

SUBJECT: LANGUAGE ARTS

GRADE: KINDERGARTEN

TERM: THREE

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 heard	- Recitals
	2. Recite rhymes, short poems and sing songs	
	3. Talk about the stories, rhymes and poems that they have heard	
	4. Retell favourite and familiar stories	
	5. Talk about subjects that are of interest to them <b>e.g. favourite pastimes, pets etc.</b>	
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 the letters of the alphabet	
	9. Identify the sounds that are associated with the letters of the alphabet	
	10. Identify the ending/medial sounds in one syllable words	
	11. Count the number of sounds in a syllable	
	12. Count the number of syllables in words (presently orally)	
	13. Use clear and intelligible English sentences	
D) Interpersonal Communication	14. Identify rhyming words and make up rhyme and rhyming patterns	
	15. Listen attentively during conversations, take turns and respond appropriately	15-17 Sample Developing Phase, Speaking Checklist (Sheet D, E)
	16. Identify obvious variation in tone of voice (e.g. anger) in stories they listen to, in recordings and in actual conversations.	
	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.	Same as Term 1&2
	19. Listen to a simple message and relay that message to someone else	
	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 1&2
	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	
	27. Describe objects and place with which they are familiar	
	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 1&2
	31. Use sensory words to describe objects, pets etc.	- Games e.g. concentration, name, place... (Sheet F)
	32. Use action words to describe movements	- Games e.g. concentration, name, place... (Sheet F) - Games- Guess my Action!
	33. Use the words learned in other subjects to talk about concepts related to these subjects	- Oral Assessment - Observation
	34. Use words they have learned from stories in retelling the stories 35. Ask for clarification of words that they do not understand in conversations or stories that they have listened to or viewed	- Sample Story Retelling Record (Sheet A)
G) Developing proficiency with book language	36. Listen to short extract to determine the gist of it	Oral questioning
	37. Listen to distinguish between fantasy and reality in stories	Sample Story Retelling (Sheet A) Add the aspect of fantasy/reality
	38. Retell stories they have heard, using the words they have learned from these stories and other sources	
	39. Listen to information (from other subjects at grade level) to discuss the concepts explained/described	
	41. Make a simple oral presentation to the class in which they describe an object or the project they have worked on.	Sheet B Oral Presentation Evaluation Form (S.S. Teacher's Guide PG. 151-153)

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
G) Developing proficiency with book language	42. Show that they understand the content (ideas, sequence of events relationships between events, information) in selections that they listen to by asking and answering questions about the materials	Observation
H) Speaking with good enunciation, pronunciation and clarity	43. Use appropriate intonation patterns for different sentence types	43-46: Observations Checklists
	44. Pronounce words in their repertoire clearly	
	45. Use complete sentences in Standard English	
	46. Speak with confidence	
I) Attitudes for developing Effective listening and speaking abilities	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.	- Observation - Checklist
	50. Participate in sessions organized to practice Standard English	- Cooperative learning Project Rubric Oral Presentation Evaluation Form S.S. Teacher's Guide (pg 151-153)
	51. Show willingness to express ideas, views and opinion on a range of subjects relevant to their age levels	

SUBJECT: LANGUAGE ARTS

GRADE: KINDERGARTEN

TERM: THREE

BROAD OUTCOMES: READING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Knowledge about Books	4. Identify the title and author's name on the cover and title page	- Oral Tests
B) Concepts about print	6. Follow the directionality of print - left to right - top to bottom	- Same as Term 1
	7. Name the letters of the alphabet	
	8. Distinguish between uppercase and lowercase letters of the alphabet	
	10. Use appropriate words to refer to the organisation of text in books e.g. letter, word, sentence, paragraph	
C) Decoding and Word Recognition	11. Match the sounds of consonants to the corresponding letters	(11- 14) Phonological Awareness Diagnostic Assessment Form (Assessment Sheet C3)
	12. Match short vowel sounds to the appropriate letters	
	13. Identify consonant sounds at the ending of words	
	14. Read simple high frequency sight words.	
	15. Track the changing sounds of the letters in one-syllable words	
D) Vocabulary Development	16. Identify their names in print	- Show and Tell
	17. Recognize words that are related to topical categories foods, colours, shapes etc.	Teacher made evaluation
	18. Sort words into categories	
	19. Recognise common environmental print e.g. read signs, symbols, labels	
E) Comprehension	20. Identify the main points in a short informative extract (suited to age level)	
	21. Ask questions about the texts they have read, heard or viewed	
	22. Answer questions about text they have read, heard or viewed	
	23. Use the background knowledge to help them understand new information in their reading	
		Sample

TOPIC	SPECIFIE OBJECTIVES	ASSESSMENT
F) Responding to Literature	24. Use illustrations to predict the outcome of a story	24. Drawing
	25. Use context clues to predict content	
	26. Use titles and illustrations to predict the subject matter, main events and ending of stories	25-31 Assessment (Sheet A)
	27. Identify the characters in a story	
	28. Identify the main events in a story	
	29. Use their knowledge of story grammar to understand new unfamiliar stories and to talk about stories they have read.	
	30. Use traditional terms in story telling e.g. once upon a time, happily ever after etc.	
	31. Retell familiar stories	
	32. Generate and answer questions about stories	
	33. Compare new with familiar stories	
	34. Make up an alternative ending for a story	
	35. Use a series of pictures to make up a story	
36. Represent (aspects of) familiar stories in art and role-plays		
G) Text Features	37. Distinguish between reality and fantasy stories	38 Scrape books
	38. Distinguish between types of text: - stories            - labels - poems            - magazines - signs            - newspapers	
H) Features of Narrative Text	39. Identify the title, author's name and the name of the illustrator on the cover and title page of a story book	
	40. Identify the table of contents of a book	
I) Reading and Writing	41. 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	41 - Diary - Journals - Oral presentation

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
J) Attitude and Interest	42. Point to text while reading and “Read Along” (join in orally) when teacher reads familiar stories	Observation
	43. Participate actively during reading sessions and related activities	
	44. Talk about books that have been read to them/that they have read	
	45. Share ideas, ask and answer questions about books that they read/that have been read to them	
	46. Share ideas and ask and answer questions about books that they read that have been read to them	46. – oral quizzes - Book reports/Show and Tell

SUBJECT: LANGUAGE ARTS

GRADE: KINDERGARTEN

TERM: THREE

BROAD OUTCOMES: WRITING

TOPIC	SPECIFIC OBJECTIVES	ASSESSMENT
A) Developing familiarity with symbols	1. Write consonant –vowel-consonant (CVC) words	Same as Term 1
	2. Write short sentences	
	3. Shape uppercase and lowercase letters of the alphabet	
	4. Write from left to right and top to bottom	
	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 (and oral) English	8. Use a logical/appropriate sequence in recounting what they have represented in drawing or writing	
B1. Sentence Structure	9. Use complete and clear sentences in English	
B1. Spelling	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	