

Primary Language Arts



Can do!



Student's Book 2

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Introduction

The **CAN DO!** Series is the revised edition of what were known as the 'CLAP books', but commonly referred to as the 'CAMDU books'. This revised edition responds to the wishes of the teachers and the needs of the students. Teachers were keen that it should be an integrated Language Arts text. The skills of listening and speaking, reading and writing and reviewing are therefore incorporated in the texts, providing practice activities for students to improve and extend their Language Arts. For the first time, audio recordings are included to provide speaking models and standards for students.

For each of the Grades K, 1 and 2, the new edition now consists of a Student's Book and a Workbook instead of the three previous texts of Reader, Workbook and Activity Book. In addition, a Teacher's Handbook will accompany each level.

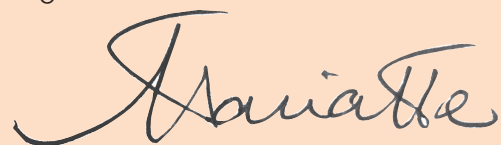
The new CAN DO! texts were developed in collaboration with classroom teachers who revised the existing texts and added new scripts. The texts for Kindergarten and Grades 1 and 2 will be available in September 2015 and those for Grades 3–6 in September 2016.

The CAN DO! series is a labour of love by experienced educators providing rich and relevant activities in listening and speaking, reading, writing and reviewing to enrich the practice of standard English. Phonics activities provide opportunities for reading and writing, particularly in Grades K and 1. The narrative passages reflect our rich cultural heritage in the stories of Compere Lapin and Brer Anansi and the expository texts provide for the integration of Science and Social Studies.

The new series has developed into a delightful and lively programme with vibrant photographs, illustrations, graphs and charts that portray our Caribbean culture.

My gratitude goes to the teachers who worked tirelessly to write and revise the scripts. My deepest appreciation is extended to the persons whose photographs were used and the photographers for an excellent job. To the classroom teachers, I implore you to make effective use of the texts, integrating them into the curriculum to provide our children with rich and rewarding experiences in the classroom and beyond.

Many thanks to the Macmillan team for their professional guidance.



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Scope and Sequence

Unit	Listening and speaking	Reading and comprehension	Phonics	Language	Writing
Review	Discuss household activities	Realistic story <i>Trip to the Beach</i>	CVC words Tricky words	Nouns, verbs, adjectives, pronouns	Complete a postcard
1	Greetings (Formal / informal)	Realistic story <i>The Josephs Move Home</i>	Form CVC words	Present tense	Write about own home
2	Listen to and give directions	Giving directions	Long and short E	Alphabetical order Prepositions	Write directions from plan
3	Listen to and recite poems Identify rhymes	Poem <i>Safety First</i>	Rhyming words	Singular and plural Capital letters	Write a name poem
4	Listen to talk on road safety, ask questions	Realistic story <i>Road Safety</i>	Initial sound blends with l	Sentence punctuation	Write instructions in sequence
5	Listen to story, suggest new ending	Traditional story <i>The Tar Baby</i>	Initial sound blends with r	Simple past tense	Story plan: Put events of in sequence
6	Short items of local news	Friendly letter	Initial sound blends sm / sp / st / sk / sn	Pronouns Commas	Write a friendly letter
Revision 1 Read story. Revise initial sound blends, rhyming words, present tense verbs, pronouns, alphabetical order, plural nouns, sentence punctuation. Write account of shopping trip.					
7	Exchange information about event	Poster about school BBQ and concert	Magic e with a and i	Abbreviations Wh questions	Create poster for a school event
8	Description of market Role play market scene	Descriptive text <i>At the Fair</i>	Magic e with o and u	Present continuous	Write description in present continuous
9	Radio report of special event	Factual text <i>Independence Day</i>	Consonant digraphs: sh / ch / th / wh	Adjectives Commas	Journal entry: account of personal experience
10	Dramatized version of story. Relate events in sequence	Traditional Story <i>Tortoise learns a lesson</i> Create different ending	Final ch / ck / sh or th. Final -ng and -nk	Quotation marks	Beginning, middle, end of story Write own story

Unit	Listening and speaking	Reading and comprehension	Phonics	Language	Writing
11	Interview with pilot Discuss different workers	Descriptive text <i>At the Airport</i>	Long E: ee / ea	Compound words	Paragraph and main idea
12	Listen to and recite poem	Poem <i>Our Dream</i>	Long A: ai / ay	Future tense	Write plans for the future

Revision 2 Read story. Revise digraphs and magic 'e', quotation marks, present continuous, compound words, adjectives. Write ending for story.

13	Dramatized version of story Act out a story	Play <i>The Pawpaw</i>	Vowel digraphs: oi / oo/ oa	Synonyms	Write a letter of apology
14	Listen to and give apologies.	Realistic Story <i>Bobby Learns a Lesson</i>	Vowel digraphs: aw/ ew/ ow/ ou	Synonyms	Write a letter of apology
15	Description of well-known person	Descriptive text <i>Our Governor General</i> Fact and opinion	Silent letters: k / b	Antonyms	Describe person you know well
16	Instructions for making a kite.	Describe process Making a kite	Silent t, w, gh	Homophones	Complete instructions
17	Class survey of likes and dislikes	Interpret graphs and tables	Multi-syllable words	Using a dictionary	Paragraphs about likes and dislikes
18	Presentation about class savings bank	Realistic story <i>The Savings Bank</i>	Final blends: st / mp / nt	Conjunctions: and, but, because, so	Letter responding to story

Revision 3 Read story. Revise digraphs and silent letters, contractions, synonyms, antonyms, conjunctions, using a dictionary. Describe a picture.

**Listening and Speaking****1 Look at the picture.**

What do the children want to be when they grow up?

**2 Listen to the poem. Answer the questions.**

Which person will catch people doing crime?

Which person will stop people from being sick?

Where does the astronaut want to live?

Which two people will work on the sea?

3 Work in pairs.

Tell your partner about what you want to be when you grow up.

What kind of work will you do?

Do you know anyone who does this job?