

B is for Bear

Learning Objectives

Reading and Literary Studies

In addition to their independent reading, students will be assigned smaller reading passages every week with vocabulary and literary terms to study and memorize as well as spelling/vocabulary exercises and reading comprehension questions to complete. The reading selections are varied and include lyrical poetry, letters, short stories, fable, fairytales, mythology, history, biography, and autobiography. Students will practice weekly reading aloud, reading silently, listening to passages read. They will complete two reading passages a week and read books at home for oral or written book reports.

Students will study literary terms and apply them not only to the story read but also to other works of literature. Students will be tested on the literary terms at the end of the year. Literary terms include

- anecdotes
- elements of story telling: plot, theme, setting, foil characters
- literary genres: fiction and non-fiction, fables, folktales, tall tales, fantasy, myth, fairytales, historical fiction
- philippic
- figures of speech: simile, metaphor, personification, paradox, allegory, irony, literal and figurative language, apostrophe, pathetic fallacy
- etymology

Vocabulary

- Students will learn vocabulary presented in the phonics section of the textbook and complete the vocabulary in context exercises that follow.
- Students will be assessed periodically on the words and will take an end-of-the-year test.

Book Reports

Students will be assigned three books to read during the year, which are as follows:

- Margaret Hodges, *Saint George and the Dragon*
- Sibylle Von Olfers, *The Story of the Snow Children*
- Arthur Ransome, *The Fool of the World and the Flying Ship*

For the three assigned book, students will present a simple oral report in which they will present the name of the author and a brief summary of the story; the directions of this report

will be given in class. If students have read the above books, or they prove too challenging or too easy, any of the following books may be substituted:

- Arlene Mosel, *Tikki Tikki Tembo*
- Steven Kellogg, *Jack and the Beanstalk*
- Ai-Ling Louie, *Yeh-Shen*
- Rebecca Hickox. *The Golden Slipper: A Middle Eastern Cinderella*
- Hans Christian Andersen, *The Ugly Duckling*
- James Thurber, *Many Moons*
- Philip C. Stead, *Bear Has a Story to Tell*

Writing Assignments

Students will begin the year by learning the foundational elements of writing, such as composing sentences and paragraphs.

In preparation for these written assignments, students will do the following:

- complete dictation exercises
- learn how to write sentences with supporting detail
- learn the importance of detail, dialog and description, especially in narrative writing
- learn the importance of neatness, carefulness, proofreading, and following grammar and usage conventions

Poetry, Poetry Memorization and Poetics

Students will memorize a stanza of poetry and recite a poem twice during the school year in front of an audience. To encourage poise and confidence, teachers will give students regular practice in reciting poetry in front of their classmates. In these sessions, Teacher will encourage an understanding of the poem through intonation and rhythm and regularly encourage student to practice a natural conversational speaking style when reciting a poem. In addition to other poems chosen by the teacher for the particular year, students will memorize the following:

- John Keats, “To Autumn”
- Christina Rossetti, “Bitter for Sweet”
- Emily Dickinson, “In the Garden”
- Alfred Tennyson, “Weariness”
- Edgar Allan Poe, “The Bells”
- William Wordsworth, “The Sun Has Long Been Set”

As part of their instruction in poetry, students will learn the following terms and concepts. (The instructional material is found in the textbook.)

- prose and poetry
- meter: syllable, foot, iambic, trochaic, dactylic hexameter
- rhyme: alliteration, rhyme scheme, assonance, consonance, identity, eye rhyme
- caesura
- kinds of poetry: epic, ballad

Grammar

Students will learn the following terms and concepts:

- end marks
- parts of speech: nouns, pronouns, verbs, adjectives, adverbs, and prepositions
- proper nouns
- regular and irregular nouns
- regular verbs
- contractions
- comparative forms of adjectives, suffixes
- titles
- prepositional phrases
- subjects
- punctuation: commas, apostrophes, and quotation marks

Spelling

Students do the following:

- study the short and long vowels.the sounds of letter combinations: er, ow (as in *cow*), ea (as in *bead*), ou, ew, oi, ai, ee, y, ar, or, aw, oa, igh, ir, ay, oo (as in *book*), ow (as in *snow*), al, oy, ind, soft c, old, ea (as in *bread*), ough, oo (as in *root*), le, mb, kn, wr, tion, wh, ies, ss, age, cious, tch, tr, dr, dge, or, ph, qu, silent t, ture, ur, soft g (as in *giant*), oar, ey, silent h, ous, ue
- study homophones
- study contractions
- take a test periodically for the teacher to their progress. The test will be written (spelling) as well as oral (teacher will make sounds, and students will write down the sounds on a piece of paper).
- take at least one dictation exercise every week.
- complete a lesson in spelling a week.

Organization and Neatness

Students will focus on the following in class:

- taking responsibility for their belongings
- carefulness and neatness
- quick and legible handwriting.

The students will be graded on each of the above areas mentioned.

Handwriting

Students will continue to develop their cursive italic handwriting through workbook activity as well as through dictation, note-taking, and essay writing. Students will focus on

- posture and handling their pencil when writing
- the direction of forming the letters (counterclockwise)
- the form of the letters and the letter “families”
- speed, neatness and legibility
- spacing
- parallel lines
- size of letters