

CURRICULUM CONTENT

Unit 1 Homes

A Home for Grandfather (Fiction Skills)

Homes Around the World (Non- Fiction Skills)

- * **Reading Comprehension** – Compare two story settings and investigate the difference between fact and fiction
- * **Vocabulary** – Use basic vocabulary to introduce, revise alphabetical order.
- * **Spelling** – See how the spelling of words changes when –ing is added. Investigate letter combinations- o-e and oa words.
- * **Grammar** - Collect and classify verbs. Identify and use nouns.
- * **Punctuation** – Investigate ways of presenting speech (speech bubbles) and learn basic sentence structure.
- * **Writing Composition**- Develop setting of stories and compile list of facts

Unit 2 Fairy Stories

Hansel and Gretel (Fiction Skills)

The Grimm Brothers (Non- Fiction Skills)

- * **Reading Comprehension** – Read and prepare a play script. Extract information from non- fiction passage
- * **Vocabulary** – Identify synonyms for common words. Revise alphabetical order to support use of dictionary
- * **Spelling** – Use the prefix un- and explore words containing ai and air
- * **Grammar** – Collect verbs synonyms and use proper nouns
- * **Punctuation** – Use of question marks and speech bubbles
- * **Writing Composition** – Write simple playscript based on own reading. Identify and record key words.

Unit 3 Animal Homes

The Mice who Lived in a Shoe (Fiction Skills)

Rabbits (Non- Fiction Skills)

* **Reading Comprehension** – Discuss story setting. Extract information from passage that includes text

* **Vocabulary** – Identify synonyms for ‘said’. Revise alphabetical order to support use of dictionary.

* **Spelling** – Look for and use words containing i-e and igh letter patterns. Collect le words and see effect on adding –ing.

* **Grammar** – Use past tense and increasing accuracy. Identify verbs in sentences.

* **Punctuation** – Learn to punctuate speech.

* **Writing Composition** – Use reading to write a dialogue. Write a report using known or researched facts

Unit 4 Weather

‘Winter Morning’ and ‘Snow’ (Fiction Skills)

A Contents Page (Non- Fiction Skills)

* **Reading Comprehension** – Recite poems to compare. Locate information using contents page.

* **Vocabulary** – Learn how a dictionary and thesaurus is organized.

* **Spelling** – Look for and use *ow* letter pattern. Identify alternative sounds of *ea* sounds

* **Grammar** - Identify compound nouns. Practice use of past tense.

* **Punctuation** – Use commas to separate items in a list. Revise sentence endings(!?)

* **Writing Composition** – Collect words and phrases to write poem.. Create contents page given basic info. about a book

Unit 5 Animals

Animal Tales (Fiction Skills)

A Day at the Zoo (Non- Fiction Skills)

- * **Reading Comprehension** – Investigate styles of traditional stories. Identify keypoints in a passage and make notes
- * **Vocabulary** – practice letter order within alphabet to support use of dictionary.
- * **Spelling** – Investigate how meaning of words changes when *-er, -est* are added; and also the suffixes *-less, -ful, -ed, -ness*
- * **Grammar** – Identify and use common collective nouns; Identify and use adjectives
- * **Punctuation** – Revise sentence endings and practice use of capital letters in sentences.
- * **Writing Composition** – Investigate features of story openings as a structure for story writing; Construct ‘for’ and ‘against’ tables to express opinions.

Unit 6 Magic

Merlin (Fiction Skills)

The Vanishing Key Trick (Non- Fiction Skills)

- * **Reading Comprehension** – Identify main characters in a story; Investigate how instructional text is organized
- * **Vocabulary** – Identify and use antonyms and use dictionary to check spellings and meanings
- * **Spelling** - Identify and spell correctly words that include silent letters (knight, hour); Learn use of apostrophe in contractions (isn't, hasn't, I'll)
- * **Grammar** – Explore use of adjectives; Identify colour adjectives.
- * **Punctuation** – Learn use of commas in sentences; Revise capitalization

***Writing Composition**- Identify plot and characters as a structure for story writing; Order list of instructions

Unit 7 Mazes

Theseus and Minotaur (Fiction Skills)

Tha Maze Game (Non- Fiction Skills)

***Reading Comprehension** - Discuss behavior of main characters; Invent instructions for a game

***Vocabulary** – Use dictionary to check spelling and meaning of words and to learn the structure of diction ary definitions

***Spelling** – Recognize and use contractions; Make nouns plural by adding *-s* or *-es*

***Grammar** – Explore use of adjectives; Convert singular to plural sentences.

***Punctuation** – Revise capitalization and speech marks; Identify essential words

***Writing Composition** - Identify characters as a structure for story planning; Write instructional text DO's and DON'Ts

Unit 8 Hands

A Poem about Hands (Fiction Skills)

Dirty Hands (Non- Fiction Skills)

* **Reading Comprehension** –Make appropriate sounds and actions; Investigate how instructional text is organized

***Vocabulary** – Identify and use synonyms and antonyms in pairs

***Spelling** – Revise addition of *-ing* to short words and to words ending in *e*; Identify compound words

***Grammar** – Identify and use common collective sounds; Identify and use singular and plural verbs

***Punctuation** – Investigate use of capital letters in poems; Use *is, was, are* and *were* to produce subject- verb agreement

***Writing Composition**- Use own lists of *-ing* words to write poem modeled on *Hands*;
Describe sequence of events using a flow diagram

Unit 9 Parties

The Mad Hatters Tea Party (Fiction Skills)

A Birthday (Non- Fiction Skills)

* **Reading Comprehension** – Discuss behavior of main character; Investigate purpose and organization of a letter

***Vocabulary** – Revise synonyms , especially for *said*; Collect common expressions, *thank you, I'm sorry*

***Spelling** –Revise use of contractions; Find shorter words within longer ones, ex. *d-ear-est*

***Grammar** – Identify and use common, personal and possessive pronouns

***Punctuation** – Revise use of speech marks and capitalization; Practice starting and finishing a letter

***Writing Composition** – Turn the stimulus passage from a 3rd into a 1st person account;
Write a letter for a purpose

Unit 10 Storms

The Cyclone (Fiction Skills)

Hurricane! (Non- Fiction Skills)

* **Reading Comprehension** – Write 1st person account based on behavior of main character; Discuss reader's feelings

***Vocabulary** – Recognize and use homonyms, ex. *rose, stock, trap*

- ***Spelling** – Learn rules for pluralizing common nouns, ex. by adding *-s, es, or -ies*; Use prefixes to modify rootwords, *un-, mis-, anti-*
- ***Grammar** – Identify common gender words; Identify and write sentences in the 1st, 2nd and 3rd person
- ***Punctuation** – Revise speech marks and punctuation of dialogues; Revise sentence endings
- ***Writing Composition**- Write about a character to evoke response in reader; Write account of event from two points of view

Unit 11 Books

Book Reviews (Fiction Skills)

Finding a Book (Non- Fiction Skills)

- * **Reading Comprehension** – Evaluate reviews written by others; Learn how fiction/ poetry and non- fiction books are classified in the library
- ***Vocabulary** – Use a dictionary to find and compare definitions
- ***Spelling** – Use prefixes and suffixes to modify root words; Identify word endings with similar sound: *-ary, -ery, -ory* and their plurals
- ***Grammar** –Look for noun-verb agreement: use of *was* and *were*; Practice use of *am* and *are* to indicate number of subjects as a verb
- ***Punctuation** – Practice use of conjunctions *and, because* and *but*
- ***Writing Composition** – Describe settings from book covers; Revise classification of fiction/non-fiction by inventing authors / titles

Unit 12 Tea

I'd like to be a Teabag (Fiction Skills)

All About Tea (Non- Fiction Skills)

* **Reading Comprehension** – Construct rhymes using the the poem as a model; Investigate organization and purpose of an index

***Vocabulary** – Revise synonyms, especially for *love, talk, eat*; Revise alphabetical order

***Spelling** – Use rhyming patterns to use aid spelling strategies; Learn to use letter blends as a spelling strategy: *fl, st, str*

***Grammar** – Revise pronouns, contractions, nouns, adjectives, and verbs

***Punctuation** – Identify words that indicate order, ex. first, last, and time, ex. now, next; Learn to use Commas in lists and to indicate 'pause' in a sentence

***Writing Composition**- Use a limerick as a model for writing humorous poetry; Construct an index from information in a list

