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 passage. 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 play script 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 dictionary 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-, unti-.

*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