

SUBJECT: LANGUAGE ARTS

GRADE: KINDERGARTEN

TERM: TWO

BROAD OUTCOMES: LISTENING AND SPEAKING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Listen and speak for personal response and enjoyment	1. Listen and respond in various ways to what they have read	- Oral Assessment
	2. Recite rhymes, short poems and sing songs	- Checklist
	3. Talk about the stories, rhymes and poems that they have heard	- Observations
	4. Retell favourite and familiar stories	
	5. Talk about subjects that are of interest to them e.g. favourite pastimes, pets etc.	- Sample letter recognition and letter-sound assessment Sheet C1 and C2
C) Listen to distinguish between the sounds of the letters of the English alphabet and speak to use the sounds of English productively	8. Identify and name and the letters of the alphabet	
	9. Identify the sounds that are associated with the letters of the alphabet	
	10. Identify the ending sounds in one syllable words	
	11. Count the number of sounds in a syllable	
	12. Count the number of syllables in words.	
	13. Use clear and intelligible English sentences	
	14. Identify rhyming words and make up rhyme and rhyming patterns	
D) Interpersonal Communication	15. Listen attentively during conversations, take turns and respond appropriately	- Sample Developing
	16. Identify obvious variation in tone of voice (e.g. anger) in stories they listen to, in recordings and in actual conversations.	- Phase Speaking Checklists (Sheet E/D)
	17. Interpret facial expressions and gestures displayed by a speaker	
	18. Modify their tone depending on the person to whom they are speaking and the situation.	
	19. Listen to a simple message and relay that message to someone else	Same as Term One
	20. Speak clearly using complete sentences	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
E) Listen to get and speak to give information	21. Give information in response to questions asked.	- Same as Term One
	22. Talk about an event or subject of interest	
	23. Recount a familiar event or happening to the class	
	25. Give simple oral instruction on how to make or do something	
	26. Follow simple two step oral instructions and directions	
	28. Ask questions to elicit information	
F) Vocabulary Development	29. Use appropriate words to - express their ideas and feeling - convey information - talk about news and stories they have read, listened to or viewed	- Same as Term One
	30. Use appropriate words to refer to categories of colour, size, shape, location and quantity	
	31. Use sensory words to describe objects, pets etc.	- Games e.g. concentration, name, place... (Sheet G)
	33. Use the words learned in other subjects to talk about concepts related to these subjects	
	34. Use words they have learned from stories in retelling the stories	- Oral Assessment
	35. Ask for clarification of words that they do not understand in conversations or stories that they have listened to or viewed	- Observation - Sample Story Retelling Record (Sheet A)
G) Developing proficiency with book language	38. Retell stories they have heard, using the words they have learned from these stories and other sources	Sheet A Oral Presentation Evaluation Form (S.S. Teacher's Guide PG. 153)
	41. Make a simple oral presentation to the class in which they describe an object or the project they have worked on.	
H) Speaking with good enunciation, pronunciation and clarity	44. Pronounce words in their repertoire clearly	Observations Checklists Interviews News Report
	45. Use complete sentences in Standard English	
	46. Speak with confidence	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
I) Attitudes for developing	47. Listen attentively in conversations and read aloud sessions and answer questions when required to do so.	Observations Checklists
	48. Show willingness to take part in activities involving oral work	
	49. Work with classmates in small groups and whole class groups to share information and work collaboratively on projects.	Co-operative Learning Project Rubric (Social Studies Teacher's Guide PG. 146-153)
	50. Participate in sessions organized to practice Standard English	
	51. Show willingness to express ideas, views and opinion on a range of subjects relevant to their age levels	

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BROAD OUTCOMES: READING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Knowledge about Books	1. Identify the title and author's name on the cover and title page	- Observation - Checklists - Oral Tests
B) Concepts about print	2. Follow the directionality of print - left to right - top to bottom	- Observation
	3. Name the letters of the alphabet	- Checklists - Oral Tests
	4. Distinguish between uppercase and lowercase letters of the alphabet	
	5. Use appropriate words to refer to the organisation of text in books e.g. letter, word, sentence, paragraph	
C) Decoding and Word Recognition	6. Match the sounds of consonants to the corresponding letters	- Observation
	7. Match short vowel sounds to the appropriate letters	- Teacher made tests e.g. A dot on the right side of book
	8. Identify consonant sounds at the ending of words	- Written test
	9. Read simple high frequency sight words.	- Assessment Sheet C1
D) Vocabulary Development	10. Track the changing sounds of the letters in one-syllable words	
	11. Identify their names in print	- Show and Tell
	12. Recognize words that are related to topical categories foods, colours, shapes etc.	- Phonological awareness diagnostic Assessment form (Assessment Sheet C1)
	13. Sort words into categories	
14. Recognise common environmental print e.g. read signs, symbols, labels		
E) Comprehension	15. Identify the main points in a short informative extract (suited to age level)	
	16. Ask questions about the texts they have read, heard or viewed	
	17. Answer questions about text they have read, heard or viewed	

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
E) Comprehension	18. Use the background knowledge to help them understand new information in their reading	
F) Responding to Literature	19. Use illustrations to predict the outcome of a story	Sample Checklist Oral/drawings
	20. Use context clues to predict content	Oral Checklist (Assessment Sheet A)
	21. Use titles and illustrations to predict the subject matter, main events and ending of stories	
	22. Identify the characters in a story	
	23. Identify the main events in a story	
	24. Use their knowledge of story grammar to understand new unfamiliar stories and to talk about stories they have read.	
	25. Use traditional terms in story telling e.g. once upon a time, happily ever after etc.	
	26. Retell familiar stories	
	27. Generate and answer questions about stories	
	28. Compare new with familiar stories	
	29. Make up an alternative ending for a story	
30. Use a series of pictures to make up a story	Observation	
31. Represent (aspects of) familiar stories in art and role-plays	Art	
G) Text Features	32. Distinguish between reality and fantasy stories	Story Retelling record for the early development phase (Sheet A)
	33. Distinguish between types of text: - stories - labels - poems - magazines - signs - newspapers	
H) Features of Narrative Text	34. Identify the title, author's name and the name of the illustrators on the cover and title page of a story book	- oral evaluation
	35. Identify the table of contents of a book	- teacher made test

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
I) Reading and Writing	36. Express their response to literature through: a- drawing pictures to depict story events b- writing (in their own way) about the story c- talking about the story with teacher and classmates d- retelling the story or part of it e- telling about the story or the events in it f- drama/role-play g- pretending to be a character in the story	- Samples
	37. Tell the story or message depicted in their drawings, pictures and writing	Oral Checklist
J) Attitude and Interest	38. Point to text while reading and “Read Along” (join in orally) when teacher reads familiar stories	Observation
	39. Participate actively during reading sessions and related activities	
	40. Talk about books that have been read to them/that they have read	
	41. Share ideas, ask and answer questions about books that they read/that have been read to them	Oral

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BROAD OUTCOMES: WRITING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Developing familiarity with symbols	1. Write consonant –vowel-consonant (CVC) words	- Follow Term 1
	2. Write short sentences	- Checklist
	3. Shape some uppercase and lowercase letters of the alphabet	
	4. Write from left to right and top to bottom	- Teacher made tests
	5. Use letters that they know to represent written text	
	6. Scribble, draw a picture or print letters to convey a message	
	7. Order a series of pictures to tell a story in an appropriate sequence	
B) Conventions of written	8. Use a logical/appropriate sequence in recounting what they have represented in drawing or writing	
1. Spelling	9. Use complete and clear sentences in English	
	10. Use their knowledge of letters and letter-sound correspondences to write one-syllable words	
	11. Spell high frequency one-syllable words, and use these words in their writing	
	12. Represent words they may not be familiar with, using inventive spelling and the letters that they know	