

# Level 4- Literacy- Levels at a Glance Teaching Guide

## TESTING

Pupils often trickle into school during the first week in small numbers. Use this as a time to test and place them into their correct levels. Do not wait for everyone to show up, do them one by one until you have captured them all.

## OBJECTIVES

1. Pupils will be able to write and sound out the letter combinations Ch, Sh, Th, Qu
2. Pupils will be able to form at least five 2 and 3 letter rhyming words by blending sounds
3. Pupils will be able to read, write, spell and identify at least five occupations
4. Pupils will be able to identify vocabulary and letter combinations in stories

### Monday

**Review:** Overall Alphabet

**Teach:** Ch

**Vocab (occupations):** Carpenter, doctor, driver, farmer, hunter

**Stories:** Magic Window

**Reference:**

1. Teach; pg
2. Vocab; pg
3. Stories; pg

Other;

### Tuesday

**Review:** Ch

**Teach:** Sh

**Vocab (occupations):** mason, nurse, policeman, seamstress, shepherd

**Stories:** Magic Window

**Reference:**

1. Teach; pg
2. Vocab; pg
3. Stories; pg

Other;

### Wednesday

**Review:** Ch, Sh

**Teach:** Th

**Vocab (occupations):** shoe maker, soldier, teacher, weaver

**Stories:** Magic Window

**Reference:**

1. Teach; pg
2. Vocab; pg
3. Stories; pg

Other;

### Thursday

**Review:** Ch, Sh, Th

**Teach:** Qu

**Vocab (occupations):** referee, footballer, musician, designer, seamstress

**Stories:** Magic Window

**Reference:**

1. Teach; pg
2. Vocab; pg
3. Stories; pg

Other;

### Friday

**Review:** Ch, Sh, Th, Qu

**Teach:** Ch, Sh, Th, Qu

**Vocab:** referee, footballer, musician, designer, seamstress, shoe maker, soldier, teacher, weaver, mason, nurse, policeman, seamstress, shepherd, Carpenter, doctor, driver, farmer, hunter

**Stories:** Magic Window

**Reference:**

1. Teach; pg
2. Vocab; pg
3. Stories; pg

Other;

Week 1

Week 2

**Assessment (Can be done on slates or in exercise books)**

1. Ask pupils to write and sound out six rhyming words with the letter combinations Ch, Sh, Th, Qu
2. Ask pupils to read, write, spell and identify at least five occupations
3. Ask pupils to identify two vocabulary and/ or letter combinations in stories

**OBJECTIVES**

1. Pupils will be able to write and sound out the letter combinations Ng, Ck, Ar, ss, ll, ff, zz
2. Pupils will be able to form at least five 2 and 3 letter rhyming words by blending sounds
3. Pupils will be able to read, write, spell and identify at least five birds
4. Pupils will be able to identify vocabulary and letter combinations in stories

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Review:</b> Ch, Sh, Th, Qu,</p> <p><b>Teach:</b> Ng</p> <p><b>Vocab(Birds):</b> sparrow, duck, hen</p> <p><b>Story:</b> The Unlucky Merchant</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Ng</p> <p><b>Teach:</b> Ck,</p> <p><b>Vocab (Birds):</b> crow, peacock, owl</p> <p><b>Story:</b> The Unlucky Merchant</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Ng, Ck</p> <p><b>Teach:</b> Ar,</p> <p><b>Vocab (Birds):</b> pigeon, parrot, eagle,</p> <p><b>Story:</b> The Unlucky Merchant</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Ng, Ck, Ar</p> <p><b>Teach:</b> ss, ll,</p> <p><b>Vocab (Birds):</b> goose, vulture, guinea fowl</p> <p><b>Story:</b> The Unlucky Merchant</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Ng, Ck, Ar, , ss, ll</p> <p><b>Teach:</b> ff, zz,</p> <p><b>Vocab (Birds):</b> sparrow, duck, hen, crow, peacock, owl, pigeon, parrot, eagle, goose, vulture, guinea fowl</p> <p><b>Story:</b> The Unlucky Merchant</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask pupils to write and sound out six rhyming words with the letter combinations Ng, Ck, Ar, ss, ll, ff, zz

# Week 4

2. Ask pupils to read, write, spell and identify at least five birds
3. Ask pupils to identify two vocabulary and/ or letter combinations in stories

## OBJECTIVES

1. Pupils will be able to spell and read at least six prepositions
2. Pupils will be able to write short sentences using prepositions and vocabulary
3. Pupils will be able to read, write, spell and identify at least five kitchen items
4. Pupils will be able to identify main characters and character descriptions

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Review:</b> Ch, Sh, Th, Qu, Ng, Ck, Ar, ss, ll, ff, zz</p> <p><b>Teach:</b> aboard, beneath, opposite</p> <p><b>Vocab (Kitchen):</b> coal pot, spoon, fridge, pan</p> <p><b>Story:</b> Strange Talk</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> aboard, beneath, opposite</p> <p><b>Teach:</b> outside, inside, above, below</p> <p><b>Vocab (Kitchen):</b> mortar, cooking pot, knife, mug, tin</p> <p><b>Story:</b> Strange Talk</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other</p>	<p><b>Review:</b> aboard, beneath, opposite, outside, inside, above, below</p> <p><b>Teach:</b> before, after, during</p> <p><b>Vocab (Kitchen):</b> cup, ladle, kettle, bowl</p> <p><b>Story:</b> Strange Talk</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other</p>	<p><b>Review:</b> aboard, beneath, opposite, outside, inside, above, below, before, after, during</p> <p><b>Teach:</b> within, without</p> <p><b>Vocab (Kitchen):</b> tray, lid, stove</p> <p><b>Story:</b> Strange Talk</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> aboard, beneath, opposite, outside, inside, above, before, after, during, across, within, without, below, into</p> <p><b>Teach:</b> across, into</p> <p><b>Vocab (Kitchen):</b> coal pot, spoon, fridge, pan, mortar, cooking pot, knife, mug, tin, cup, ladle, kettle, bowl, tray, lid, stove</p> <p><b>Story:</b> Strange Talk</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask pupils to spell and read at least six prepositions
2. Ask pupils to write three short sentences using prepositions and vocabulary
3. Ask pupils to read, write, spell and identify at least five kitchen items
4. Ask pupils to identify main characters and describe characters.

OBJECTIVE

1. Pupils will be able to ask questions using question stems
2. Pupils will be able to respond to question stems
3. Pupils will be able to read, write, spell and identify at least five tools
4. Pupils will be able to ask and answer questions about events in a story

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Review:</b> aboard, beneath, opposite, outside, inside, above, before, after, during, across, within, without, below, into</p> <p><b>Teach:</b> Who</p> <p><b>Vocab (Tools):</b> axe, brush, tyre, hoe, tractor</p> <p><b>Story:</b> Grandmas Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Who</p> <p><b>Teach:</b> What</p> <p><b>Vocab (Tools):</b> telephone, lamp, camera, pump, needle</p> <p><b>Story:</b> Grandmas Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Who, What</p> <p><b>Teach:</b> When</p> <p><b>Vocab(Tools):</b> engine, net, lock, handle</p> <p><b>Story:</b> Grandmas Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Who, What, When</p> <p><b>Teach:</b> Where</p> <p><b>Vocab (Tools):</b> axe, brush, tyre, hoe, tractor, pump, lamp</p> <p><b>Story:</b> Grandmas Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Review:</b> Who, What, When, Where</p> <p><b>Teach:</b> Why</p> <p><b>Vocab (Tools):</b> engine, net, lock, handle, telephone, camera</p> <p><b>Story:</b> Grandmas Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

# Week 6

1. Ask pupils to ask three questions using question stems
2. Ask pupils respond to the three questions they have asked
3. Ask pupils to read, write, spell and identify at least five tools
4. Ask pupils ask and answer two questions about events in a story

## OBJECTIVE

1. Pupils will be able to use sight words, prepositions and vocabulary to write short paragraphs (3- 5 sentences)
2. Pupils will be able to read, write, spell and identify at least ten vocabulary words
3. Pupils will be discuss the main idea of a story

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Teach:</b> Write 3 related sentences using last two weeks sentence starters and/ or prepositions about favorite foods</p> <p><b>Vocab:</b> Cooking Terms/ Food Items</p> <p><b>Story:</b> Bringing the Rain to Kapiti Plains</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> Write 3 related sentences using last two weeks sentence starters and/ or prepositions about family</p> <p><b>Vocab:</b> Occupations</p> <p><b>Story:</b> Bringing the Rain to Kapiti Plains</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> Write 3 related sentences using last two weeks sentence starters and/ or prepositions about church/ mosque/ temple</p> <p><b>Vocab:</b> Verbs, Places</p> <p><b>Story:</b> Bringing the Rain to Kapiti Plains</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> Write 3 related sentences using last two weeks sentence starters and/ or prepositions about their town/ village/ city</p> <p><b>Vocab:</b> Places, Transportation</p> <p><b>Story:</b> Bringing the Rain to Kapiti Plains</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> Write 3 related sentences using last two weeks sentence starters and/ or prepositions about themselves</p> <p><b>Vocab:</b> ANY (Verbs/ Expressions/ Tools/ Fruits/ Cooking Items)</p> <p><b>Story:</b> Bringing the Rain to Kapiti Plains</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

## ASSESSMENT

1. Ask pupils to write a short paragraph (3- 5 sentences) about their favorite relative (mother, father, brother or sister)

# Week 7

2. Ask pupils to read, write, spell and identify at least ten vocabulary words
3. Ask pupils to tell the main idea of a short story.

## OBJECTIVES

1. Pupils will review writing and sounding out letter combinations in the alphabet
2. Pupils will review reading, writing and spelling prepositions.
3. Pupils will review asking and answering questions
4. Pupils will review writing short 3- 5 sentence paragraphs

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Teach:</b> REVIEW Letter Combinations Ch, Sh, Th, Qu, Oo, Oa, ie, Ee, Ou/Ow, Oi/Oy,</p> <p><b>Vocab:</b> REVIEW Transport</p> <p><b>Story:</b> Madam Kuma and Mr. Omari</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> REVIEW Letter Combinations sl, fl, fr, br, tr, ue, Ng, Ck, Ar, ss, ll, ff, zz</p> <p><b>Vocab:</b> REVIEW Tools</p> <p><b>Story:</b> If I were a Mango</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> REVIEW Prepositions aboard, beneath, opposite, outside, inside, above, before, after, during, across, within, without, below, into</p> <p><b>Vocab:</b> REVIEW Occupations</p> <p><b>Story:</b> Kofi and Atta</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> REVIEW Questions; Who, What, Where, When, Why</p> <p><b>Vocab:</b> REVIEW Places</p> <p><b>Story:</b> The Caterpillar who Wanted to Be a Butterfly</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p><b>Teach:</b> REVIEW Write Short Paragraphs about a day in the market or at the beach or church/mosque</p> <p><b>Vocab:</b> REVIEW Tools</p> <p><b>Story:</b> Helpful Afi</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

## ASSESSMENT

1. Ask pupils to right and rhyme five words using letter combinations.
2. Ask pupils to read, write and spell five prepositions.
3. Ask pupils to ask and answer three questions.
4. Ask pupils to write one short paragraph about a day at the farm.

**OBJECTIVES (Creative Writing Project)**

Pupils will use this week to create a short fiction story.

1. Pupils will be able to use writing process to create a story of their own using vocabulary, prepositions, question stems and sight words.
2. Pupils will use web diagrams to plan out stories
3. Pupils will write rough drafts and edit work.
4. Pupils will illustrate their stories
5. Pupils will read their stories aloud.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Teach:</b> Planning</p> <p><b>Activity:</b> Main Idea Web p. 86, LTM</p> <p>Ask students to answer the questions required of them in the web. Let them present this information.</p> <ol style="list-style-type: none"> <li>1. Teach; pg</li> <li>2. Vocab; ALL</li> </ol>	<p><b>Teach:</b> Rough Draft</p> <p><b>Activity:</b> Paragraph building p.87 LTM</p> <ol style="list-style-type: none"> <li>1. Teach; pg</li> <li>2. Vocab; ALL</li> </ol>	<p><b>Teach:</b> Edit</p> <p><b>Activity:</b> Ask pupils to trade their work with a partner for them to read and correct anything they see that needs to be corrected. Model how you might correct the paper</p> <ol style="list-style-type: none"> <li>1. Teach; pg</li> <li>2. Vocab; pg</li> <li>3. Stories; pg</li> <li>Other;</li> </ol>	<p><b>Teach:</b> Final Copy,</p> <p><b>Activity:</b> Ask pupils to trade their work with a partner for them to read and correct anything they see that needs to be corrected. Model how you might correct the paper</p> <ol style="list-style-type: none"> <li>1. Teach; pg</li> <li>2. Vocab; pg</li> <li>3. Stories; pg</li> <li>Other;</li> </ol> <ol style="list-style-type: none"> <li>1. Teach; pg</li> <li>2. Vocab; pg</li> <li>3. Stories; pg</li> </ol>	<p><b>Teach:</b> Illustrate</p> <ol style="list-style-type: none"> <li>1. Teach; pg</li> <li>2. Vocab; pg</li> <li>3. Stories; pg</li> <li>Other;</li> </ol>

**Week 11- 12**

			Other;	
<b>1. Ask pupils to spell at least <u>six</u> prepositions</b>				
<b>2. Ask pupils to rhyme at least <u>six</u> two/three/four letter words.</b>				
<b>3. Ask pupils to form three 3-5 word sentences using sentence stems with a combination of sight words, prepositions and vocabulary</b>				
<b>4. Ask pupils to read, write, spell and identify at least <u>ten</u> vocabulary words</b>				

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Literacy and Numeracy Post Tests</b>				