

**3<sup>rd</sup> Grade English Language**  
**First Term: September to December 2013**  
**Maria Kasmirli**

**A. Overview**

Students activities for the term may be divided into daily activities, weekly activities, and the term project:

*1. Daily activities*

As well as at least one of the weekly activities outlined in the section (b), students will engage in daily *stimulus-focused* oral activities (similar to show-and-tell, but broader in scope). This will involve taking an object, event, song, poem, story or idea (the stimulus) and practicing the following skills:

- describing the stimulus, recalling relevant details;
- relating past, present, or future event in a connected narrative with indication of a beginning, middle, and end;
- practicing presentation skills in front of peers;
- speaking clearly and coherently so as to be understood, using appropriate linguistic forms;
- using appropriate verb tenses in oral language;
- using voice, tone, manner, and gesture to enrich imaginative speech;
- providing precise oral descriptions, instructions, or details for their peers based on the chosen stimulus; and
- listening attentively to peers, focusing on relevant information, posing relevant questions and objections, and drawing on other supporting evidence as appropriate.

In this way students will extend their vocabulary, exploring the meanings and sounds of both new and familiar words. By taking part in class dialogues and debates, they will also begin to develop and practise oral skills in analysis and rational argument and learn to defend views other than their own.

*2. Weekly activities*

Each week students will practice at least five of the following core activities:

1. *Reading and Comprehension*: Reading a chapter of a novel the class is studying (either aloud in class or in silent mode at home). Comprehension work in groups or individually in class.
2. *Spelling* exercises with dictionary, computer use, spelling book.
3. *Grammar and syntax* appreciation (*without labouring rules as such*).
4. *Writing* poetry or a story, drawing on other subjects, such as Exploring Our World or Ethics, as appropriate.
5. *Poetry / drama* work, including reading, discussing, and acting extracts from classic or modern texts.

In addition:

- Students will practice their language skills in projects relating to other subjects, such as EOW and Ethics, Maths and learn to use a variety of research methods (reference books, the internet, etc).
- Students will be introduced to the practice of correcting in their own work and helping each other improve their work.

### *3. Term Project:*

Students will develop a project throughout the term, either individually or in groups. Various options will be on offer, including

1. Preparing a short talk/ presentation on a book of the student's choice.
2. Contributing to writing a class book (e.g., a Halloween story).
3. Presenting a personal record of favourite books and their reasons for liking them.
4. presenting a short monologue, dialogue, play, or poem (some students acting, others making a video recording)

In the course of this activity students will:

- learn to deliver a talk/presentation to an audience, using notes;
- develop an awareness of the need to find appropriate words to convey ideas and information;
- learn to vary voice, manner, and words in the course of reporting or acting;
- use a variety of techniques to hold the attention of a group on the prepared project;
- use gestures and movement in association with voice where appropriate; and
- ask relevant questions about the topic being presented so as to make it audience-friendly.

## **B. Skills in detail**

The skills to be developed in this term can be grouped under the following heads:

### *1. Reading and comprehension:*

(i) General reading attitude/skills

- enjoying locating and handling books in class and school libraries and doing research on the internet and with digital encyclopedias;
- reading independently for pleasure (students will be encouraged to do this if they are ready or wish to try);
- extending the range of books and audio-books one is familiar with and experimenting with other types of text, including e-books;
- sharing texts one has enjoyed;
- listening to books read aloud;
- consolidating automatic decoding/phonics skills and extending comprehension skills;
- keeping a record of books one has read and one's responses to them;
- further developing the ability to read silently and with sustained concentration;
- further developing the ability to read aloud with increasing fluency, accuracy, independence, and dramatic expression;

- developing a habit of self-correction when reading;
- using knowledge of prefixes and suffixes to assist in decoding words; and
- using syntax, context, and word structure to read for meaning.

(ii) Different forms/genres

- exploring a variety of narrative forms (plays, poetry, stories with historical settings, imaginary worlds, stories from other cultures, stories that raise moral issues, fables, myths, legends, etc.);
- beginning to choose literature wisely by considering the author, story content, interest factor, and level of difficulty;
- identifying with characters and their feelings and commenting on their behaviour, ideals, views, choices, and actions (in conjunction with Ethics);
- inferring the outcome of a storyline from previous reading experience;
- exploring how authors use different language for different effects, purposes, and audiences'
- responding to various levels of questioning (literal, interpretative, evaluative);
- exploring a variety of non-narrative forms (newspapers, magazines, advertisements instructions, etc.) and purposes (information, explanation, persuasion, reflection, etc.); and
- beginning to become familiar with characteristics of non-fiction books (table of contents, index, glossary, etc.).

*2. Phonics Skills for Reading and Spelling*

- spelling high and medium frequency words;
- learning to spell words with common letter strings;
- understanding the use of the apostrophe in contracted forms of words;
- reading and spelling less common alternative graphemes (including trigraphs);
- distinguishing the spelling and meaning of some common homophones;
- spelling regular verb endings (-ed);
- spelling regular nouns in plural form- add "s";
- using pronouns correctly;
- knowing and using prefixes and suffixes correctly;
- learning to use dictionaries;
- beginning to develop appropriate strategies to edit and correct spelling in one's own work both on paper and on screen; and
- using approximate spelling as an interim measure in mastering conventional spelling patterns.

*3. Grammar and speech aspects*

- understanding the concept of different parts of speech;
- understanding nouns;
- understanding verbs;
- understanding adjectives;
- understanding punctuation; and
- understanding adverbs.

#### 4. *The writing process and technical aspects*

##### (i) General writing skills/planning

- learning to appreciate the difference between written and oral language;
- using personal reading and experiences as stimuli for writing;
- beginning to learn to recognize formal and informal uses of written language and different styles;
- writing about experiences and feelings;
- learning to take the audience into account;
- using notes to plan an independent piece of writing;
- selecting what is appropriate to use in writing;
- learning to keep a diary;
- beginning to try out other forms of writing (description, adverts, reports, formal letters, etc.);
- experimenting with poetry;
- using margins and headings appropriately;
- using basic phonic structures proficiently in writing;
- using accurate punctuation (exclamation marks, speech marks, commas, apostrophes);
- employing a fluent, legible style of handwriting using appropriate joins, etc. ;
- grouping related material into paragraphs;
- organizing paragraphs into completed text; and
- using connectives and conjunctions for cohesion within and between paragraphs.

##### (ii) Editing and final presentation

- accepting the need to edit one's work and learning to do so more effectively as the term progresses;
- learning to spot where one's meaning is unclear owing to incorrect word order, insufficient punctuation, omitted words, poor choice of vocabulary, etc.;
- checking spelling using dictionaries;
- learning to identify and correct short or run-on sentences, incorrect verb usage, incorrect tenses within the context of one's own writing;
- adding a variety of sentence structures (firstly, in addition, and...then, when, because, if, after that, meanwhile) to make writing more understandable;
- beginning to produce copies of work composed and drafted on a computer;
- sharing writing with other (both drafts and the final text); and
- presenting an acceptable final product for display and publication.

#### 5. *Drama and poetry*

Drama will be given special attention as it an excellent activity for developing a range of skills in English. It combines opportunities for reading, interpretation, emotional development, confidence building, oral presentation, and ICT. Students also find it exciting and rewarding. My students will be introduced to drama as a genre this term. As they get more confident they will begin to engage not only with reading and acting the text but with also directing and video-recording each other's performances. Drama also lends itself to making connections with other subjects such as DOW, Ethics, and European Hours.

Students will also be encouraged to read short poems in other languages they know (such as Greek, Swedish, French, or German), to compare the original works with their English translations, and to give short class presentations in English on the works they have read (in conjunction with European Hours). Poetry lends itself to this by being concise and intense.

### 3. Notes

- Although similar objectives are listed in each area, reading, spelling, grammar, and writing tasks will each be adjusted to the specific needs and capabilities of individual students. Students do not always develop at a uniform pace in all areas.
- Students choosing one type of project this term will be encouraged to choose a different type in the other terms – unless they can provide sound arguments as to why not!
- Throughout the year, links will be made between English Language 1 and Ethics, Discovery of the World, and other themes of interest. The topics for oral language activities, reading comprehension, and writing be chosen to reflect and enhance some of the main themes being explored in Discovery of the World, Ethics, Art, Music, etc.

### 4. Resources

#### Textbooks

- *Comprehend It! 8-10* (Prim-Ed)
- *Comprehending Genre Lower* (Prim-Ed)
- *Comprehending Genre Middle* (Prim-Ed)
- *Literacy Through Science Middle* (Prim-Ed)
- *My Spelling Workbook C, Language Homework 3* (Prim-Ed)
- *Onwords and Upwords 4* (CJ Fallon)
- *Oral Language Middle* Prim-Ed.
- *Primary Comprehension Fiction/Non-Fiction Texts Bk B* (Prim-Ed)
- *Primary Focus Comprehension Pupil Book 2* (Collins)
- *Primary Focus Grammar and Punctuation Pupil Book 2* (Collins)
- *Teaching Comprehension Strategies Book B* (Prim-Ed)
- *Write Creatively 3* (Prim-Ed).

#### Other resources

- *The Concise Encyclopedia Britannica*
- Dictionaries (including online)
- Library books chosen by me or the children themselves, spanning a range of different abilities
- Magazines
- Newspapers (including online)
- Online children's encyclopedias
- Other ICT-related material
- Students' own journals
- Various story starters, pictures, and other stimuli.
- Handouts