide lines, cutting on narrow lines, cutting on lines with angles e.g. zigzag lines, cutting a fringe from a piece of paper, cutting clay with blunt scissors, popsicle sticks or play knives <i>Chipping</i> is cutting small pieces off a small piece or strip of paper. The 'chips' can then be used to fill a figure or shape during art work. <i>Pasting and placing</i> Pasting paper cut-outs on a</p>		<p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> ● Holding scissors properly when cutting. ● Demonstrating control when using scissors or other implements when cutting. <i>(Teachers should record milestones e.g. cutting a straight line on a line or fold, chipping or fringing.)</i>
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	<p>page, pasting torn pieces or chips of paper within outlines, matching shapes, color or pictures and pasting them</p> <p>Placing a variety of forms (blocks, felt, paper, string, yarn, cereal, cotton) on outlines</p> <p>Placing puzzle pieces in the correct place</p> <p><i>Tracing and Coloring</i></p> <p>Tracing with a finger before using a pencil aids skill development</p> <p>Patterns can be traced in sand, cornmeal, finger paint and other substances</p> <p>Tracing around sandpaper numerals and letters</p> <p>Coloring shapes and other forms and figures with different tools (wax colors, crayons, pencil colors)</p> <p><i>Folding and Pleating paper</i></p> <p>Folding a straight line (folding edge to edge), folding a diagonal line (corner to corner), folding many times to produce a 3D figure e.g. house, boat, folding and cutting, pleating (parallel folds in alternate directions) to produce fans</p>		<ul style="list-style-type: none"> • Manipulating puzzles with varying degrees of difficulty. • Tracing with accuracy. • Coloring smoothly within boundaries. • Folding simple to complex folds.
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	<p><i>Twisting, and Rolling</i> Twisting and rolling paper and play dough, plasticene or clay</p> <p><i>Crumpling</i> (rolling small balls out of tissue paper) Crumpling to create 3D effects</p> <p><i>Curling</i> Curling paper with pencils</p> <p><i>Pricking</i> Pricking around shapes or figures</p> <p><i>Molding</i> Molding play dough, plasticene and clay</p> <p><i>Weaving</i> Weaving paper, ribbon or yarn</p> <p><i>Prewriting and writing</i> activities e.g. joining dots, mazes, drawing lines (horizontal, vertical, diagonal, curved/wavy, zigzag) on vertical (easels) then horizontal surfaces (table), pre-writing patterns, shapes (circle, square, triangle, star), letters and numbers</p> <p>Using paint, chalk and markers to create lines, shapes, figures, pictures</p> <p>Typing on a word processor or computer</p>		<ul style="list-style-type: none"> ● Using fingers to twist, roll, weave or crump paper, clay or dough with greater coordination. ● Joining dots in sequence. ● Tracing letters and numerals. ● Scribbling or writing from left to right. ● Drawing lines, shapes and pictures. ● Using a pincer grip to hold writing tools.
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<p>1b. Free writing</p>	<p>Small Group or Centers Self chosen writing activities in the Writing / Language Arts Centers</p>	<p>Language Center with writing tools (pencils, colors, markers, crayons), unlined paper (different types) Magnetic/plastic/cut-out letters Computer Books, posters, word cards</p>	<p>Teacher observes whether or not the child: Seldom writes independently. Uses chosen writing material to copy or trace teacher's writing. Selects writing material and writes independently.</p>
<p>1c. Free Writing</p>	<p>After Modeled Writing, Shared Book, News Time or Circle Time sessions the children can write about what was heard, discussed or read. Writing about content area subjects or themes</p> <p>Whole Class Shared Book / Read aloud Story retelling using aids</p>	<p>Literature / pictures related to unit theme Writing materials and tools</p>	<p>Teacher observes the method of 'writing' i.e. scribble, drawing, letter-like forms, letter strings, invented spellings, conventional spellings Teacher notes whether a child: Does not write. Scribbles or draws pictures to communicate ideas. Scribbles from left to right in a line using letter-like forms. Writes random letters or letter strings. Writes using invented spellings or conventional spellings.</p> <p>Teacher observes the children's ability to tell or make-up a story and records (anecdotes). Teacher observes whether the</p>

<p>1d. Free Writing</p>	<p>Picture Reading Small Group or Centers Dramatization with puppets Sequencing picture cards Children draw pictures which they sequence and make into a class storybook Pictures may or may not be captioned Teacher writes dictated caption</p>	<p>Magnetic board with figures, felt board with figures, cut-out cardboard figures, toys, puppets, sets of pictures from comic books, magazines or commercial sets, tape recorder Story books, videos, cassettes</p>	<p>child can record the story in written form. Teacher notes whether a child: Volunteers a caption for a drawing. Asks the teacher to write a dictated word or sentence that describes a drawing. Scribbles a caption for a drawing and reads it to the teacher. Traces or copies a self-composed caption that was written by the teacher. Writes his/her own caption for a drawing. Writes sentences independently.</p>
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Target Behavior 2: Uses writing conventions.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Writing Conventions:- movement from left to right, top to bottom use of upper and lower case letters correct formation of letters spaces between words punctuation writing with complete sentences (<i>It is good practice to assign authentic writing tasks and not to place undue emphasis on writing mechanics at this level⁵</i>)</p>	<p>Whole Class Modeled Writing Writers' Workshop Teacher models and demonstrates writing conventions as children display readiness and maturity. Small Group or Centers Journal writing Letters, notes and cards Book reports Summaries Stories</p>	<p>Writing tools and materials</p>	<p>Teacher evaluates child's stage of readiness by assessing drawings (Children are ready to write when they can hold and use writing tools using the thumb and two fingers, draw a person with details correctly placed and draw one shape inside another⁶). Teacher notes whether a child's writing: Can only be read by the writer. Contains recognizable letters or words that move from left to right. Contains words arranged in phrases or complete sentences that move from left to right and top to bottom. Contains forms of punctuation. Has spacing between all words.</p>

⁵ Ormrod J.E. (2000). *Educational Psychology Developing Learners 3rd Edition*. New Jersey: Merrill

⁶ Wray D. (1987). *Bright Ideas Writing*. England: Scholastic

Target Behavior 3: Participates in collaborative writing activities.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
Writing process <ul style="list-style-type: none"> • Prewriting <ul style="list-style-type: none"> • Drafting (writing a first draft) 	<p>Whole Class Modeled Writing Activities in which the teacher demonstrates various reasons for writing e.g. writing on greeting cards, labels on drawings, captions for drawings, notes, invitations, stories etc. Writers’ Workshop Creating story maps Brainstorming and webbing Creating personal lists</p> <p>Small Groups or Centers Teachers act as facilitators by responding to, discussing with and encouraging children’s attempts to write.</p>	Language Center with writing tools (pencils, colors, markers, crayons), unlined paper (different types) Magnetic/plastic/cut-out letters Computer Books, posters, word cards Flip charts, whiteboard, chalkboard	Teacher observes and notes level of participation of individual children when generating ideas for writing. Teacher notes whether a child: <ul style="list-style-type: none"> • Seldom participates or generates ideas. • Only generates ideas when asked. • Contributes ideas voluntarily. The teacher notes whether the child is able to write a first draft independently or with a friend or small group after collaborative prewriting activities.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
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<p>Writing to communicate ideas, remember facts, organize ideas or for pleasure</p> <p>Writing to friends, family or teacher or for self</p>	<p>Whole Class Modeled Writing Writers' Workshop</p> <p>Small group / Centers Write names, a message, a note, a label, answers to questions, a description or narrative, a journal entry, a caption or cards, a poem, a story or story summary, simple instructions, book reports. The audience may be determined by the purpose.</p> <p>Free writing</p>	<p>Language Arts or Writing Center with writing tools (pencils, colors, markers, crayons), unlined paper (different types)</p> <p>Magnetic/plastic/cut-out letters Computer</p> <p>Books, posters, word cards</p> <p>Flip charts, whiteboards, chalkboards</p> <p>Simple dictionaries or wordbooks</p> <p>Word walls, Pocket charts</p>	<p>Teacher uses anecdotal records or checklists to record children's writing attempts.</p> <p>Dated samples of a child's writing at each stage are put in the child's portfolio.</p> <p>Teacher notes whether a child:</p> <ul style="list-style-type: none"> ● Scribbles for pleasure and for self. ● Writes to communicate ideas to others⁷. ● Writes for different purposes and for various audiences.
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Target Behavior 4: Communicates using print for a variety of purposes and audiences

⁷ Writing means conveying ideas in print. This can include drawing a picture.

Target Behavior 5: Engages in revising, checking and publishing activities.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Writing Process Revising (focus on ideas)</p>	<p>Small Group or Centers In pairs or writing groups the children can share their drafts and find one thing that can be changed to make the writing better. The teacher can conference with an individual child or make a teaching point during Modeled Writing.</p>	<p>Teacher made or commercial lists of tips for good writing in the form of questions e.g.: Does my writing sound interesting? Does my story have a beginning, middle and end? Did I keep to the topic? Did I use interesting words? Will my audience want to keep listening or reading my work? Peer conferencing sheets Student checklists Student writing portfolios Teacher made or commercial writing rubrics Editing checklists Proofreading marks chart Colored paper, colors, markers, different colored pens, stapler and staples, yarn, wool, cloth, books of different</p>	<p>Teacher observes and notes whether the child can: Add or change one or more details to make their writing more interesting. Self edit. Peer edit. Identify punctuation errors in own or others writing (omitted capitals, punctuation marks and spelling errors). Use proofreading marks for editing. Improve writing for presentation. Share or is willing to share work with an audience.</p>

<p>Editing and proofreading (focus on spelling, punctuation and capitalization)</p>	<p>Peer or self editing The teacher can demonstrate use of proofreading marks. If the workshop approach is being used then there will be an editing and proofreading area and a conference area. Mini lessons will be given on editing procedures. Rewriting of first draft Working on presentation: designing a cover or title page for a story, adding illustrations, diagrams, tables or charts or using a computer</p>	<p>Computer Drama Center or Puppet Center Author's chair</p>	
<p>Publishing</p>	<p>Publishing by creating class books, reading to the class, placing writing on a bulletin board, dramatization etc.</p>		

Target Behavior 6: Uses conventions of grammar.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Sentences Definition Word order Complete with subject and predicate Statement and questions Sentence expansion Parts of Speech Nouns - common, proper, singular, plural and possessive Verbs – action, linking, present, past, irregular Pronouns – subject and object Adjectives – comparative and superlative Antonyms, Synonyms, Homographs, Homonyms, Homophones</p>	<p>Whole Class Use Shared Reading / Poem and Modeled Writing (correct model) to introduce grammar. <i>(Teachers should model the use of Standard English at all times.)</i></p> <p>Small Group Guided Writing Mini lessons during Writers Workshop <i>(Grammar should be taught in small groups as the need arises.)</i></p>	<p>Flip Chart and markers Commercial and teacher-made charts Big Books Poem charts</p>	<p>Teacher observes and notes whether the child: Seldom uses grammatical conventions when writing. Often uses grammatical conventions when writing. Consistently uses grammatical conventions when writing. <i>(The grammatical conventions used will depend on the prior knowledge of the children and what is taught.)</i></p>

Target Behavior 7: Uses spelling conventions.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Invented Spellings⁸ Conventional Spellings</p> <ul style="list-style-type: none"> • From previously studied word lists • From words containing phonemes • Homographs, Homonyms, Homophones • <i>(Spelling should always be taught in the context of reading and writing.)</i> 	<p>Whole Class Modeled Writing – Correct model Spelling strategies Introduction of high frequency words</p> <p>Small Groups or Centers Word analysis Dictionary / thesaurus work Proofreading Spelling games e.g. Hangman, Scrabble, Anagrams Making small words from the letters of long words Word search Creating illustrated dictionaries or spelling logs Matching meaning and word Writing sentences for new vocabulary words</p> <p>Dictation</p>	<p>Dictionaries Thesaurus Class Word Walls Flash cards Sight word lists or charts Commercial or teacher-made word games or puzzles Index cards Plastic or cut-out letters</p>	<p>Teacher notes whether the child:</p> <ul style="list-style-type: none"> • Uses invented spellings. • Can spell given words from basic spelling lists. • Consistently uses known spelling patterns to spell unfamiliar words. • Uses a dictionary to locate spelling of unfamiliar words. <ul style="list-style-type: none"> • Consistently spells certain words incorrectly when writing. • Consistently uses the correct spelling when writing

⁸ The letters of the words based on sounds as the child hears them.

Target Behavior 8: Gathers information from several sources and uses it in expository writing.⁹

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
Research skills Using a dictionary, encyclopedia or atlas Using the library Using Internet Making notes from observations or a guest speaker Interviewing Expository Writing Book reports Summaries Notes Webbing Writing instructions News items	Whole Class Visit to the library or from a librarian to learn how to find research material Field trips, guest speakers, factual videos Small Groups Guided Reading The teacher introduces dictionary skills (as the children are ready) e.g. alphabetical order, finding guide words, entry words and definitions. The teacher demonstrates how to find information from a book or how to conduct an interview. Learning logs Making notes Writing sentences from notes Writing instructions The children engage in projects that require them to use research skills.	Class or school libraries with dictionaries, encyclopedias, atlases, informational books Note books for taking notes on field trips Computer with internet Factual videos Tape recorder for conducting interviews	Teacher observes and records when the child confidently: Gathers information from different sources. Records information gathered in different types of expository writing.

⁹ Expository writing is non-fictional e.g. reports, simple instructions, summaries, book reports etc.

Target Behavior 9. Is able to form letters

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Suggested Assessment Opportunities
<p>Handwriting Posture for handwriting Handwriting patterns Manuscript Cursive script</p> <p><i>(It is important to monitor the children when they are practicing forming letters so that they do not pick up poor habits of formation that are hard to eradicate later on. Formal handwriting sessions should be done in small groups according to the needs and levels of development of individual children. Regular, short, intense sessions are better than long ones.)</i></p>	<p>Small group or Centers The teacher can help children evaluate their handwriting posture by letting them ask the following questions:</p> <ul style="list-style-type: none"> • Am I sitting up straight? • Are my feet flat on the floor? • Do I feel comfortable? • Is my paper slanted properly? • Am I holding my pencil correctly? <p>Teacher demonstrates how to make handwriting patterns or individual letters. Children form, trace, copy, draw / write patterns / letters with fingers/writing tools.</p>	<p>Sand trays, felt, sandpaper or wooden letters for finger tracing Tracing paper Whiteboards or chalkboards for individual, group or class use Published handwriting materials Writing tools, e.g. pencils, colors, crayons (the type of pencils and colors should include different sizes), markers, finger paints, paint and paintbrushes Pencil grips Unlined paper and paper with different sized lines Copies of handwriting patterns Handwriting charts</p>	<p>Teacher monitors child's movements when forming letters and whether the movement is fluent. Portfolio samples collected over a period of time provides a means of continuous assessment. Teacher notes whether a child: Is ready to use letter forms or copies or completes handwriting patterns. Traces or copies letters or words. Writes one or two letters of his / her name correctly Can write his / her own name correctly. Can form letters and numbers (some may be reversed) using manuscript. Can form letters and numbers (some may be reversed) using cursive script.</p>

CHECKLISTS

(Taken from Netherlands Antilles Curriculum Frameworks)

Native Language and Communication Stages of Writing Development Checklist

Name _____ Year _____

Can draw with pictures				
Can write with scribble				
Can write with random letters (ACMAO for "I like my house")				
Can write with initial consonants (I L M B for "I like my bike")				
Can write with initial and final sounds (I lk mi bk for "I like my bike")				
Can write with vowels (I lik to pla with my dog.)				
Can write with all syllables represented (My favorit dinosor is the stegosorus.)				
Can write with multiple and related sentences and many words are spelled correctly (Today I am going to the stor. I am bying a present for by brothr.)				

Native Language and Communication Writing Checklist

Name _____ Year _____

Can carry a story (beginning, middle, and End)				
Uses punctuation - period - comma - question mark - exclamation mark - quotation marks - question mark				
Organizes with writing webs or outlines				
Writes with paragraphs				
Writes with descriptive words - adjectives - adverbs - similes - metaphors - figures of speech				
Writes with a variety of genres - factual report - imaginative story - poetry - personal narrative - Retelling - Communication				
Edits own writing				

STUDENT WRITING RECORD

Write the date when the child moves to another stage.

Name of Child	<u>Stages of Writing Development</u>					
	Draws Pictures	Scribbles	Makes Letter-like Forms	Uses Random Letters	Invents Spelling	Uses Conventional Spelling

Name of Child	Draws Pictures	Scribbles	Makes Letter-like Forms	Uses Random Letters	Invents Spelling	Uses Conventional Spelling

WRITING CHECKLIST

Name _____

Year _____

Writing						
The child:	Dates and Rating					
Holds pencil or writing tools with pincer grip						
Writes own name and a few words with conventional spelling						
Uses various stages of writing: Scribble Drawing Letter-like forms Random letters / letter strings Invented spelling Conventional spelling						
Understands the relationship between spoken and written words when a teacher is recording his/her thoughts for him/her.						
Is able to differentiate between drawing and writing.						
Begins to write readable text.						
Contributes to a print rich environment by making books and writing stories.						
Selects writing materials and chooses to write independently.						
Participates in cooperative writing projects.						

Writes for different purposes.						
Uses literature as a model for writing.						

Rating Scale: A = always; S = sometimes; N = never; NO = not observed

MODELED WRITING

Modeled Writing:

- Is a whole class learning experience
- Provides a strategy for teaching broad-based skills for reading and writing
- Is when the teacher models the writing process every day
- Ends with the teacher conferences with individual children
- Should be integrated across the curriculum

- Introduce the writing context or content - story, poem or object.
- Introduce the genre - personal narrative, letter, poem, factual or imaginative writing
- Model write in front of the children using one of three strategies
 - Compose with children
 - Write with errors
 - Write a correct model focusing on skills.

- Children write in journals.
- Teacher conferences with the children individually

Strategy One

Compose with children

The teacher verbalizes a thought and begins to write inviting them to suggest letters for sounds, spacing and punctuation.
The teacher writes one or two sentences (more if the children are older).

Strategy Two

Write with errors

The teacher verbalizes thinking and writes several sentences with errors as the children read silently.
The teacher then reads the sentences and invites the children to find the errors.
The children correct the errors until all have been corrected.

Strategy Three


Write the correct model focusing on skills


The teacher verbalizes a thought and writes some sentences.
The children read.
The teacher asks them to find a focus skill e.g. a period and circle it.


MODELED WRITING PLANNING FORM


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Writing Context	Writing Context	Writing Context	Writing Context	Writing Context
Strategy	Strategy	Strategy	Strategy	Strategy
Story / Sentences	Story / Sentences	Story / Sentences	Story / Sentences	Story / Sentences
Skills	Skills	Skills	Skills	Skills


Proof Reading Marks

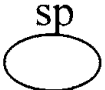
 Indent


 Add a letter or word

 Take out a punctuation mark, letter or word

 Change to a capital letter

 Change to a small letter

 Check spelling and write the correct spelling above

 Add a fullstop

Writers' Workshop

In Writers' Workshop, children write or work on writing-related issues every day (reading, researching, responding, participating in shared writing, etc.). They keep all of their writing in a writing folder or journal and bring a few pieces to completion by the end of each unit or term. Support for the writing process comes from peers or teachers. Instruction and advice are given regularly on an individual basis or in small or whole class groups. The teacher is modeling the writing process, demonstrating how to organize a story using a story web or map, how to use word banks, walls or dictionaries, how to edit one's own work etc. There are some key points to remember:

- This strategy establishes a community of writers (children and teachers) working together through the writing process.
- The atmosphere during workshop time is relaxed.
- Children write daily for an established period of time individually or in groups.
- Children work through the writing process conferencing with the teacher and/or peers during editing.

Implementation

- Distinct areas are set up within the classroom i.e. a conference area, an editing and proofreading area, a writing area and a publishing area.
- Although the atmosphere is relaxed, routines and procedures need to be in place with scheduled times for mini-lessons, status checks, individual and group work and sharing sessions.
- The teacher acts as a facilitator, responding to, discussing with, developing, encouraging and editing.
- Published stories or poems are shared with the whole class. The author sits in a special author's chair to read his or her work. Published stories become part of the Language Arts / Writing / Book Center or are kept in the child's portfolio.

Tips for Teaching Handwriting

Teach handwriting as a separate skill from writing.

Teach letters when the children are ready, i.e. when they can:

- Control a pencil, crayons and scissors
- Button and zip clothing
- Remember instructions
- Stay on task until the task is completed
- Match corners when folding paper
- Draw simple shapes successfully
- Show dominant hand preferences

Check to make sure the child does not have problems with vision or other physical problems.

Teach according to the child's learning style.

Teach small groups of children with similar needs and learning styles.

Make sure that the prerequisite skills are in place before teaching letter formation, i.e.

- Good eye-hand coordination
- Left to right progression
- Visual discrimination
- Important position concepts
- Fine motor coordination

Make sure that the correct writing tools are used at each stage of development.

Choose a manuscript that will lead naturally to cursive script i.e. the letters are formed with a continuous stroke.

Make sure parents are aware of the handwriting chosen by the school.

Teach handwriting posture.

Use the left hand when teaching left-handed writers.

Introduce letters in groups of similar movements.

Practice words made with letters taught previously.

Make sure that the child starts the letter in the correct place and **monitor** copying.

Do not let the child write on lined paper until they write a sentence in a fairly straight horizontal line.

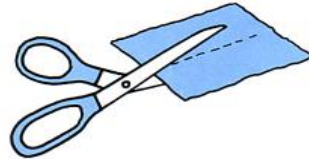
Teach common letters before capitals (except for the child's name and proper nouns used often such as the date).

Make sure that the correct line spacing is used at each stage of development.

Introduce cursive script when the child shows the desire to join letters.

PRE-HANDWRITING SKILLS

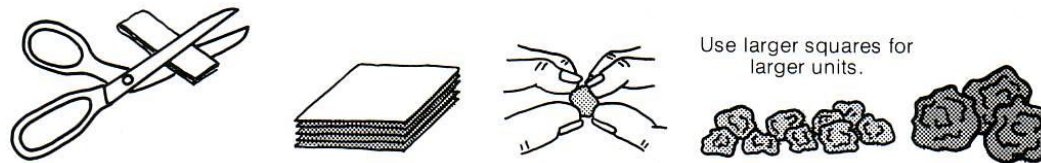
CUTTING – Cutting is an essential skill for fine motor development, therefore time should be spent in establishing the correct procedures in Cycle One, Years 1 & 2



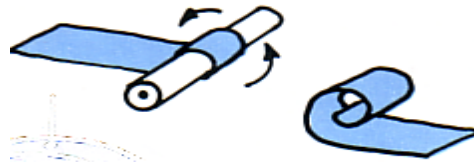
CHIPPING – Chipping is cutting small pieces from strips of paper. These chips can be pasted on an outline of a figure or shape.



CRUMPLING – Crumpling produces a 3-D effect when the crumpled paper balls are glued on a flat surface. Children should be encouraged to work with their fingers and thumbs, instead of rolling the paper between the palms of their hands as this produces greater manipulative development.

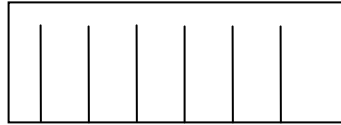


CURLING – A pencil can be used to curl paper.

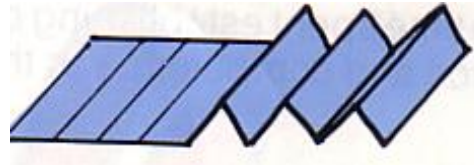


FOLDING – Paper can be folded in different ways e.g. corner to corner or edge to edge.

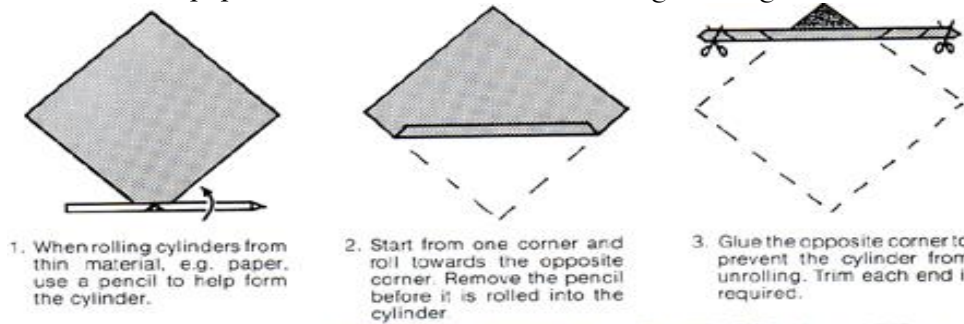
FRINGING – Children are to cut on lines to make a fringe. The spaces between the lines become narrower as the cutting skills improve.



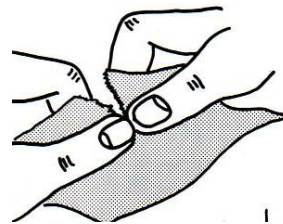
PLEATING – Pleating is a series of parallel folds made in alternate directions.



ROLLING - A pencil can be used to roll paper from corner to corner or edge to edge.



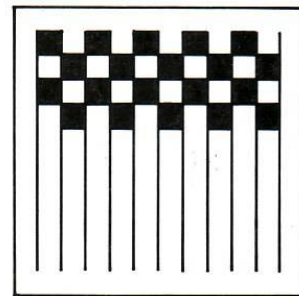
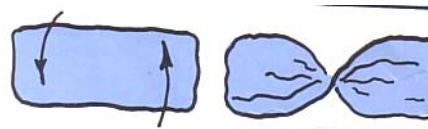
TEARING – Paper tearing is an excellent way of developing fine motor and hand-eye coordination. The skill is achieved by placing the thumb and index finger of each hand on either side of the line to be torn, then tearing only the area between the thumbs. By repeating the process the length and direction of each tear can be controlled.



TUFTING – A small square of crepe paper is cut. A pencil is placed into the center of the square. The paper is gathered around the pencil. Glue is put on the receiving surface and the tuft is pressed into the glue.



TWISTING – Paper and fabric can be twisted.



WEAVING – pre-cut weaving mats can be used to introduce the skill.

Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



Language and Communication Viewing Skills

Language and Communication (Native Tongue)

Domain: Viewing Skill

Standard 10: The student can apply viewing skills and strategies to retrieve and interpret information from (audio) visual media.

Standard 11: The student knows the characteristics of different forms of mass media and their application.

Target Behavior 1: Uses the tools and instruments of the mass media.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Assessment Opportunities
Handling classroom ICT machines. (Safety aspects for use of electrical appliances must be stressed)	Whole Class Teacher demonstration on how to use the tape recorder, radio/CD player, television and computer	Any resource book on Safety for Young Children Electrical or battery operated ICT appliances used in the Centers	Teacher observes and notes how the child uses appliances in the classroom. (<i>Some children have electrical/battery-operated toys at home, others may have a computer; records need to be kept of those children who have had exposure to technology in the home.</i>) Teacher notes whether the child: Can operate the power switch of a radio, television, tape recorder, CD player and computer. Can operate the radio, television, tape recorder, CD player and computer with supervision. Can operate the radio, television, tape recorder, CD player and computer independently.

Target Behavior 2: Identifies the different types of mass media and their functions.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Assessment Opportunities
Comparison of mass media types	<p>Whole Class News Time- Teacher and children discuss pictures / headlines of local paper or watch prerecorded news broadcast e.g. Television programs showing clips from St. Martin's Day/Carnival celebrations. Children compare information from each source Curriculum Link – Social Studies (Communication) Modeled Writing – children can write / draw about different media Curriculum Link –Social Studies 'Safety'</p>	<p>Local newspapers Television programs Educational CD ROMs Audio cassettes of stories Computer, CD/cassette-player, tape recorder, radio, videos</p>	<p>Teacher notes the child's ability to: Identify the different types of mass media and their functions. Gather information from mass media.</p>

Target Behavior 3: Tell the main idea from information viewed through visual media.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Assessment Opportunities
Recall of information from audio/visual media	<p>Whole Class or Small group Children listen to or view traditional folktales using audio cassettes or videos, teacher questions children about what was heard and viewed</p> <p>Centers Computer aided instruction Listening to a story on tape and writing about it</p>	Television programs Educational CD ROMs Audio cassettes of stories Computer, CD/cassette-player, tape recorder, radio, videos	Teacher listens and notes the child's: Ability to recall information (main idea/supporting details) Accuracy of recall. Teacher notes whether the child: Views or listens to the media form but cannot identify the main idea or supporting details. Can state the main idea from some audio / visual media. Is able to tell and elaborate on the main idea of information from audio / visual media.

Target Behavior 4: Distinguishes between reality and fantasy in mass media.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Assessment Opportunities
Identification of reality / fantasy	<p>Whole Class or Small group Children watch videos television programs.</p>	Any form of mass media material i.e. computer software, videos	<p>Teacher notes child's ability to tell what is reality / fantasy. Teacher notes whether the child: Does not distinguish between reality and fantasy. Sometimes distinguishes between reality and fantasy according to type of mass media used. Always distinguishes between reality and fantasy.</p>

Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



Language and Communication **Linguistics**

Language and Communication (Native Tongue)

Domain: Linguistics

Standard 12: The student has an understanding of the phenomenon of language and of the manner in which communication can take place in different situations.

Standard 13: The student has mastered a number of rules in connection with linguistic phenomena and can use concepts that enable him to think and talk about the language.

Target Behavior 1: Identifies ways in which communication takes place.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Assessment Opportunities
Reasons why communication is important. Methods of communicating <ul style="list-style-type: none"> • Speaking and listening • Reading and writing • Facial expressions • Body language • Sign language • Symbols • Language related to specific content areas e.g. mathematics, computer use, art, music 	Whole Class Playing Charades Mimes Discussion about information, stories News Time <i>(Teachers should model correct speech and sentence patterns.)</i> Small group or Centers Role-play: Introducing oneself to a child or adult Greeting different persons Asking questions for different purposes. Miming emotions with different facial expressions Telephone conversations	Dramatic play, Writing, or Home Centers Costumes, clothes and other props for role-play Central carpeted meeting area Items for written communication	Teacher observes and records whether the child can: <ul style="list-style-type: none"> • Give examples of forms of oral or written communication. • Give examples of non-verbal communication such as sign language. • Communicate using other languages • Recognize unsuccessful communication and self correct.

Target Behavior 2: Differentiates between formal and informal use of language.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Assessment Opportunities
Standard / Non standard English Speech courtesies	Whole Class Shared Reading / Poem – stories and poems in which formal and informal language is used and discusses the use of the language, Discussion about inappropriate language (curse words) Role-play in which communication is dominant <i>(The teacher provides opportunities for discussion throughout the day.)</i>	Books, stories and poems Clothes and props for role play	Teacher observes and records if the child: Differentiates between standard and non-standard English. Uses language appropriate for the situation and audience.

Target Behavior 3: Uses correct language structures when communicating.

Content	Suggested Experiences	Suggested Resources for Choice Centers, Projects or Teacher-directed Activities	Assessment Opportunities
<p>Language Usage:</p> <ul style="list-style-type: none"> ● Subject and object pronouns ● Use of 'I' and 'me' ● Use of 'a' and 'an' ● Subject / verb agreement ● Irregular verbs ● Verb tense <p>Pronunciation and intonation</p>	<p>Whole Class General conversations and discussions throughout the school day.</p> <p>Small group or Centers Changing statements to questions and vice versa. Extending given simple sentences Making messages e.g. for e-mail Given book reports or summaries Sentence patterning</p>	<p>Dramatic play, Writing, or Home Centers Books, stories and poems Clothes and props for role play</p>	<p>Teacher observes and notes whether the child:</p> <ul style="list-style-type: none"> ● Uses correct language structures. ● Uses appropriate vocabulary ● Uses correct pronunciation and intonation when speaking and reading. ● Uses a limited or extended vocabulary for his/her stage of development. ● Recognizes the use of incorrect language structures by others. ● Monitors and self corrects his / her use of language.

GLOSSARY

Acrostic – A structured form of poetry based on a key word. The key word is written vertically on the left and each line of the poem begins with a letter of the keyword.

Alliteration – The repetition of initial consonant sounds in words in a sentence or phrase, e.g. *We went walking with William.*

Assonance – The repetition of vowel sounds in words with changed consonants, e.g. *cream beam*

Author's chair – A special chair where a child sits when sharing written work with the class during the publishing stage of the Writing Process.

Anecdotal Records – Written recording of events or observations by the teacher

Anthology – A collection of passages or poems

Character- A person that takes part in the action of a story, novel or play
Characters can be animals or imaginary creatures

Criterion-referenced test – A test that measures specific skills or knowledge. The results show that a child has mastered a particular skill

Diagraph – Two successive letters that make one sound, e.g. *ch* in *chair* and *ea* in *bread*.

Diphthong – Two vowels that form one speech sound, e.g. *oi* in *boil*.

Environmental Print – Print that is observed in the environment e.g. names of business places, billboards, signs etc.

Experiential Comprehension – The process of getting meaning from a passage by relating it to one’s personal experience

Expository texts – Writing that is intended to explain something

Genre – A category of literature; the main ones are fiction, nonfiction, poetry and drama

Haiku – A Japanese form of poetry with 3 lines consisting of 17 syllables; 5 in the first line, 7 in the second line and 5 in the third line.

Homograph – One of two or more words that are spelt alike but have different meanings and pronunciation, e.g. *bass*, a male singing voice and *bass*, a kind of fish.

Homonym – One of two or more words that are spelt and pronounced the same way but are different in meaning, e.g. verb *saw* and noun *saw*.

Homophone – One of two or more words that are pronounced alike but have different meanings and spelling, e.g. *to*, *too* and *two*.

Inferential Comprehension – The process of getting meaning from a passage by which the reader must ‘read between the lines’ to understand an idea or concept that is not directly stated

Language Experience Approach (LEA)- A technique in which a child dictates a story or event to the teacher. The story then becomes the text for instruction and a collection of such stories becomes the child’s first reader

Limerick – A humorous 5-line poem

Literacy – The ability to read, write, speak and understand words.

Literal Comprehension – Understanding a passage without making inferences

Literature Circle – A group of students who meet together to discuss a book that has been read by all students in the group

Main idea – The most important thought, theme, or position

Narrative – A reading or writing selection which tells a story (e.g. fables, fairy tales, legends)

Non-fiction – Writing about real people, places and events

Onomatopoeia – A word whose sound gives the meaning, e.g. *smash, crash buzz*.

Phoneme - The smallest unit of speech sound that makes a difference in communication

Phonics – The study of sounds

Phrase – A group of related words that lack subject, predicate or both e.g. *by the door*

Plot – The action or sequence of a story

Predictable books – Books that have rhythmic, repetitive sentence patterns e.g. *The Gingerbread Man*

Predict – Using the knowledge about the language and context to anticipate what will happen in a passage or story

Rhyming couplet – Two lines of poetry that rhyme

Rubric – An assessment tool for making scoring decisions consisting of a list of criteria that distinguishes performances or products of different quality

Semantics – The meanings of words and word combinations.

Sentence – A group of words expressing one or more thoughts

Setting – The time and place of the action in a story, play or poem

Standardized tests – A test that measures a child's performance and compares it to the performances of others in the same age range.

Supporting Details – Points that support or elaborate on the main theme of a story

Syntax – The way in which words are put together to form constructions such as phrases or sentences

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