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## INTRODUCTION

### **English as part of Dominica's Cultural Heritage**

Historically, English has been the officially recognized spoken and written language of Dominica since its colonial link with Britain, and now as a full member of the British Commonwealth of Nations and it represents the linguistic and cultural lifeblood of that grouping.

Dominica plays an important role in this linguistic, cultural and economic world of diversity and therefore, communication, trade and cultural exchange are essential within a global context.

Dominica is a founding member of the Caribbean Examinations Council (CXC), the agency charged with the administration of formal examinations at the regional level. With English being the language of instruction, it is also the language of educational assessment.

A vast majority of Dominican children speak a dialect or some form of Creole to communicate with others, to express thoughts, feelings and experiences. Such diverse linguistic repertoire, in many ways, poses certain challenges (e.g. grammar and comprehension) for the student the school system. This guide is designed to enable all students to be competent in the use of English at local, regional and international level.

The “**Thematic Approach**” has been incorporated to present the children with structures in meaningful contexts, while integrating language with other subject areas, viz. Social Studies, Science, Visual and Performing Arts etc.

In Language Arts, at the Key Stage 1-6 level, students should:

- Listen to, read, and view a range of grade-level appropriate oral, print and other media texts in a variety of situations for a variety of purposes; and speak, write, and represent to express their thoughts, feelings, and experiences, in a variety of forms, for a variety of purposes and audiences.
- Learn about and practice the skills and strategies of effective listeners, speakers, readers, writers, (viewers, and presenters).
- Assess their own personal language growth and set goals for future growth.

The learning outcomes listed in this curriculum guide describe the specific language knowledge, skills, and strategies that students should develop. These outcomes, through **success criteria** form a developmental continuum and guide the teacher in planning units, daily instruction, and classroom activities. The success criteria also guide student/teacher assessment and evaluation.

## Curriculum Guide Overview

The English Language Arts (LA) Curriculum emphasizes the role of language in communication and learning. Students need to become confident and competent users of all three language arts strands, with opportunities to listen, speak, read and write. Success criterias are listed to help teachers to meet the requirements of the Learning Outcomes in each strand of the Programme of Study.

*It is important that unit plans are based and developed on curriculum criteria that address the needs, interests, and strengths of students. **The content is so developed in this curriculum to reflect the main action areas:***

- ***Attainment Targets***
- ***Learning Outcomes***
- ***Success Criteria***
- ***Suggested Activities***
- **Assessment Strategies**

## A NOTE TO THE TEACHER

The proposed National Curriculum suggests that Language Arts be given a minimum of **5 hours of instructional time per week**. It also allows the teacher to dedicate at least one hour blocks for the teaching of the subject.

Instructional units of study weave language learning and opportunities to use language within specific topics or themes. Relevant units can be planned based on curriculum objectives and a thorough assessment of students' interests and needs.

Organizing the school year into manageable blocks of time by using cohesive units provides both a focus and a sense of direction. However, it is important to remain flexible to allow for any necessary changes in either focus or direction, according to individual student interests and needs, as each unit progresses. Opportunities to individualize some activities or instructional and assessment strategies emerge in response to feedback and continuous assessment of students.

Each theme is sub-divided into three topics from which **sample activities** are derived. These activities reflect the integration of the different language strands **listening & speaking, reading and writing**. The sample **activities** are intended to give guidance to the teachers but they should not be limited by them. Teachers are therefore encouraged to make necessary changes and/or adjustments to cater to the needs of the pupils. A few resource material were suggested however teachers are encouraged to use additional resources (newspaper, subject text, other informational text, poems etc. ) The assessment procedures are in the form of oral and written product and process and may be used to gather information about students' progress and assist teachers to adapt their teaching to cater for the individual needs of students. Teachers are advised to refer to the **Programme of Study** to ensure that success criteria are covered and Learning Outcomes in each strand are achieved.

### Suggestion to teachers in teaching the Units

- Read through the entire unit
- Consider students' needs, interests, and abilities:
- Plan and modify activities/lesson
- Identify appropriate initial and culminating activities to begin/end each unit
- Select appropriate success criteria from those stated in the curriculum guide:
- Choose the instructional and assessment strategies to be used during the course of the unit
- Identify and gather appropriate resources:
- Identify possibilities for student reflection:
- Identify possibilities for teacher reflection:
- Ensure the desired learning outcomes are achieved

**TERMS USED IN THE CURRICULUM GUIDE**

<b>Attainment target</b>	includes the knowledge, skills and understanding which students of different abilities and maturities are expected to demonstrate at the end of Key stage 4.
<b>Learning Outcomes</b>	basic levels that a student should achieve at the end of each grade level and key stage
<b>Successes Criteria</b>	describes what the learner must know, be able to do, attitude they must display to indicate that they have attained the learning outcome
<b>Skills</b>	the capacity to do something well. (technique/ability) They are usually acquired or learned. They are what pupils will be able to do during the unit
<b>Strategy</b>	is a plan of action designed to achieve a particular goal.
<b>Assessment</b>	It is used to determine what student know or can do. It measures progress toward established learning outcomes, and provides a basis for reflection, and feedback to improve teaching and learning.
<b>Resources</b>	anything used by teachers and students to assist in the learning process. e.g. people, equipment, facilities, reading text
<b>Key vocabulary &amp; Concepts</b>	some of the key terms that will be discussed during the course of the unit and it is hoped they will become part of pupils written and oral vocabulary

## General Learning Outcomes for Grade 5

<b>Listening and speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>COMMUNICATING PERSONAL IDEAS, EXPERIENCES &amp; FEELINGS</b> <ul style="list-style-type: none"> <li>➤ Locate and exchange information, ideas, opinions and feelings confidently in group and class discussions on different issues</li> </ul>	<b>MAKING MEANING AT TEXT LEVEL</b> <ul style="list-style-type: none"> <li>➤ Use vocabulary and grammar to read view and understand the meaning of print and visual text. Focus on explanation and argument</li> </ul>	<b>PRODUCE PERSONAL TEXT</b> <ul style="list-style-type: none"> <li>➤ Produce and share visual print texts for everyday use and to express personal experiences, ideas and feeling.</li> </ul>
<b>PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b> <ul style="list-style-type: none"> <li>➤ Use sounds, words and grammar of IAE to create and interpret different oral texts for selected audiences. Focus on explanation and argument</li> </ul>	<b>MAKING MEANING USING CONTEXT</b> <ul style="list-style-type: none"> <li>➤ Use background knowledge and experiences to recognize analyze social, moral and cultural values in materials used in grade 5 classes and relate to own life</li> </ul>	<b>PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b> <ul style="list-style-type: none"> <li>➤ Use graphics, grammar and vocabulary to develop, organize and write legible, well designed texts with increasing accuracy and interpret them. Focus on explanation and argument.</li> </ul>
<b>COMMUNICATING FOR DAILY LIVING</b> <ul style="list-style-type: none"> <li>➤ Use questions, instructions and messages and explanations in IAE to give, receive and respond to information</li> </ul>	<b>MAKING MEANING AT WORD LEVEL</b> <ul style="list-style-type: none"> <li>➤ Use context clues, phonic and sight recognition skills to read letter combinations and Grade 5 sight words including some personally significant and high frequency words</li> </ul>	<b>TRANSFERRING DATA</b> <ul style="list-style-type: none"> <li>➤ Transfer data in written texts, used in Grade 5 from one form into another for different purposes and audiences</li> </ul>
<b>DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE</b> <ul style="list-style-type: none"> <li>➤ Listen, respond, perform, create, talk and discuss a wide range of oral texts from global cultures that are appropriate to the interest of Grade 5 students.</li> </ul>	<b>DEVELOP POSITIVE ATTITUDE TO READING</b> <ul style="list-style-type: none"> <li>➤ Demonstrate enjoyment in selecting, reading, discussing and responding to literature and information texts recommended by others.</li> </ul>	<b>DEVELOP POSITIVE ATTITUDE TO WRITING</b> <ul style="list-style-type: none"> <li>➤ Demonstrate initiative to design and produce a range of texts in a variety of forms for self and other audiences.</li> </ul>
<b>LISTENING AND SPEAKING ACROSS THE CURRICULUM</b> <ul style="list-style-type: none"> <li>➤ Use vocabulary and grammar of Grade 5 subjects to talk, think, solve problems, process &amp; use information for learning across the curriculum.</li> </ul>	<b>READING ACROSS THE CURRICULUM</b> <ul style="list-style-type: none"> <li>➤ Read and view Grade 5 text to think, reason, solve problems, process and use information for learning across the curriculum.</li> </ul>	<b>PRODUCING TEXTS ACROSS THE CURRICULUM</b> <ul style="list-style-type: none"> <li>➤ Use vocabulary and grammar of Grade 4 subjects to talk, think, solve problems, process and use information for writing across the curriculum</li> </ul>

### GRADE 5 YEAR SUMMARY

<b>Term</b>	<b>Themes</b>	<b>Topic</b>	<b>Duration</b>
<b>1</b>  September – December	<b>My Island</b>	<ul style="list-style-type: none"> <li>• Being a good citizen</li> <li>• Interesting things about my island</li> <li>• Growing up in my community</li> </ul>	<b>6weeks</b>
	<b>Exploring my creativity</b>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Story</li> <li>• Visual and Performing Arts</li> </ul>	<b>6weeks</b>
<b>2</b>  January – March/April	<b>The Rainforest</b>	<ul style="list-style-type: none"> <li>• Plants and animals in the rainforest</li> <li>• People in the rainforest</li> <li>• Interacting with the rainforest</li> </ul>	<b>6weeks</b>
	<b>Communication</b>	<ul style="list-style-type: none"> <li>• Function &amp; values in communication</li> <li>• Communicating with sounds &amp; prints</li> <li>• Using signs/symbols to communication</li> </ul>	<b>6weeks</b>
<b>3</b>  April – July	<b>Healthy Living</b>	<ul style="list-style-type: none"> <li>• Taking care of my body</li> <li>• Keeping a clean environment</li> <li>• Making the right choices</li> </ul>	<b>6weeks</b>
	<b>Our Changing Planet</b>	<ul style="list-style-type: none"> <li>• Natural disasters</li> <li>• Effects of disasters</li> <li>• Preparing for disasters</li> </ul>	<b>6weeks</b>



**Grade Five****Language Arts****Term 1****Unit 1****THEME 1:     My Island****Duration: Six Weeks****Topics**

- Being a good citizen
- Interesting things about my island
- Growing up in my community

**Unit 2****THEME 2:     Exploring My Creativity****Duration: Six Weeks****Topics**

- Poetry
- Story
- Visual and Performing Arts

## Grade 5 Success Criteria term 1

## By the end of term 1 pupils will be able to:

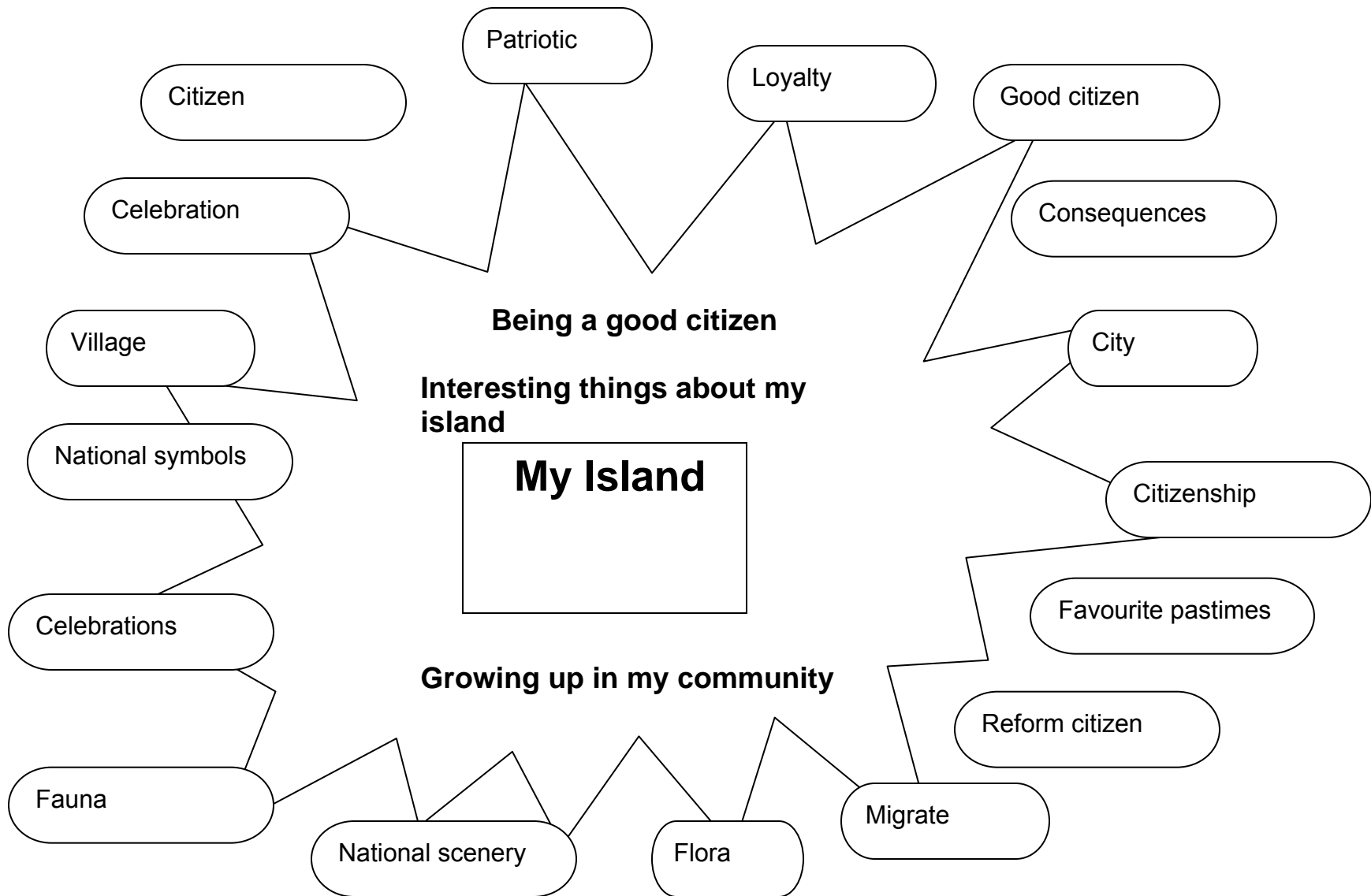
Reading	Writing	Vocabulary/Word Study	Language structure
<p>Read and evaluate a range of instructional text in terms of their purposes, organization and layout, clarity and usefulness</p> <p>Read a range of explanatory text, investigating and noting features of impersonal style <b>e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical language (if, then, might, when, the); use of words/phrases to make sequential, causal, logical connections, e.g. while, during, after, because, due to, only when, so;</b></p> <p>Identify the point of view from which a story is told and how this affects the reader's response</p> <p>Read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade; Considering (1) how they are set out (2) how language is used e.g. to gain attention, respect and manipulate</p> <p>Distinguish between different text types (e.g. narrative, expository, descriptive)</p> <p>Distinguish between different genres (e.g. fiction, non-fiction, poetry, drama, autobiography, biography)</p> <p>Identify values, attitudes and beliefs expressed in texts</p>	<p>Analyze the features of good openings and compare a number of story openings</p> <p>Write own play script, applying conventions learned from readings</p> <p>Gather and share information and ideas by using strategies such as brainstorming, questioning and interviewing</p> <p>Develop a paragraph using a topic sentence, presenting a main idea and details/evidence to support it</p> <p>Use appropriate transitional expressions to link paragraphs and to develop the ideas clearly from one paragraph to another</p> <p>Write a clear introductory paragraph that presents the topic and an effective concluding paragraph that summarizes the information or closes the composition in an appropriate way</p> <p>Select words that are best suited to their purpose for writing and for the intended audience</p> <p>Write telephone and other messages</p> <p><b>Narrative:</b> Writes fictional narratives establishing plot, point of view, setting and conflict providing a context in which the action takes place and well-chosen concrete sensory details that show events of the story.</p>	<p>Transform words e.g. changing tenses: <b>ed, ing</b>, making comparatives: <b>er, est, ish</b>; changing verbs to nouns, e.g. – <b>ion, -ology</b>; nouns to verbs: – <b>ise, -ify, -en</b></p> <p>Recognize spelling of word and the meaning of the prefixes: <b>in-, im-, ir-, pro-, sus-</b></p> <p>Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the word</p> <p>Organize words into alphabetical order or under a theme and refer to them as a resource for checking spelling or meaning</p> <p>Use root words and affixes to interpret the meaning of complex words they encounter in their reading</p> <p>Confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (<b>e.g., locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or print dictionaries;</b></p>	<p>Use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before <b>and</b> or <b>but</b> in compound sentences</p> <p>Use quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech</p> <p>Use abstract nouns and collective nouns (<b>e.g., courage, hope</b>); collective nouns (<b>e.g., flock of birds</b>);</p> <p>Use adjectives and adverbs including comparative adjectives (<b>e.g., bigger, more expensive</b>); adverbs modifying verbs (<b>e.g., when, where, how</b>); comparative adverbs (<b>e.g., faster, slower</b>)</p> <p>Use “-ing” nouns or noun phrases to refer to activities e.g. <b>I enjoy singing. My brother likes collecting stamps</b></p> <p>Use the impersonal pronoun “it” to describe a situation <b>It is quiet here.</b></p>

## Grade 5 Success Criteria term 1

Reading	Writing	Vocabulary/Word Study	Language structure
<p>Recognize the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation</p> <p>□ Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language</p> <p>Distinguish between main idea and supporting details in a text</p> <p>Use background knowledge and information given in a text to make inferences and draw conclusions about it</p> <p>Ask questions of the text and of themselves as they read to help them understand it</p> <p>Make predictions about text outcomes based on explicit and implicit information given</p> <p>Distinguish between facts and opinions in a text</p> <p>Identify the main events of the plot and discuss the ways in which the actions of characters influence these events and the story outcomes</p> <p>Discuss the resolution of the plot in relation to the other main event</p> <p>Use library classification systems to find specific reading materials</p>	<p>Write notices, announcements and simple newspaper articles</p> <p>Write invitations, recipes thank you notes and letters</p> <p>Write notes based on an oral presentation</p> <p>Use well formed, grammatical sentences in Standard English to express their ideas</p> <p>Maintain a journal to record ideas for their writing and as a resource for their creative writing</p> <p>Fill out forms for a different purpose (e.g. library membership, immigration entry forms)</p> <p>Write poems, rhymes, lyrics of original songs</p> <p>Select the text types best suited to the writing purpose and audience</p> <p>Write down clear instructions &amp; directions for others to follow</p> <p>Use various sources for locating information that they need for their writing (e.g. <b>the dictionary, other textual features such as end notes, bibliography, glossary</b>)</p> <p>Present good and satisfying beginnings &amp; endings for the narratives</p> <p>Compare and contrast ideas to find similarities and differences</p>	<p>Use a dictionary to check and learn the meaning and learn other features of unknown words, and a thesaurus to determine related words and concepts.</p> <p>Use spelling rules to figure out the correct spelling of words that require changes when suffixes are added (e.g. hope → hoping)</p> <p>Convey feelings, reflections or moods in a poem through the careful choice of words and phrases</p> <p>Use words for their denotative and connotative meanings</p>	<p>Use the reflexive pronouns “myself, ourselves, yourself, yourselves, himself, herself, itself, oneself, themselves” e.g. <b><i>The boy cut himself when he was cooking.</i></b> <b><i>You must finish the work yourself</i></b> <b><i>The children must find the way home themselves.</i></b></p> <p>Use the reciprocal pronouns “each other, one another” e.g. <b><i>My twin brother and I are proud of each other.</i></b> <b><i>Our classmates often help one another.</i></b></p> <p>Recognize the functions of parts of speech that are modified when certain prefixes and suffixes are added</p> <p>Understand the difference between direct and indirect speech e.g. she said, “<b><i>I am going</i></b>”, <b><i>She said she was going.</i></b></p> <p>Use commas in dates, locations and addresses, items in a series, in forming compound sentences and in direct quotations</p>

<p>Develop information skills, skim and scan through texts to locate relevant information and ideas</p> <p>Read a report/text and talk about its language structure e.g. tense, sentence patterns and usage of parts of speech e.g. pronouns, nouns verbs, adverbs, adjectives, prepositions</p> <p>Read and make connections to text, within the text and among texts across the subject areas.</p> <p>Find and interpret information found in maps, diagrams, charts, tables, and graphs.</p> <p>Follow multi step directions e.g. completing an experiment or activity or for using a product</p> <p>Read grade level narrative (story) and expository (informational) texts aloud with fluency and accuracy and with appropriate pacing, intonations and expressions</p> <p>Read to distinguish between main ideas and supporting details, inferences and opinions, and relevant and irrelevant information.</p>	<p>Convert personal note into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation</p> <p>Respond to texts they have read by writing about them in several ways (e.g. reports, skits, stories poems)</p> <p>Understand the organization of e.g. almanacs, newspapers and periodicals and how to use those printed materials</p> <p>Produce and interpret information from other subjects using both print and visuals</p> <p>Produce an informational text/book for the class library in groups or as an individual</p> <p>Write with sense of style (varied sentence length, type; good word choice)</p> <p>Use colons to separate hours and minutes, and to introduce a list of items</p> <p>Plan and organize information, and express own ideas and feelings by identifying purpose and audience for a writing task, deciding on the sequence of content</p> <p>Use appropriate formats, conventions and language features when writing a variety of text types, e.g. journals, e-mails, procedures</p>		
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## Key concepts and vocabulary



## Theme 1: **My Island**



### Topics:

- **Being a good citizen**
- **Interesting things about my island**
- **Growing up in my community**

Grade 5 Term 1 Unit 1	Theme 1: My Island - Being a Good Citizen	Sample Activities	
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Discuss the term “good citizen”</p> <p>Talk about qualities of good/bad citizens</p> <p>Participate in drama scenes using correct expression, volume, pace and gestures</p>	<p>Read text e.g. “<i>The Kind Stranger</i>” <b>Reading &amp; Writing Everyday Bk. 5, pg 87</b> Focus on adjectives, adverbs and synonyms/antonyms, metaphors</p> <p>Identify main idea and supporting details</p> <p>Compare and contrast character traits</p> <p>Find meaning of words using thesaurus or dictionary</p>	<p>Write an essay about being a good citizen</p> <p>Write a paragraph about someone you know who is a good citizen</p> <p>Make journal entries highlighting good citizenship</p> <p>Write a paragraph to compare and contrast characters</p> <p>Create leads in writing that will attract reader's interest</p>	<p><b><u>Reading / Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Main ideas/ details</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusion</li> <li>➤ Figurative lang.</li> <li>➤ Making Inferences</li> <li>➤ Facts and Opinions</li> <li>➤ Making value judgments</li> <li>➤ Compare &amp; contrast</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Adjectives, adverbs</li> <li>➤ Subject/verb agreement</li> <li>➤ preposition</li> </ul>
<p>Listen to a resource person or interview a police man on “being a good citizen”</p> <p>Discuss rules and consequences of breaking rules</p> <p>Discuss pictures in text and talk about values, attitudes and consequences</p> <p>Listen to a reformed citizen e.g. anyone involved in breaking the law</p> <p>Ask questions based on his/her experiences.</p> <p>Discuss experience to enlighten pupils that crime does not pay</p>	<p>View story in pictures e.g. <b>Pg 30 Swing into English Bk.4</b></p> <p>Draw conclusion, make inferences, identify cause and effect</p> <p>Sequence ideas and story events</p>	<p>Complete the picture story</p> <p>Imagine you're any character in the story and write about your experience.</p> <p>Compile notes from resource person for reading</p> <p>Pretend you are the person who got caught. Write about your experience.</p> <p>Establish consistent point of view e.g. first or third person</p>	<p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Antonyms/synonym</li> <li>➤ Dictionary/thesaurus skills</li> <li>➤ Spelling and word meaning</li> <li>➤ Sight words (level 5)</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Biography</li> <li>➤ Writing process</li> <li>➤ Poetry, song</li> <li>➤ Stories -Imaginary/ fantasy</li> <li>➤ Note-taking</li> <li>➤ Main idea supporting details</li> </ul>
<p>Listen to a song e.g. Isle of Beauty or patriotic calypsos</p> <p>Discuss the words of the national anthem of Dominica.</p> <p>Recite national pledge, school or character count pledge</p>	<p>Read text e.g. <b>Pg 86- 95 Caribbean Social Studies Bk. 4</b> Identify details, facts and opinions</p> <p>Focus on biography of citizens</p> <p>Explore prepositions, adjectives Highlight meaning of new words</p>	<p>Write a biography about someone you know who is a good citizen.</p> <p>Write a poem, song or pledge about being a good citizen</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Listen to participation in discussion</li> <li>➤ Interviewing</li> <li>➤ Oral expression</li> <li>➤ Fluency, intonation, pace</li> </ul>

Grade 5 Term 1      Unit 1		Theme 1    My Island      - Interesting things about My Island		Sample activities
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies	
1) Listen to patriotic songs e.g. Lovely Dominica, Dominica I love you, oh Dominica  Talk about places of interest that is unique to Dominica  Talk about what is special about Dominica  Talk about how they feel about their country	View video/ documentary based on your country  Make inferences, interpret information  Explore proper/common nouns  Make valued judgments  Use of dictionary to identify meaning of new vocabulary words.	Write a descriptive paragraph  Write about an interesting place in Dominica Write songs/poems about Dominica  Write a letter inviting someone to visit your country  Record and organize relevant facts/ideas and use as part of prewriting activities	<u><b>Reading Comprehension</b></u> <ul style="list-style-type: none"><li>➤ Compare and contrast</li><li>➤ Identification of : facts and opinions</li><li>➤ main idea</li><li>➤ author's purpose</li></ul> <u><b>Language Structure</b></u> <ul style="list-style-type: none"><li>➤ Common/proper nouns</li><li>➤ Subject/verb agreement</li><li>➤ Direct and indirect speech</li><li>➤ past and present tense</li><li>➤ punctuation marks</li></ul> <u><b>Vocabulary/ Word Study</b></u> <ul style="list-style-type: none"><li>➤ words that pertain to places of interest/ celebrations in Dominica</li></ul> <u><b>Writing</b></u> <ul style="list-style-type: none"><li>➤ Letter</li><li>➤ poetry</li><li>➤ scrape-book</li><li>➤ Paragraph - Compare/contrast</li><li>➤ descriptive</li></ul> <u><b>Listening and Speaking</b></u> <ul style="list-style-type: none"><li>➤ Listen for social interaction</li><li>➤ Choral speech</li><li>➤ Sing</li><li>➤ Discussing</li></ul>	
Have a LEA activity after visit from a place of interest in Dominica.  Talk about sites/ creative scenes.(floral/fauna)  Discuss historical background  Read LEA chart fluently	Read LEA descriptive paragraphs written about a place of interest visited  Identify vocabulary and how used in sentences  Identify facts and opinions  Explore main idea and supporting details  Focus on -direct and indirect speech -past tense of verbs -punctuation marks	Write an account of LEA activity  Write a letter to a friend describing the visit  Design a poster of sites and write labels/captions/sentences  Take pictures and write about them  Write complex sentences  Use descriptive words and proper punctuation in writing		
Talk about celebrations e.g. carnival, village feasts, independence  Have a cultural group come in to perform cultural dances  Talk about likes and interest  Choral read song with expression	Read words of song e.g ' <i>O Island in the Sun(see appendix)</i>  Identify: the authors purpose, the audience, feelings -rhyming words  Make inferences, draw conclusion Find meaning of unfamiliar words  Focus on phrases and sentences	Write a poem or letter describing a particular celebration  Compile a scrape-book on interesting things in Dominica  Create a similar song/poem about your island  Use information and ideas from personal experience to form and experience opinion in writing		



Grade 5 Term 1 Unit 1	Theme 1 My Island - Growing up in my Community	Sample activities
Listening & Speaking	Reading/Viewing	Writing/Representing
<p>Talk about life growing up in your community e.g. likes and dislikes,</p> <p>Share special memories</p> <p>Talk about aspects of community life that is enjoyable e.g. playing cricket on the road, bathing in river, going for mangoes or to the movies etc.</p>	<p>Read text e.g. <i>pg 30 New Caribbean Junior English BK 4, Language Tree bk. 5 pg.18</i></p> <p>Use QAR strategy to make meaning of text Focus on quotation/exclamation marks</p> <p>Use word recognition skills and strategies to Identify unknown words</p> <p>Identify moods, feelings of characters with reasons</p> <p>Draw conclusions make judgments</p>	<p>Describe your home in response to stories read</p> <p>Write about your experience growing up in your community</p> <p>Write about the community you would like to live in</p> <p>Establish consistent point of view in writing Write a poem on 'My Community'</p> <p>Create a poster on the theme 'Sunday in my Community'</p>
<p>View a video that shows unique aspects of different communities.</p> <p>Compare and contrast communities</p>	<p>Read text e.g. <i>Language Tree bk. 4 pg.11; Caribbean Social Studies BK 4.pg 18</i></p> <p>Make personal connections</p> <p>Make inferences/predictions &amp; draw conclusions</p> <p>Compare and contrast information</p> <p>Focus on adjectives, past tense of regular/irregular verbs</p>	<p>Write expository piece on life in the country vs. life in the town.</p> <p>Write a letter to a friend stating why you prefer to live in town/ country.</p> <p>Create scrap book/poster on important scenes in village/town</p> <p>Make scrap book about your city/village.</p> <p>Create a map of your community</p>
<p>Talk about feelings leaving your community to move to another community</p> <p>Read story orally</p> <p>Listen to persons who have changed communities share their experiences</p>	<p>Read text e.g. <i>"Autobiography of Shanti" part 1&amp;2 Reading &amp; Writing Everyday 5 pg.36 and 54</i></p> <p>Focus on structure of autobiography text Focus on the past tense of verbs</p> <p>Use spelling rules to spell words with double letters, use synonyms for new words</p>	<p>Use media to publish work on my village (scrap book, booklet)</p> <p>Write a summary of the text read</p> <p>Pretend you are the main character journal on a day in your new village</p> <p>Draw a sketch of your village/ community in the future.</p> <p>Edit own writing and that of peers</p>

### Teaching/Learning Skills & Strategies

#### Reading/Comprehension

- QAR
- Mood, feeling
- Reasoning,
- Drawing conclusions
- Making valued judgment
- Making connections
- Predictions
- Making Inferences
- Compare/contrast

#### Language Structure

- Adjectives
- Past tense
- Regular and irregular verbs
- Quotation marks
- Exclamation marks

#### Vocabulary/ Word Study

- Double consonants
- Synonyms
- Context clues

#### Writing

- Autobiography
- Journal entries
- Scrapbook compilation
- Poster design

#### Listening and Speaking

- Listen to compare & contrast & make judgment
- Oral reading
- Debating

	Compare and contrast living in different environment	Write an autobiography of e.g, your life, a book, bag, shoe etc.	
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Assessment	Resources
<ul style="list-style-type: none"> <li>➤ Participate effectively and meaningfully in a debate</li> <li>➤ Compose a song or poem</li> <li>➤ Dramatize / role-play</li> <li>➤ Write paragraph/ essays</li> <li>➤ Edit own write</li> <li>➤ Spell and use sight words at grade level</li> <li>➤ Make journal entries</li> <li>➤ Keep an updated portfolio</li> <li>➤ Write a letter</li> <li>➤ Write for different audiences</li> <li>➤ Answer questions at different levels</li> <li>➤ Complete cloze passages</li> <li>➤ Listen to and record dictation</li> <li>➤ Follow multiple step instruction</li> <li>➤ Write biography and autobiography</li> <li>➤ Make critical judgment based on material viewed or read</li> </ul>	<p>NEW Caribbean Junior English bk. 4</p> <p>Caribbean Social Studies bk.4; page 18, 86-95</p> <p>Reading and Writing Everyday 5 page 36, 54, 28, 87</p> <p>Swing Into English Bk. 4</p> <p>Language Tree bk. 4 page 11</p> <p>Language Tree bk. 5 page 18</p>

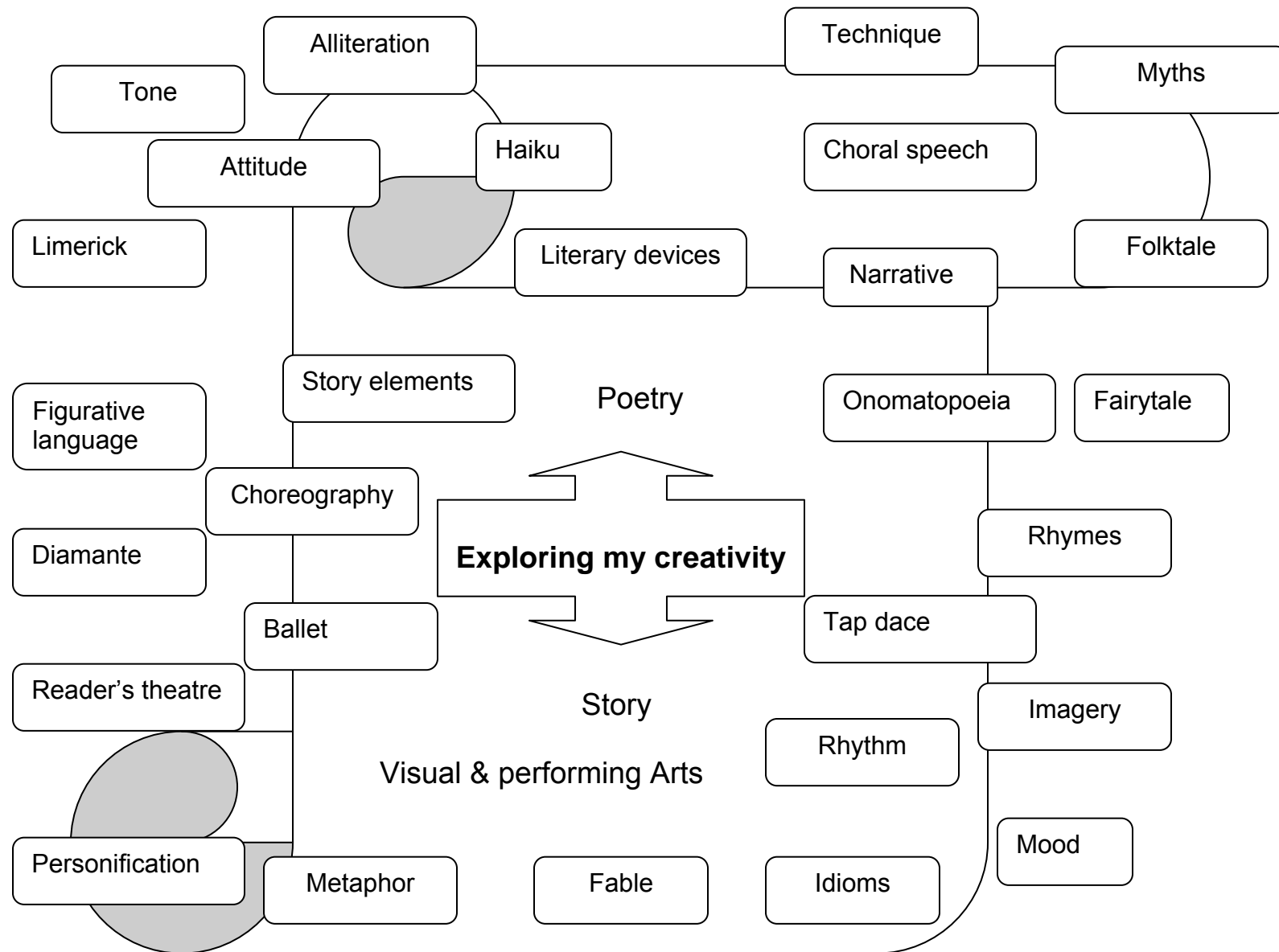
## Theme 2: Exploring my creativity



### Topics

- Poetry
- Story
- Visual and Performing Arts

# Key concepts and vocabulary



Grade 5 Term 1 Unit 2	Theme 2	Exploring My Creativity - Poetry	Sample Activities
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Discuss the features of a poem e.g. <b>meaning, sounds, lines, patterns</b>, Figurative language e.g. <b>imagery, metaphor, onomatopoeia, personification, simile, rhetorical devices</b>. Highlight features in poems and their effectiveness</p> <p>Have a poetry reading session Use creativity to clap to rhythm of poems e.g. Listen to the poem "Nature" using different tones</p> <p>Read other samples of poems</p>	<p><b>Read Keskidee 6 pg. 69</b> Read poem "e.g. Nature" <b>New Caribbean Junior English 4 pg 47</b></p> <p>Identify the different features of the poem e.g. lines, patterns, sounds, central theme, tone, mood, author's purpose, imagery, personification, words that appeal to the senses</p> <p>Differentiate between sentences and phrases</p> <p>Explore homophones</p>	<p>Write a poem. Focus on the features of a poem. Include figurative language</p> <p>Observe and compare the use of punctuation marks in poems</p> <p>Write poems defining abstract nouns e.g. Love, peace, friendship</p> <p>Make chain poems each adding a piece</p>	<p><b><u>Reading Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Literary devices</li> <li>➤ Interpret</li> <li>➤ Identify theme</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Sentences/phrase</li> <li>➤ Homophones</li> <li>➤ Adverb</li> <li>➤ Adjective</li> </ul> <p><b><u>Vocabulary/Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Spelling rules</li> <li>➤ Homophones</li> <li>➤ Similes</li> <li>➤ Synonyms</li> <li>➤ Rhyming words</li> <li>➤ Persuasive words</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Poems-acrostic, haiku, cinquain, limerick etc</li> </ul>
<p>Recite favourite poem/nursery rhymes and nonsense and humorous poems</p> <p>Talk about likes/dislikes</p> <p>Orally review the features in poems</p> <p>Choral read or rap different types of poems e.g. haiku, cinquain, acrostic, limerick,</p>	<p>Read poem e.g. <b>Lang. Tree bk 5 pg 138</b> Identify/ interpret the message(s) conveyed in the poem</p> <p>Identify and focus on adverbs of time, manner and place -comparative and superlative forms of adverbs -rhyming words</p> <p>Focus on onomatopoeia Use spelling rules to spell new words,</p>	<p>Write a poem on your favorite topic/ topic of interest.(fisherman, mother policeman)</p> <p>Make a class collection of poems.</p> <p>Write different types of poems e.g. cinquain, haiku etc.</p> <p>Write a review of the poem read</p> <p>Write different types of poems</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Listen to evaluate quality of speaker's presentations</li> <li>➤ Choral reading</li> <li>➤ Read aloud</li> <li>➤ Rap</li> </ul>
<p>Present choral speech on poem e.g. <b>'The Fringe of the Sea' Language Tree Bk. 5 page84</b></p> <p><b>'The Flattered Flying Fish- New Caribb. Jun. Eng. 4 pg. 85</b></p> <p>Observe and discuss the features of the poems</p>	<p>Read e.g. <b>'The Flattered Flying Fish- New Caribb. Jun. Eng. 4 pg. 85</b> Identify the central theme, tone rhyming words, figurative language and their effectiveness,</p> <p>Make predictions, draw conclusions</p> <p>Focus on adjectives and synonyms</p> <p>Explore vocabulary words used to persuade</p>	<p>Write a similar poem e.g. <b>'The Flattered Shark'</b></p> <p>Create a similar poem using rhyming words, adjectives and figurative language</p> <p>Write a summary of the poem</p>	

Grade 5 Term 1 Unit 2	Theme 2: Exploring My Creativity - Story	Sample Activities	Teaching/Learning Skills & Strategies
Listening & Speaking	Reading/Viewing	Writing/Representing	
<p>Discuss important elements in building a story e.g. <b>Characters, plot, climax, resolution, literary devices/figures of speech</b></p> <p>Discuss parts of the story e.g. beginning, middle and end</p> <p>Identify and talk about these elements and parts in sample stories</p>	<p>Read text e.g. <b>Keskidee bk. 6 pg 36 (Growing up)</b> Find a title for the story</p> <p>Identify adverbs of time place and manner Identify story elements &amp; literary devices e.g. onomatopoeia</p> <p>Focus on the present continuous tense.</p> <p>Recognize and spell words with double consonants.</p>	<p>Write an ending for the story listened to, using literary devices, in writing</p> <p>Make cartoon strips e.g. about the boy's journey to the tap.</p> <p>Change story to the present continuous tense</p> <p>Use illustrations where possible</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Facts and opinions</li> <li>➤ Value judgments</li> <li>➤ Predictions</li> <li>➤ Idioms</li> <li>➤ QAR strategy</li> <li>➤ Literary devices/figures of speech</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Past tense of nouns</li> <li>➤ Direct and indirect speech</li> <li>➤ Perfect tense</li> <li>➤ Speech marks</li> <li>➤ Adverbs and adjectives</li> <li>➤ Abbreviations</li> </ul>
<p>Talk about different genres of stories researched</p> <p>Listen to stories e.g. fables, folktales, myths, fairytales</p> <p>Discuss the characteristics of the types of stories</p> <p>Retell stories using tones, voice appropriately</p> <p>From story '<b>The Otter and the Wolf</b>' -discuss favourite characters and lesson learnt -orally summarize main points in stories -express opinion and ways of conflict solution</p>	<p>Read story e.g. '<b>The Otter and the Wolf</b>' <b>pg 54 Lang. Tree bk. 5</b></p> <p>Identify the type of story &amp; features</p> <p>Explore elements of the story</p> <p>Make predictions/ valued judgments</p> <p>Focus on use of idioms &amp; homonyms</p> <p>Identify direct and indirect speech</p> <p>Focus on the perfect tense</p>	<p>Write stories from the point of view of different characters.</p> <p>Create own fable</p> <p>Use Venn diagrams compare/contrast characters</p> <p>Use speech bubbles to create dialogue based on story</p> <p>Write the story from a different perspective</p> <p>Use graphic organizers to assist in writing stories e.g. story maps, story boards, Venn diagram etc</p> <p>Developing personal voice in writing</p>	<p><b><u>Vocabulary a/Word study</u></b></p> <ul style="list-style-type: none"> <li>➤ Syllabication</li> <li>➤ Words with double consonants</li> <li>➤ Homophones</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Realistic fiction</li> <li>➤ Cartoon</li> <li>➤ Summary</li> <li>➤</li> </ul>
<p>Listen to storyteller to retell, predict, summarize and dramatize story events</p> <p>Discuss literacy genre and preferences</p>	<p>Read text e.g. <b>pg 144, Lang. Tree 5</b></p> <p>Identify setting, characters, conflict, climax etc.</p> <p>Make judgments on behaviour of</p>	<p>Write realistic fiction stories</p> <p>Write a response to the story read</p> <p>Rewrite the story from the point of view of e.g. the officer</p>	

<p>View picture on pg. 149 Language Tree 5 and tell story orally</p>	<p>certain characters</p> <p>Focus on structure of text-fiction/non fiction/realistic fiction</p> <p>Focus on direct and indirect speech</p> <p>focus on suffix and prefix to build new words</p> <p>Focus on joining words e.g. who, whose, which where</p> <p>Identify different parts of speech from text</p>	<p>Use pre-writing strategies to aid writing</p> <p>Write leads in stories that attracts reader's interest</p> <p>Focus on introduction, setting, plot conclusions, paragraphs</p> <p>Focus on the traits of writing</p> <p>Use illustrations in stories</p> <p>Edit own writing using a checklist</p>	<p><b><u>Listening &amp; Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Listen for critical analysis and evaluation</li> <li>➤ Retelling</li> <li>➤ Dramatizing</li> <li>➤ Readers theatre</li> <li>➤ Read aloud</li> </ul>
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## Grade 5 Term 1 unit 2 Theme 2: Exploring My Creativity - Visual and Performing Arts

## Sample Activities

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Talk about the experience in creating art items</p> <p>Engage in show and tell activity about items created</p>	<p>Read text e.g. <i>The Kite Competition from 'Read Awhile' Series</i></p> <p>Focus on sequencing and the use of transitional words</p> <p>Use of QAR strategy to make meaning</p> <p>Focus on the use of the present continuous tense &amp; subject verb agreement</p>	<p>Engage in procedural writing</p> <p>Write an explanatory essay/ paragraph on something you have created</p> <p>Do descriptive writing</p> <p>Engage in sequencing activities</p>	<p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Story elements</li> <li>➤ Cause and effect</li> <li>➤ Analyze and critique</li> <li>➤ Interpret</li> <li>➤ QAR strategy</li> <li>➤ Text features</li> <li>➤ Sequencing</li> <li>➤ Understanding body lang,</li> <li>➤ Research</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Present continuous tense</li> <li>➤ Sentences and phrases</li> <li>➤ Subject/verb agreement</li> </ul> <p><b><u>Vocabulary/Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Transitional word</li> <li>➤ Grade level sight words</li> <li>➤ Syllabication</li> <li>➤ Dance vocabulary</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Procedural writing</li> <li>➤ Descriptive writing</li> <li>➤ Write a play (narration)</li> <li>➤ Invitation/ letter writing</li> <li>➤ Writing biographies</li> <li>➤ Expository writing</li> </ul> <p><b><u>Listening &amp; Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Show &amp; tell</li> <li>➤ Drama</li> <li>➤ Discussion</li> </ul>
<p>Dramatize a play e.g. <i>New Caribb. Jun. Eng. 4 pg. 45</i></p> <p>Discuss the moral in the story</p> <p>Discuss moral of and character traits in stories</p>	<p>Read play e.g. <i>pg 45 New Caribb. Jun. Eng. Reader bk. 4</i></p> <p>Identify story elements</p> <p>Identify cause and effect relationship</p> <p>Explore meaning of words and phrases in text</p> <p>Analyze conclusions to find supporting evidence</p>	<p>Write a summary based on the play</p> <p>Write own play in groups</p> <p>Write about specific characters.</p> <p>Write about specific characters in play</p> <p>Write a letter to a character, giving personal opinion</p>	
<p>Invite a dancer to talk about dances</p> <p>Have dance performances by individuals or groups ( use music of choice)</p> <p>Describe, discuss, analyze the process used by choreographers to create a dance</p> <p>Use appropriate dance vocabulary to describe dancers</p> <p>Talk about the form, movement and purpose of dance</p>	<p>Assess and derive meaning from performances of dancers</p> <p>Give reason for the dance</p> <p>Identify the messages and ideas communicated by dancers by their moods, feelings, expressions, gestures, posture and movement</p> <p>Use dance vocabulary to describe characters of dancers observed e.g. rhythm, choreography, tap dance, ballet, technique, attitude</p>	<p>Write about your experience in doing a dance</p> <p>Express your feelings about dancing in an essay</p> <p>Write about your favourite dance giving reasons</p> <p>Research about the benefits of dancing and write a report for your classmates to read</p>	



Assessment	Resources
<p>Write different types of poems Listen to gather relevant information Write a play Write invitations, thank you letters, biographies etc Write realistic fiction Write different types of stories Write dialogues Compile word bank Keep a journal/portfolio Create/ present art work</p>	

**Grade Five****Language Arts****Term 2****Duration: Six Weeks****Unit 1 :****THEME 3:     The Rainforest****Topics**

- Interacting with the rainforest
- Plants and animals in the rainforest
- People in the rainforest

**Unit 2****THEME 4: Communication****Duration: Six Weeks****Topics**

- Function & values in communication
- Communicating with sounds & prints
- Using signs/symbols to communication

## Grade 5 Success Criteria Term 2

## By the end of the units pupils will be able to:

Reading	Writing	Vocabulary/Word Study	Language structure
<p>Identify stereotypes and exaggeration in text</p> <p>Identify and explain the structures of drama</p> <p>Analyze drama as a source of information, persuasion, or transmitter of culture</p> <p>Identify and explain the effect of rhyme, rhythm, word pictures in poems</p> <p>Use different parts of a text (e.g. glossary, table of content, index, blurb) to help them locate information easily</p> <p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes (<b>e.g., an</b> online or print encyclopedia article for background information, dictionaries to clarify word meanings, print and online, newspapers/magazines for information on current issues, e-mail and text messages from friends)</p> <p>Identify the speaker or narrator in fiction and non fiction texts</p> <p>Identify the main ideas in a text and the information given by the author to support these ideas</p>	<p>Find out, organize and classify information on familiar topics</p> <p>Keep a portfolio to select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices</p> <p>Adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures</p> <p>Correctly use parenthesis to explain something that is not considered of primary importance in a sentence</p> <p>Design a book cover that attracts the intended audience</p> <p>Look at survey results and make a chart, graph to display information</p> <p>Use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (<b>e.g., use legible printing and cursive writing; include a labeled diagram, photographs,)</b></p> <p>Draft and write individual, group or class letters for real purposes</p>	<p>Spell unfamiliar words using a variety of strategies that involve understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling (<b>e.g., pronounce the silent letters in words: p-neumonia; divide polysyllabic words into syllables; visualize irregular plurals; apply rules for adding -ed, -ing and -er, -est to base words</b>)</p> <p>Spell words using phonetic and structural rules applicable to grade e.g. ie and ei – thief, receive, words with hard and soft c and g e.g. ginger, city</p> <p>Use knowledge of antonyms, synonyms, homophones, homographs and idioms and to determine the meaning of words and phrases</p> <p>Explore spelling patterns of consonants and formulate rule e.g. ll in full becomes l when used as suffix, words ending with a single consonant preceded by a short vowel double the consonant before adding <b>-ing</b>, e.g. hummed, sitting wetter, <b>c</b> is usually soft when followed by <b>l</b> e.g. circus, accident</p>	<p>Use the general determiners “a few, a little, both, each, enough, several, too many, too much, plenty of” to show quantities e.g. <b>A few pupils in my class wear glasses.</b> <b>Both my sister and I will come to see you.</b> <b>Some people stood because there were not enough chairs.</b></p> <p>Use comparative adjectives or adjective phrases to make comparisons e.g. <b>John’s hair is longer than Tom’s.</b> <b>Peanut butter is better than butter.</b> <b>This dress is more beautiful than that one.</b></p> <p>Use the simple present, past and past continuous tense e.g. <b>If it rains, we shall stay at home. I had a cold last week. They were watching TV when the fire broke out.</b></p> <p>Distinguish between Creole and Standard English usage according to place and circumstance and between formal and informal usage</p>

	e.g. <b><i>put a point of view, comment on an emotive issue</i></b>		
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### Grade 5 Success Criteria Term 2

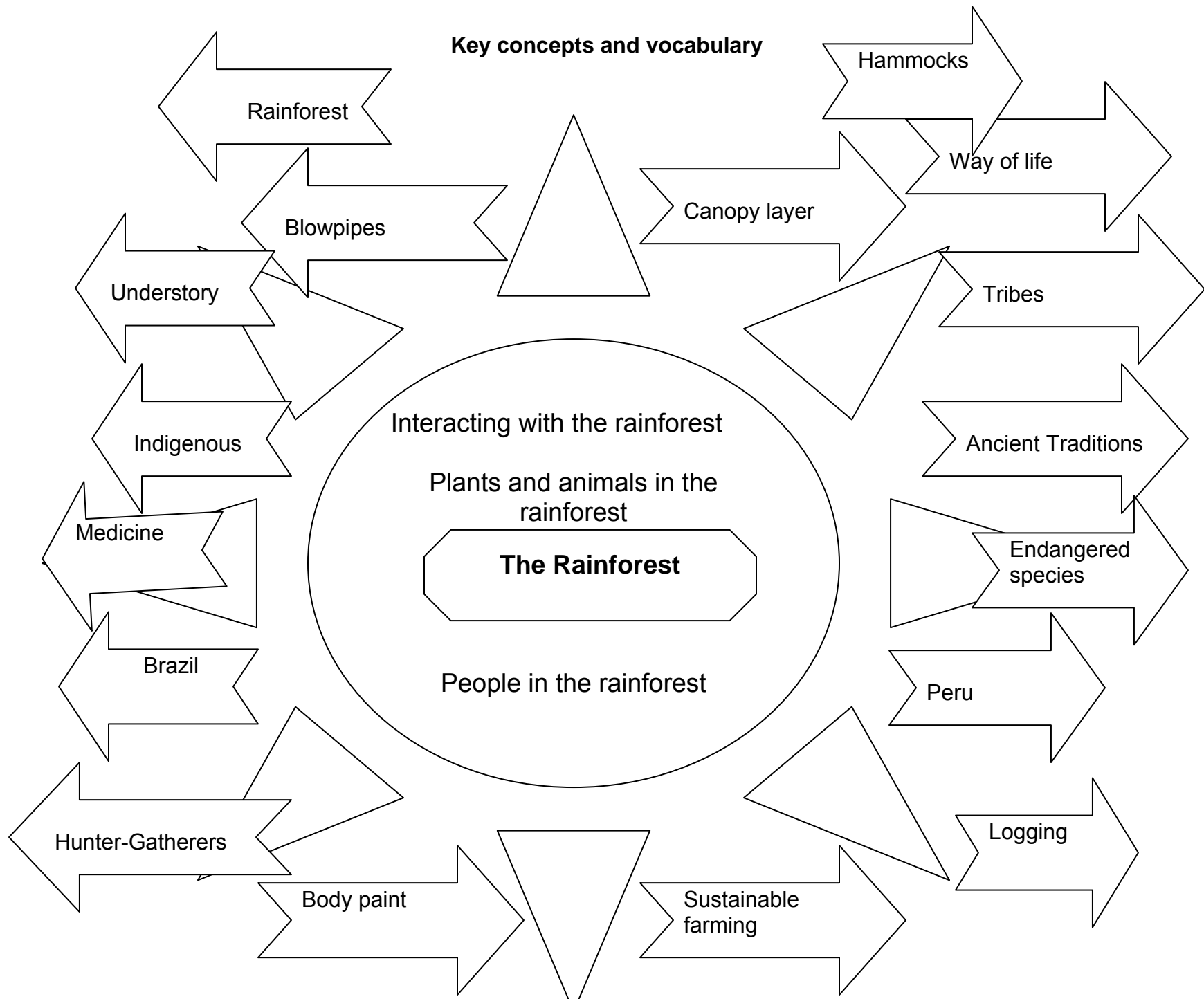
Reading	Writing	Vocabulary/Word Study	Language structure
<p>Recognize the format and language features of a variety of text types, e.g. journals, letters, menus, reports</p> <p>Use own knowledge and experiences to interpret new and unfamiliar information e.g. images, patterns or symbols to determine understated ideas and concepts , and analyze evidence to predict content in the text with teacher support</p> <p>Discuss how the actions of the characters contribute to the complication of the plot</p> <p>Identify and describe the characters in a work of fiction</p> <p>Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., <b><i>a pamphlet or newsletter to inform parents, teachers, and students about environmental initiatives taken</i></b>)</p> <p>Recognize and analyze characteristics of persuasive text e.g. opening point of view, supportive arguments reiteration of points of conclusion</p> <p>Understand the difference between literal and figurative language e.g. through</p>	<p>Present the events of the story by showing (not telling) what happened</p> <p>Write own versions of legends, myths, and fables using structures and themes identified in reading</p> <p>Establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences (e.g., <b><i>use a serious tone in a letter to the editor, a humorous tone in a letter to a friend</i></b>)</p> <p>Discuss, proof-read and edit their own writing for clarity and correctness e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions</p> <p>Write from another character's point of view e.g. <b><i>retelling an incident in letter form</i></b></p> <p>Identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence</p> <p>Use the computer to create a simple document</p> <p>Use appropriate referencing skills to indicate quotations and</p>	<p>Spell correctly root or bases of words, suffixes and prefixes, contractions, syllable construction (in-for-ma-tion) and common homophones e.g. <b><i>two, to, too, where, wear, where, whether, weather, etc. and words with more than one acceptable spelling e.g. color/colour, advisor/adviser</i></b></p> <p>Use the meaning of common prefixes and suffixes to understand and spell new words)</p>	<p>Use subject/verb agreement with collective nouns</p> <p>Use the apostrophe in contractions and possessives</p> <p>Use punctuation marks – semi colon, quotation mark</p> <p>Use superlative adjectives or adjective phrases to make comparisons e.g. <b><i>John is the tallest boy in the class.</i></b> <b><i>Mary is the best reader in the class.</i></b> <b><i>This is the most comfortable chair.</i></b></p> <p>Use negatives correctly in sentences</p>

<p>discussing the effects of imagery in poetry and prose</p> <p>Automatically read and understand most words in common use (<b><i>e.g., words from grade-level texts, subject-specific, words from shared- and guided-reading texts and some regularly used resource materials in the curriculum subject areas</i></b>)</p> <p>Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts (<b><i>e.g., activate prior knowledge through asking questions; use visualization to clarify details; make predictions based on reasoning and related reading;</i></b></p> <p>Understand how structural features make information more assessable and usable e.g. illustrations, charts, graphs, captions, diagrams, tables, glossaries, indexes, chapter headings, titles, table of contents.</p> <p>Compare the structure of different stories to discover how they differ in pace, build-up, sequence, complication and resolution</p> <p>Recognize and solve simple problems with reasons</p>	<p>sources of information they use in their compositions</p> <p>Use appropriate connectives and subordinating conjunctions to link sentences effectively and to extend the meaning logically from one sentence to the next</p> <p><b>Persuasive:</b> Write persuasive letters or compositions that state a clear position in support of a proposal with relevant evidence, follows a simple organizational pattern and addresses the reader's concerns</p> <p>Write material to persuade others (<b><i>e.g. posters, flyers notices, advertisements</i></b>)</p> <p>Use a journal for recording personal information</p> <p>Writes for self (e.g. lists, signs and notes) to accomplish everyday tasks</p> <p>Write personal greetings, messages, friendly letters, personal apologies, sympathy letters to family and friends, articles for school/class newspaper</p> <p>Produces comic strips, cartoons to tell a story or in response to a heard or viewed text</p> <p>Use the electronic media to research a topic</p> <p>Write simple dialogue and use them in narratives to reveal character</p>		
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### Theme 3 : **The Rainforest**



- Interacting with the rainforest
- Plants and animals in the rainforest
- People in the rainforest





Grade 5 Term 2 unit 1		Theme 3: The Rainforest	- People in the rainforest	Sample Activities
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies	
<p>Talk about information researched about people in the rain forest.</p> <p>Participate in oral discussion</p> <p>Compare and contrast different life styles</p>	<p>Read materials e.g. National Geographic magazines, via the internet about people in the rain forest</p> <p>Use text features e.g. headings, captions, and titles to understand and interpret informational text</p> <p>Use KWL strategy to obtain information</p> <p>Identify details, draw conclusions based on selection read</p> <p>Compare/ contrast information</p> <p>Focus on subject/verb agreement</p> <p>Highlight words pertaining to people in the rainforest</p>	<p>Write about the lifestyle of people in the rainforest</p> <p>Do a scrape-book on people in the rain forest</p> <p>Write paragraphs to compare and contrast way of life of people who live in and out of the rainforest</p> <p>Create a poster depicting people and way of living in the rain forest</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Text features</li> <li>➤ KWL</li> <li>➤ Identify details</li> <li>➤ Draw conclusion</li> <li>➤ Compare and contrast</li> <li>➤ QAR</li> <li>➤ Make judgments</li> <li>➤ Facts and opinion</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Subject verb agreement</li> <li>➤ Past tense</li> <li>➤ Punctuation for writing</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Expository</li> <li>➤ Create poster</li> <li>➤ Summary</li> <li>➤ Letter</li> <li>➤ Scrap book</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Root words</li> <li>➤ Words relating to theme</li> <li>➤ Synonyms</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Listen to participate meaningfully in discussion</li> <li>➤ Oral discussion</li> <li>➤ Answer questions</li> </ul>	
<p>Use background knowledge to talk about people in the rainforest</p>	<p>Read story e.g. <b><i>New Junior English Bk. 4 page 114.</i></b></p> <p>Use context clues to find meaning of unfamiliar words</p> <p>Identify information that is implied rather than stated</p> <p>Focus on synonyms and root words</p> <p>Identify the past tense of verbs.</p> <p>Use QAR strategy to make meaning</p>	<p>Write a summary based on information read or viewed.</p> <p>Make journal entries</p> <p>Pretend you are an Indian living in the rain forest; write a letter/essay giving information about your way of life.</p>		
Locate rainforest areas on	View a documentary on the way	Write summaries based on		



<p>various maps and answer questions based on information gleaned.</p> <p>Compare life in the rainforest with life outside</p>	<p>of life of any group of people in the rain forest</p> <p>Make judgment, draw conclusion,</p> <p>Differentiate between facts and opinion</p> <p>Read text e.g. <b><i>New Caribbean Junior English Bk. 4 Pg 48</i></b></p> <p>Compare characters to persons own life</p> <p>Identify synonyms for other words</p>	<p>rainforest.</p> <p>Use graphic organizers to compare and contrast rain forests</p> <p>Write expository paragraphs/passages.</p>	
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Grade 5	Term 2	Unit 1	Theme 3: The Rainforest	- Plants/Animals in the rainforest	Sample Activities
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies		
<p>Name and describe animals found in the rainforest.</p> <p>Talk about a visit to the rain forest e.g. Syndicate</p> <p>Give thank you speech</p>	<p>Research and read for information about animals in the rain forest</p> <p>Read text '<i>Our planet Our Home</i>' (<i>Read Awhile</i>) pg 1-8)</p> <p>Focus on the character &amp; purpose of specific animals</p> <p>-the animals and their young</p> <p>Identify details, gather factual information</p> <p>Identify plural form of nouns /names pertaining to animals</p> <p>Use spelling rules to spell the names of animals</p>	<p>Write stories that involve imaginary characters</p> <p>Write about a favourite forest animal giving details of its uses</p> <p>Write a paragraphs to compare/contrast two rain forest animals</p> <p>Write a summary about any animal in the rainforest</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Details</li> <li>➤ Research</li> <li>➤ Cause &amp; effect</li> <li>➤ Story elements</li> <li>➤ Question strategy</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Plural nouns</li> <li>➤ Reflexive pronouns</li> <li>➤ Direct/indirect speech</li> <li>➤ Preposition</li> <li>➤ Adverbs</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Short stories</li> <li>➤ Paragraphs- compare &amp; contrast, expository,</li> <li>➤ Summary</li> <li>➤ Riddles</li> <li>➤ Poems</li> <li>➤ Label</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Plural nouns</li> <li>➤ Spelling rules</li> <li>➤ Names of animals/young</li> <li>➤ Names of plants</li> <li>➤ Words ending 'ough'</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Talk about pictures</li> <li>➤ Retelling</li> <li>➤ Vote of thanks</li> <li>➤ Summarize information orally</li> </ul>		
<p>Name and describe (from research ) strange plants in the rainforest</p> <p>Discuss the uses of certain plants in the rainforest</p> <p>View pictures or film depicting plants in the rainforest and talk about the plants</p>	<p>Research and read about plants and their uses in the rainforest. See text <i>eg. New Junior English 3 page 88</i></p> <p>Find names and uses of strange plants.e.g. <i>New Caribbean Junior Reader 4</i> pg, 82</p> <p>Focus on word ending –ough --</p> <p>-reflexive pronouns</p> <p>-vocabulary – names of plants</p> <p>Examine elements of expository writing, draw conclusion</p> <p>Identify cause and effects relationship</p> <p>Use dictionary to find meaning of unfamiliar words</p>	<p>Write paragraphs about strange plants.</p> <p>Write summaries.</p> <p>Write riddles / limericks about plants.</p> <p>Compile a scrapbook based on forest plants.</p> <p>Pick a specific plant and write about it giving details of its uses</p> <p>Collect local medicinal plant and label with scientific names</p>			

Retell stories based on the forest as the main setting	Read text e.g. <b><i>The Jaguar and the deer; Keskids Reader 5 pg. 54.</i></b>	Write a story using the forest as the setting	
Dramatize stories	Use question strategy to make meaning of text	Write a poem about plants/animal in the rain forest	
	Identify story element	Write a response to the story read	
	Focus on direct and indirect speech		
	Focus on prepositions and adverbs		

**Grade 5 Term 2 Unit 1 Theme 3: The Rainforest - Interacting with the rainforest Sample Activities**

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Have discussion on the rain forest to review information.</p> <p>Ask questions and respond to questions for clarification</p> <p>Talk about any experiences on a trip to a rainforest or a documentary viewed</p>	<p>Read text e.g. <i>Language Tree 6 pg. 14 &amp; 15</i></p> <p>Analyze the report, identify details</p> <p>Identify cause and effect relationship</p> <p>Identify and use present/past tense of regular and irregular verbs</p> <p>Focus on the negative form of verbs</p> <p>Spell words with silent letters e.g. k, w, g, h</p> <p>Use the question strategy to make meaning of text</p>	<p>Pretend you were on a trip to the rainforest, write a report on your trip</p> <p>Use information from the story to draw a map giving directions</p> <p>Write a factual report on about an event</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Identify details</li> <li>➤ Analyze</li> <li>➤ Cause and effect</li> <li>➤ Question strategy</li> <li>➤ Text features</li> <li>➤ Draw conclusion</li> <li>➤ Facts and opinion</li> <li>➤ Making inferences</li> <li>➤ Main idea</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Present/past tense of verbs</li> <li>➤ Punctuation- exclamation mark</li> <li>➤ Negative forms of verbs</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Report</li> <li>➤ Draw map</li> <li>➤ Write notes</li> <li>➤ Letters</li> <li>➤ Rules</li> <li>➤ Making poster</li> <li>➤ Poem</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Silent letters- k , w, g, n</li> <li>➤ Words associated to the theme</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Debate</li> <li>➤ Choral reading</li> <li>➤ Discussion</li> </ul>
<p>Discuss helpful and harmful practices that people engage in, in the rainforest.</p> <p>Conduct debate about helpful and harmful practices: Suggested topic: 'Cutting trees is an evil, but a necessary evil'</p>	<p>Read text e.g. <b><u>Comprehension Practice, page 86 level 5 or</u></b></p> <p>Use the internet to research information based on practices in the rainforest.</p> <p>Use text features to understand and interpret information e.g. heading, content, blurb, titles, glossary,</p> <p>Draw conclusions</p> <p>Analyze text critically to gather necessary information for debate</p> <p>Identify implicit / explicit main idea.</p> <p>Find meaning of unknown words</p> <p>Distinguish facts from opinions</p>	<p>Write notes to report for debate.</p> <p>Create a word bank.</p> <p>Create posters/slogans.</p> <p>Write an article for a newspaper</p> <p>Write a report</p> <p>Write formal persuasive letters to Minister of Agriculture or PM concerning use/abuse of the rainforest.</p>	

<p>Observe and discuss guidelines for effective use of the rainforest.</p> <p>Choral read a poem.</p>	<p>Read magazines, internet, and other text media to gather information.</p> <p>Read poem e.g. <b>Reading and Writing Everyday Bk. 4. pg 18</b> Identify author's purpose, tone, lines, repetition</p> <p>Make inferences</p> <p>Identify cause and effect</p> <p>Focus on exclamation marks</p>	<p>Write a set of rules that would be applicable to the use of the rainforest.</p> <p>Write a poem following similar pattern</p> <p>Create a poster</p> <p>Write about how the action of man affects the rainforest</p>	<p>➤ Ask questions</p>
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Assessment	Resources
	<p>Keskidee Reader 5, page 51,54</p> <p>National geographic magazines</p> <p>Practicing Comprehension level 5 page 86</p> <p>Language Tree level 5, page 120</p> <p>Language Tree level 6 pages 14 and 15</p> <p>Reading and Writing Every Day bk. 5</p> <p>Reading and Writing Every Day bk. 4; page 18</p> <p>Our Planet Our Home from the Read Awhile series</p> <p>New Caribbean Junior Reader bk. 4</p>

Term 2

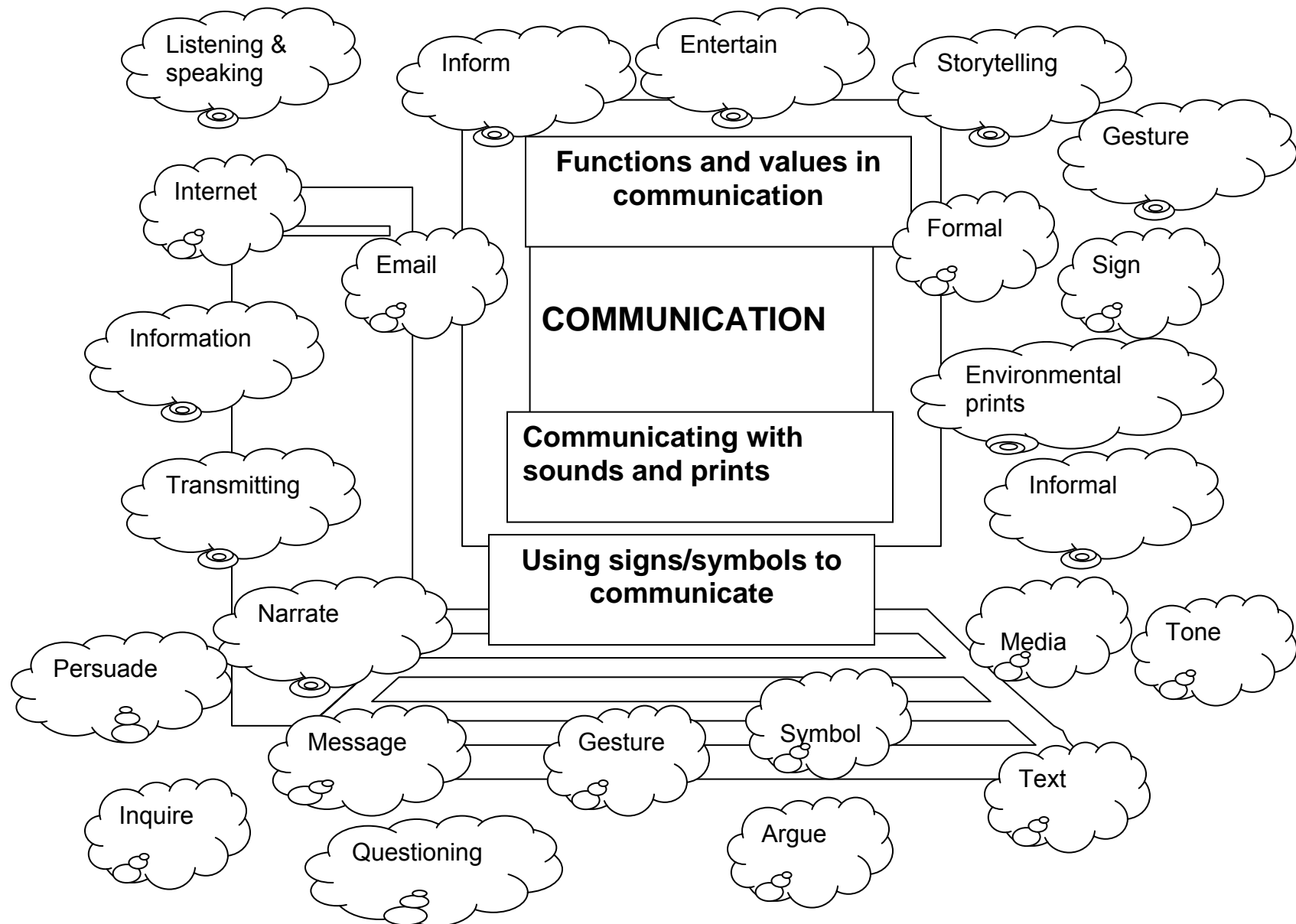
## Theme 4: Communication



### Topics

- Function & values in communication
- Communicating with sounds & prints
- Using signs/symbols to communication

### Key concepts and vocabulary



Grade 5 Term2	Unit 2	Theme4: Communication - Functions and values in communication	Sample Activities
<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss different ways one can communicate</p> <p>Talk about different reports or programmes viewed or listened to</p> <p>Discuss the functions of each means or communication</p> <p>Listen to and discuss news items</p>	<p>Read text "e.g. <i>Reading and Writing Everyday 5 pg. 65</i></p> <p>Compare and contrast four methods of communications</p> <p>Focus on purpose of text e.g, for information etc</p> <p>Focus on text that inform</p> <p>Focus on the use of the present tense and subject/ verb agreement</p> <p>Identify main idea and supporting details &amp; facts and opinions</p> <p>Highlight words pertaining to communication e.g. transmit</p>	<p>Write a paragraph to compare/contrast any two means of communication</p> <p>Summarize information based on a news report</p> <p>Write a factual report for any medium</p> <p>Write simple notes for various audiences e.g. sympathy , apologies, permission notes for lateness, etc</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Compare and contrast</li> <li>➤ Understanding text structure &amp; purpose</li> <li>➤ Main idea/details</li> <li>➤ Facts and opinion</li> <li>➤ Make inferences/prediction</li> <li>➤ Make judgments</li> <li>➤ Detect bias</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Subject/verb agreement</li> <li>➤ Past tense of verbs</li> <li>➤ Direct /indirect speech</li> <li>➤ Nouns</li> <li>➤ Adjectives</li> <li>➤ Punctuation</li> <li>➤ Past and past continuous tense</li> </ul>
<p>Present a story, newspaper report, flyer, note etc. for oral reading and discussion</p> <p>Have information read aloud using proper tone, fluency, pitch</p> <p>Discuss the reason why each one was written</p> <p>Tell riddles and jokes</p>	<p>Read story, newspaper report, flyer, note etc. from texts. E.g. <i>Language Tree bk. 5 pg. 114-115, Keswidee Reader bk. 5 pg. 24 Reading and Writing Everyday bk5 pg.22</i></p> <p>Focus on text to persuade and entertain</p> <p>Identify the author's purpose</p> <p>Identify the possible audience</p> <p>Identify details in text</p> <p>Focus on vocabulary used to communicate the message</p>	<p>Write a persuasive piece e.g a report or letter on issues such as homework, uniforms, use of cell phones etc.</p> <p>Write entertaining stories</p> <p>Write/ design placards</p> <p>Choose audience(s) for writing</p> <p>Write riddles</p> <p>Write a report</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Report</li> <li>➤ Essay- persuasive, informative</li> <li>➤ Letter of apologies/permission</li> <li>➤ Narratives</li> <li>➤ Signs</li> <li>➤ Riddles/poems</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Suffix</li> <li>➤ Sight vocab. from text</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Read aloud</li> </ul>



	Focus on the use of the past tense and direct speech		➤ Dramatize ➤ Discussion ➤ Reasoning
Talk about values in communication e.g. when one is speaking we listen, taking turns to speak, responding courteously to persons who have communicated to us,  Discuss how an author takes into consideration persons feelings in written text  Dramatize different ways in which people communicate courteously Critique performances  Analyze newspaper reports and have discussions about any possible biasness	Read text e.g. <b>Language Tree bk.5 page 24</b>  Detect bias in text Use suffixes to identify words  Draw conclusions  Make inferences, predictions and valued judgments  Identify facts and opinions  Form adjectives from nouns  Focus on simple past and continuous tense  Focus on end punctuation marks	Write reports for a newspaper  Write summaries  Write poems  Write simple rules for communicating with friends  Write an eye witness account of an incident e.g. a fight, a traffic accident,  Rewrite newspaper reports or articles	

## Grade 5 Term 2 Unit 2 Theme 4: Communication

## Communicating with prints and sounds

## Sample Activities

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss prints that carry a message e.g. food labels, medications, print on t-shirt, posters etc</p>	<p>Read e.g. food and medicine, clothes labels</p> <p>Read text e.g. <i>Keskidee Pupil's bk. 6 pg. 64 and 75 and Keskidee reader bk. 5 pg. 22</i></p> <p>Interpret and analyze information from text</p> <p>Draw conclusions, make judgments</p> <p>Identify details, adjectives</p> <p>Answer questions giving reasons</p> <p>Identify the purpose of the text</p>	<p>Write a label e.g. for a food product</p> <p>Make/Design slogans for t-shirts etc</p> <p>Create posters</p> <p>Create a similar listing for a television or radio programme for a day</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Interpret</li> <li>➤ Analyze</li> <li>➤ Draw conclusion</li> <li>➤ Make judgments</li> <li>➤ Details</li> <li>➤ Reasoning</li> <li>➤ Determine audience/purpose</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Apostrophe</li> <li>➤ Synonyms</li> <li>➤</li> </ul>
<p>Dramatize to show use of mobile phones to communicate i.e. Talking/texting</p> <p>Make judgments</p> <p>Listen to audio stories or read along stories on computer</p> <p>Read news items</p> <p>Orally compare and contrast email and hand written letters</p>	<p>Read text e.g. <i>New Jun. Eng. Bk. Pg. 100, Language Tree bk. 4 pg. 71</i></p> <p>Identify factual information</p> <p>Determine the audience and purpose of text</p> <p>Interpret text message</p> <p>Use context clues to identify unknown words</p> <p>Use synonyms for words in passages</p> <p>Focus on apostrophe in contraction and to show possession</p>	<p>Translate text messages to IAE- International Accepted English</p> <p>Write an email message using the computer</p> <p>Write formal letters for various audiences</p> <p>Write about an experience using the cell phone</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Labels</li> <li>➤ Advertisement</li> <li>➤ Posters</li> <li>➤ Formal letters</li> <li>➤ Slogans</li> <li>➤ Expository</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Persuasive words</li> <li>➤ Synonyms</li> <li>➤ Context clues</li> <li>➤ Text messages</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Dramatizing</li> <li>➤ Communicating using different media</li> <li>➤ Discussion</li> <li>➤</li> </ul>
<p>Recite popular advertisement seen/heard on television or radio</p>	<p>Read/view advertisements e.g. <i>New Jun. English bk.4 Pg. 63</i></p> <p>Identify the author's purpose e.g. to</p>	<p>Formulate questions e.g. to gain further information e.g. to real estate agent</p>	

Recite own advertisement	persuade, inform etc.	Write advertisements targeting specific audiences	
Discuss hidden messages in advertisements	Identify the audience	Write slogans focusing on the school's environment	
	Identify details in text		
	Focus on vocabulary used to convey messages		
	Focus on language structure used in advertisements		

Grade 5 Term 2 Unit 2 Theme 4: Communication - Communicating with signs/symbols				Sample Activities
Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies	
Talk about signs/symbols at home that give a message e.g. on television, computer, detergent	View pictures of different symbols at home Interpret symbols viewed  Give rational for the use of various symbols  Focus on safety words e.g. caution, danger, flammable etc  Identify root words and find meaning  Focus on synonyms  Change nouns to adjectives	Draw alternative symbols  Write safety rules  Use of other synonyms to describe symbols  Write a story/essay to show functions of symbols	<u><b>Reading/Comprehension</b></u> <ul style="list-style-type: none"> <li>➤ Interpret</li> <li>➤ Summarize</li> <li>➤ Make inferences</li> <li>➤ Judgments</li> <li>➤ Organize</li> <li>➤ Research</li> </ul> <u><b>Language Structure</b></u> <ul style="list-style-type: none"> <li>➤ Nouns</li> <li>➤ Adjectives</li> <li>➤</li> </ul> <u><b>Writing</b></u> <ul style="list-style-type: none"> <li>➤ Rules</li> <li>➤ Story</li> <li>➤ Essay</li> <li>➤ Poems/songs</li> <li>➤ Signs</li> <li>➤ Report</li> <li>➤</li> </ul> <u><b>Vocabulary/ word Study</b></u> <ul style="list-style-type: none"> <li>➤ Synonyms</li> <li>➤ Root words</li> <li>➤ Safety words</li> <li>➤</li> </ul> <u><b>Listening and Speaking</b></u> <ul style="list-style-type: none"> <li>➤ Dramatize</li> <li>➤ Discussion</li> </ul>	
Talk about environmental signs e.g. on street, wash room, parks, for the physically challenged and other international signs/symbols	View signs and symbols including international signs/symbols  Interpret signs and give rational for the use of each  Generate words related to signs/ symbols and safety  Focus on elements on informational writing	Create signs/symbols Make journal entries highlighting an experience involving ignorance about signs  Write a poem or song about signs  Write a letter to the authorities about the neglect of signs e.g. road signs		
Dramatize using signs e.g. miming while others interpret  Use various gestures, facial features in dramatization whilst other interpret with reasons  Do sign language of words whilst other interpret	Research sign language <b>Read text e.g. New Jun. Reader2pg. 73-78, 48, 59</b> Make inferences, judgments, draw conclusion  Interpret hidden messages  Identify and organize details  Summarize ideas from text	Write sentences from sign language  Rewrite words/sentences from code  Write about negative signs in the environment  Write a report on communicating with signs Write a summary Write your feelings about someone who is blind and dumb		

Assessment	Resources
<p>Create advertisements using various media</p> <p>Write a summary</p> <p>Write letters (invitations, letters of apology)</p> <p>Write persuasive letters</p> <p>Write reports</p> <p>Write journals</p> <p>Write poems</p> <p>Answer questions of various levels</p>	<p>Language Tree bk. 4</p> <p>Language Tree bk. 5</p> <p>Keskidee Pupil's bk.</p> <p>New Caribbean Jun. English bk. 4</p> <p>New Caribbean Jun. Reader bk.</p> <p>Reading and Writing Everyday bk. 5</p>

**Grade Five**

**Language Arts**

**Term 3**

**Duration: Six Weeks**

**Unit 1**

**THEME 5: Healthy living**

**Topics**

- Taking care of my body
- Keeping a clean environment
- Making the right choices

**Unit 2**

**THEME 6: Our Changing Planet**

**Duration: Six Weeks**

**Topics**

- Natural disasters
- Effects of disasters
- Preparing for disasters

## Grade 5 Success Criteria term 3

## By the end of the units pupils will be able to:

Reading	Writing	Vocabulary/Word Study	Language structure
<p>Focus on important information in reading materials through a variety of emphasis techniques such as underlining, or colour coding</p> <p>Use stated and implied ideas in texts to make inferences and construct meaning <b>e.g. What will happen based on what the author has told you so far?" "What is the author suggesting 'between the lines'?"</b></p> <p>Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (<b>e.g., read a poem aloud with appropriate phrasing and emphasis</b>)</p> <p>Identify most common figures of speech (e.g. simile, metaphor, personification, hyperbole, onomatopoeia) and talk about their use and effectiveness in the text</p>	<p>Write reports based on <b>-simple experiments they do in the science lesson</b> <b>-conversations or interviews they carry out</b> <b>-articles or other material that they read out etc,</b></p> <p>Edit and proofread one's own writing and that of others, using the writing conventions and an editing checklist or list of rules with specific examples</p> <p>Write multiple paragraph composition using traditional writing conventions including introductory paragraphs, establishing and supporting the central idea, topic sentences, supporting facts and detail sentences, transitions to link paragraphs and concludes with a paragraph that summarizes the main point.</p> <p>Respond to texts they have read by writing about them in several ways (e.g. reports, skits, stories poems)</p> <p><b>Letters:</b> Write business letter to request information e.g. for school reports</p> <p>Write friendly letters of more than one paragraph</p> <p>Write letters of invitation and</p>	<p>Distinguish and interpret words with multiple meanings by using context clues e.g. quarter</p> <p>Identify commonly used synonyms and antonyms and discuss their meanings</p> <p>Use their knowledge of word relationships to determine the meaning of specialized vocabulary and to understand precise meaning of grade-level appropriate words.</p> <p>Use knowledge of root words and affixes to determine the meaning of unknown and complex words (e.g., circumnavigate).</p> <p>Recognize inflectional endings (-s, -es, -ed, -ing, -ly), note comparisons (-er, -est), recognize common prefixes (e.g., dis, in, un, ir, il, non, anti, pro, pre, post), recognize common suffixes (e.g., ish, en, ance),</p> <p>Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world</p>	<p>Use the indefinite pronouns "someone, anyone, everyone, no one, somebody, anybody, everybody, nobody, something, anything, everything, nothing" to □refer to people, events and objects in a general and indefinite way and with the correct verb e.g. <b>Somebody has left an umbrella in the music room.</b> <b>There's no one outside.</b> <b>Is there anything in that box?</b> <b>Everyone is going to the party.</b></p> <p>Use the present perfect tense to relate past events to the present e.g. <b>I have done my homework already.</b> <b>Mary hasn't sent the letter yet.</b></p> <p>Use the future tense to talk about future events, actions and processes e.g. <b>He will go swimming tomorrow.</b></p> <p>Use the modals "can, could, may, might, must, ought, shall, should, will, would"</p> <p>Use adverbs or adverb phrases to express degree and frequency, describe manner, express time and general practice</p> <p>Use prepositions or</p>

	request		prepositional phrases
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### Grade 5 Success Criteria term 3

Reading	Writing	Vocabulary/Word Study	Language structure
<p>Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (<b>e.g., explain why they think the coverage of an event by one media news source is more interesting</b>)</p> <p>Describe in detail the main elements of some media forms (<b>e.g., television talk show:</b> host, studio audience, guests, commercial breaks; <b>news broadcast:</b> news anchor, reporters, video clips,</p> <p>Identify the themes in fiction and non fiction, understanding that the theme refers to the lesson, moral or meaning of a selection whether it is implied or stated directly</p> <p>Draw inferences, conclusions, or generalizations about a text and support with textual evidence and prior knowledge</p> <p>Identify and use information at the a) <b>literal level e.g. main ideas, comparison,</b> b) <b>inferential level e.g. 'reading between the lines,'</b> c) <b>critical level e.g. evaluation, analysis</b></p> <p>Compare and contrast stories and story themes from diverse</p>	<p>Identify the topic, purpose, and audience for a variety of writing forms (<b>e.g., a poem or song on a social issue; a formal letter to the teacher;</b></p> <p>Write longer and more complex texts using a variety of forms (<b>e.g., a report, including research notes, using pictures, captions, ; a review of or commentary on something viewed</b>)</p> <p>Use some vivid and/or figurative language and innovative expressions to add interest (<b>e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly</b>)</p> <p>Use available technology and self instructional programmes to improve writing in different subjects</p> <p>Identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message</p> <p>Plan and organize information, and express own ideas and feelings by – identifying purpose and</p>	<p>Recognize recurrent patterns in language structure, such as word structure, word order, sentence structure</p> <p>Understand and explain frequent use of synonyms, antonyms and homographs and clearly identify specific words or wordings that are causing comprehension difficulties</p>	<p>Correctly use commas in dates, locations and addresses, items in a series, in forming compound sentence and in direct quotations</p> <p>Correctly place commas and periods inside quotation marks</p> <p>Use colons to separate hours and minutes, and to introduce a list of items</p> <p>Correctly uses parenthesis to explain something that is not considered of primary importance in a sentence</p> <p>Correctly uses apostrophes to show possession and in contractions</p> <p>Use the connectives “because, since, although, so, so that, when, while, therefore, first, next, then, if, unless, either... or, neither... nor” e.g. <b>Although Jane is shortsighted, she does not wear glasses. Wendy ate all the chips while her grandfather was sleeping. Neither Man Yee nor I enjoyed the movie. You can have either soup or salad.</b></p> <p>Correctly use verbs that are often misused e.g. <b>lie/lay, sit/set, raise/rise,</b></p>



<p>cultures and tell why they are similar tales in diverse cultures</p> <p>Recognize recurrent patterns in language structure, such as word structure, word order, sentence structure</p> <p>Respond to print and draw upon a variety of comprehension strategies as needed e.g. <b>re-reading, self correcting, summarizing, generating and responding to essential questions, making predictions and comparing information from several sources</b></p> <p>Contrast two characters in a work of fiction (appearances, actions, motives etc.)</p> <p>Use overt and implied messages to draw inferences and construct meaning in media texts (<b>e.g., overt message in an advertisement showing the product's user surrounded by friends</b>)</p> <p>Identify various elements of style – including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures – and explain how they help communicate meaning</p> <p>Identify and classify the features of myths, legends and fables e.g. the moral in a fable, fantastical beasts in legends</p>	<p>audience for a writing task – deciding on the sequence of content</p> <p>Use traditional structures for conveying information e.g. chronological order, cause and effect, similarity and differences, posing and answering a question</p> <p><b>Report:</b> Writes research report about an important idea, invention or event using a framework of questions to direct the investigation which develops and supports the topic with simple facts, details, examples and/or explanations using citations, foot/end notes</p> <p>Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (<b>e.g., a pamphlet on a socially relevant topic a flyer/poster, created using software, to advertise a school event, a mock television commercial for a food product, a news broadcast about a topic – from a cross-curricular unit of study, a breakfast, lunch, or dinner menu</b>)</p> <p>Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies (<b>e.g., making jot notes; following a writing framework</b>) and organizational patterns (<b>e.g., chronological order, comparison, cause and</b></p>		<p>Correctly uses modifiers e.g. words that describe, limit or qualify another word: well/good:</p> <p>Use the relative pronouns “which, who, that, whose, where” to link ideas or add information to a noun or noun phrase e.g. <b>The boy who usually waters the plants is called John.</b></p> <p>Use the general determiners “another, other” to show the same type of things or people e.g. <b>Please give me another pencil.</b> <b>You may also read other pages of the book.</b></p>
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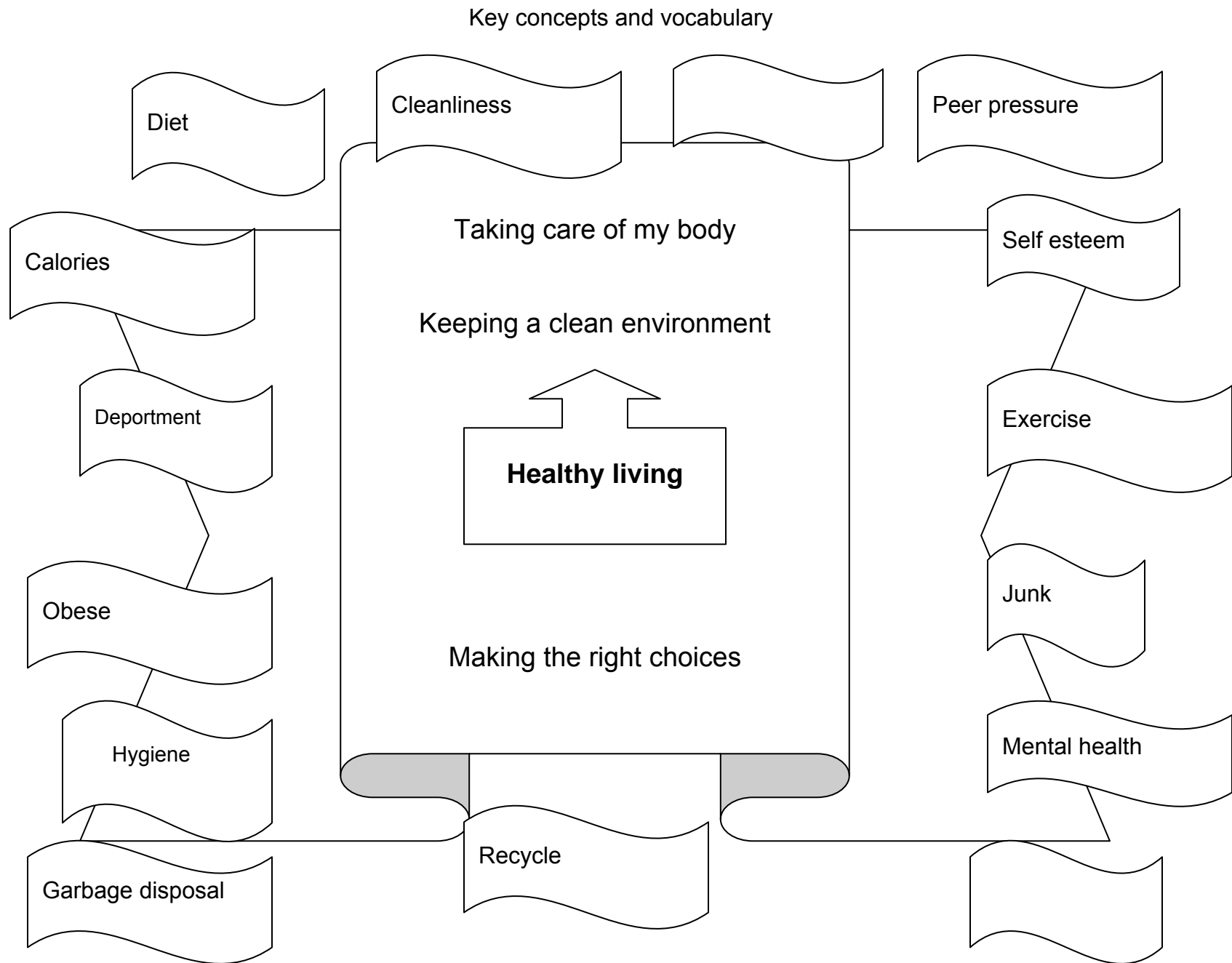
### Term 3

#### Theme 4 **Healthy living**



#### Topics

- Taking care of my body
- Keeping a clean environment
- Making the right choices



**Grade 5 Term 3 Unit 1 Theme 5: Healthy Living - Taking care of My Body Sample Activities**

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss the importance of being/looking neat/tidy (deportment)</p> <p>View film/video based on good hygiene and give opinions</p> <p>Role play different scenarios based on the story '<b>Dirty Dilly Dinosaur</b>', and predict story outcome.</p>	<p>Read text e.g. <i><b>Dirty Dilly Dinosaur Reading Skills bk 2 pg 22</b></i></p> <p>Predict story outcomes</p> <p>Make inferences and draw conclusions from the story</p> <p>Identify double negatives and contractions</p> <p>Use QARs to make meaning</p> <p>Focus on common/proper nouns</p> <p>Identify alliterations, similes and metaphors</p> <p>Identify adjectives of comparisons</p> <p>Focus on suffixes to identify new words</p>	<p>Write a letter advising a friend about proper hygiene.</p> <p>Create and present chart based on information gleaned from text read.</p> <p>Create word walls</p> <p>Write interpretive essays that describe character (Dilly)</p> <p>Use similes /metaphors in writing</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Make predictions</li> <li>➤ Make inferences</li> <li>➤ Draw conclusion</li> <li>➤ Figurative language</li> <li>➤ QAR</li> <li>➤ Make judgment</li> <li>➤ Summarize</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Adjectives</li> <li>➤ Proper/common nouns</li> <li>➤ Punctuation/capitalization</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Letter</li> <li>➤ Chart</li> <li>➤ Word wall</li> <li>➤ Journal</li> <li>➤ Brochure</li> <li>➤ Poster</li> <li>➤ Persuasive writing</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Suffix</li> <li>➤ Similes</li> <li>➤ Grade level words pertaining to theme</li> </ul>
<p>Have a resource person e.g. nurse talk about proper hygiene</p> <p>Ask questions to gather and clarify information</p> <p>Read aloud with fluency</p> <p>Recite poem 'good hygiene'</p>	<p>Read suitable text related to hygiene e.g. charts, leaflets medical/health care books, note taken from discussion</p> <p>Recite poem e.g. '<i><b>Good Hygiene</b></i>' (<i>see appendix</i>)</p> <p>Make inferences /valued judgments</p> <p>Draw conclusions</p> <p>Highlight words pertaining to proper hygiene</p> <p>Focus on author's purpose and</p>	<p>Write a paragraph about good hygiene practices</p> <p>Create word walls using words that relate to hygiene.</p> <p>Make journal entries</p> <p>Create a brochure, poster or booklet on good hygiene practices</p> <p>Write a similar poem for a different audience</p>	

	audience		<b><u>Listening and Speaking</u></b> <ul style="list-style-type: none"> <li>➤ Read aloud</li> <li>➤ Recite poetry</li> <li>➤ Role play</li> <li>➤ Panel discussion</li> <li>➤ Listen to follow instruction</li> </ul>
<p>Discuss the benefits of exercise and explain why children should get more exercise/physical education at school.</p> <p>View a video and follow directions for exercising activity</p> <p>Have a panel discussion on the importance of P.E</p> <p>.</p>	<p>Research the types of exercises e.g. aerobics. Cycling, etc.</p> <p>Scan / skim for information, summarize information and compile to do a report.</p> <p>Draw inferences about information read.</p> <p>Identify cause and effect, focus on verb tenses, punctuation and capitalization</p> <p>Use text features to understand and interpret information</p> <p>Compare, contrast and categorize information</p>	<p>Write a persuasive text on the benefits of exercise targeting a specific audience</p> <p>Do a fitness plan for a class including a variety of exercises</p> <p>Make a poster 'Healthy Me'</p> <p>Use internet to assist</p>	

**Grade 5 Term 3 Unit 1 Theme 5: Healthy Living - Keeping a Clean Environment Sample Activities**

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
Talk about experiences in keeping the home clean	<p>View and interpret pictures of untidy home environment</p> <p>Identify the main idea implicitly and explicitly stated</p> <p>Identify problem situations to give solution</p> <p>Focus on adjective/adverb and use of reflexive pronouns</p> <p>Use context clues, dictionary skills to make meaning of unfamiliar words</p> <p>Focus on fact and opinion</p>	<p>Study pictures and write compositions</p> <p>Write a composition giving advantages and disadvantages of keeping the home clean</p> <p>Write solutions to problems</p> <p>Keep daily logs</p> <p>Write about experiences at home in keeping e.g. your room clean</p> <p>Write guidelines for keeping a home clean</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Main idea/details</li> <li>➤ Context clues</li> <li>➤ Facts and opinion</li> <li>➤ Cause and effect</li> <li>➤ Inferencing</li> <li>➤ Figurative language</li> <li>➤ Visualize</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Adjective/adverb</li> <li>➤ Preposition</li> <li>➤</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Picture composition</li> <li>➤ Word bank</li> <li>➤ Report</li> <li>➤ Cartoon</li> <li>➤ Expository essay</li> <li>➤ Letter</li> <li>➤ Songs/poems/jingles</li> <li>➤ slogans</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Context clues</li> <li>➤ Rhyming words</li> <li>➤ Dictionary skills</li> <li>➤ Idioms</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Poetry</li> <li>➤ Raps</li> <li>➤ Free talk</li> <li>➤ Role play</li> <li>➤ Listen to express opinion</li> </ul>
<p>View a documentary on the environment and give opinion</p> <p>Role play different scenarios depicting environmental pollution</p> <p>Express facts and opinions about an untidy environment</p> <p>Participate in a panel discussion</p>	<p>Read e.g. pages from the internet about environmental issues or read text <b>&amp; Reading and Writing Everyday 5 pg. 84</b></p> <p>Recognize organizational format of the text</p> <p>Focus on: facts and opinion -cause and effect -making inference -prepositions</p> <p>Identify: main idea and supporting details with examples -the author, the authors purpose, tone, the audience, figurative language</p> <p>Use context clues and dictionary to identify unknown words</p>	<p>Create a word bank</p> <p>Write a report giving facts and opinions about e.g. garbage in your environment</p> <p>Design a poster encouraging person to take care of the environment</p> <p>Create cartoon strips</p> <p>Write informational text on the effects of human activities on the environment</p> <p>Think of an environmental situation that affects you. write a letter to the person(s) who you think can change the situation</p> <p>Write responses to the text read</p>	

<p>Recite raps, poems, slogans and jingles</p> <p>Talk about and plan clean-up campaigns</p>	<p>Read text e.g. <b>Litter Rap Keskidee Reader 6 pg. 48-49. ( see appendix)</b></p> <p>Identify rhyming words in the poem</p> <p>Identify speaker's tone, mood, imagery</p> <p>Use back ground knowledge to visualize the environment</p> <p>Identify main idea and supporting details with examples</p> <p>Make meaning of terms (idioms)</p>	<p>Write poems, jingles, raps, songs</p> <p>Write stanzas in songs</p> <p>Write slogans on decorated bins</p> <p>Write a report about any cleaning experiences</p> <p>Write persuasive letters to e.g. principal</p>	
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**Grade 5 Term 3 Unit 1 Theme 5: Healthy Living - Making the Right Choices Sample Activities**

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Talk about foods eaten at snack time and food options that are available</p> <p>Listen to a resource person talk about healthy eating</p> <p>Ask questions to clarify and gain information</p>	<p>Read text e.g. <i>Language Tree 4 page 41</i> Identify format of realistic fiction text</p> <p>Generate, read and spell names of food</p> <p>Focus on story elements -nouns and verbs -subject and verb agreement</p> <p>Identify speech marks -prefixes to form new words -main idea</p>	<p>Engage in persuasive writing encouraging peers to eat healthy snacks</p> <p>Make posters and slogans</p> <p>Write a letter to a vendor suggesting types of snacks they should sell and why</p> <p>Write a report on the benefits of healthy eating</p> <p>Focus on process writing</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Fiction</li> <li>➤ Story elements</li> <li>➤ Make judgments</li> <li>➤ Values</li> <li>➤ Draw conclusion</li> <li>➤ Make prediction/inferences</li> <li>➤ Make connection</li> <li>➤ Literary devices</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Nouns</li> <li>➤ Verbs</li> <li>➤ Speech marks</li> <li>➤ Subject/verb agreement</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Persuasive writing</li> <li>➤ Report</li> <li>➤ Solutions</li> <li>➤ Realistic narratives</li> <li>➤ Poems</li> <li>➤ Scripts</li> <li>➤ Descriptive essay</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Names of food</li> <li>➤ Prefix</li> <li>➤</li> </ul>
<p>Dramatize scenes highlighting the results of peer pressure</p> <p>Talk about experiences e.g. a time when someone forced you to do something</p>	<p>Read a story focusing on peer pressure <i>or</i> Read e.g. <i>poem 'life choices' (see appendix)</i></p> <p>Make valued judgment and character judgments</p> <p>Give the values, message or moral conveyed in text</p> <p>Draw conclusions</p> <p>Make personal connections</p> <p>Identify words in context</p>	<p>Write drama scripts</p> <p>Write solutions to problems</p> <p>Write different endings to stories</p> <p>Write fiction/nonfiction stories about experience dealing with peer pressure</p> <p>Write a poem similar to the one read</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Drama</li> <li>➤ Interview</li> <li>➤ Discussion</li> <li>➤ Listen to ask questions and clarify information</li> </ul>
<p>Discuss the impact of negative/ positive choices on people's well-being e.g. drug use, violence, poor nutrition</p> <p>Dramatize scenes to show how to empathize with persons who have made poor choices</p>	<p>Read text e.g. <i>Keskidee Pupil's Bk. 6 pg.76,</i></p> <p>Make predictions and inferences</p> <p>Identify cause and effect relationship</p>	<p>Write an ending to the story</p> <p>Draw (before and after) and describe the character (Sharlo)</p> <p>Write to convey the effects of poor choices made by an individual in your community</p>	



	<p>Use questioning strategy to make meaning</p> <p>Identify literary devices from the and story</p>	<p>Describe an individual in your community whose life has been affected by drug use/ abuse, violence, crime etc.</p>	
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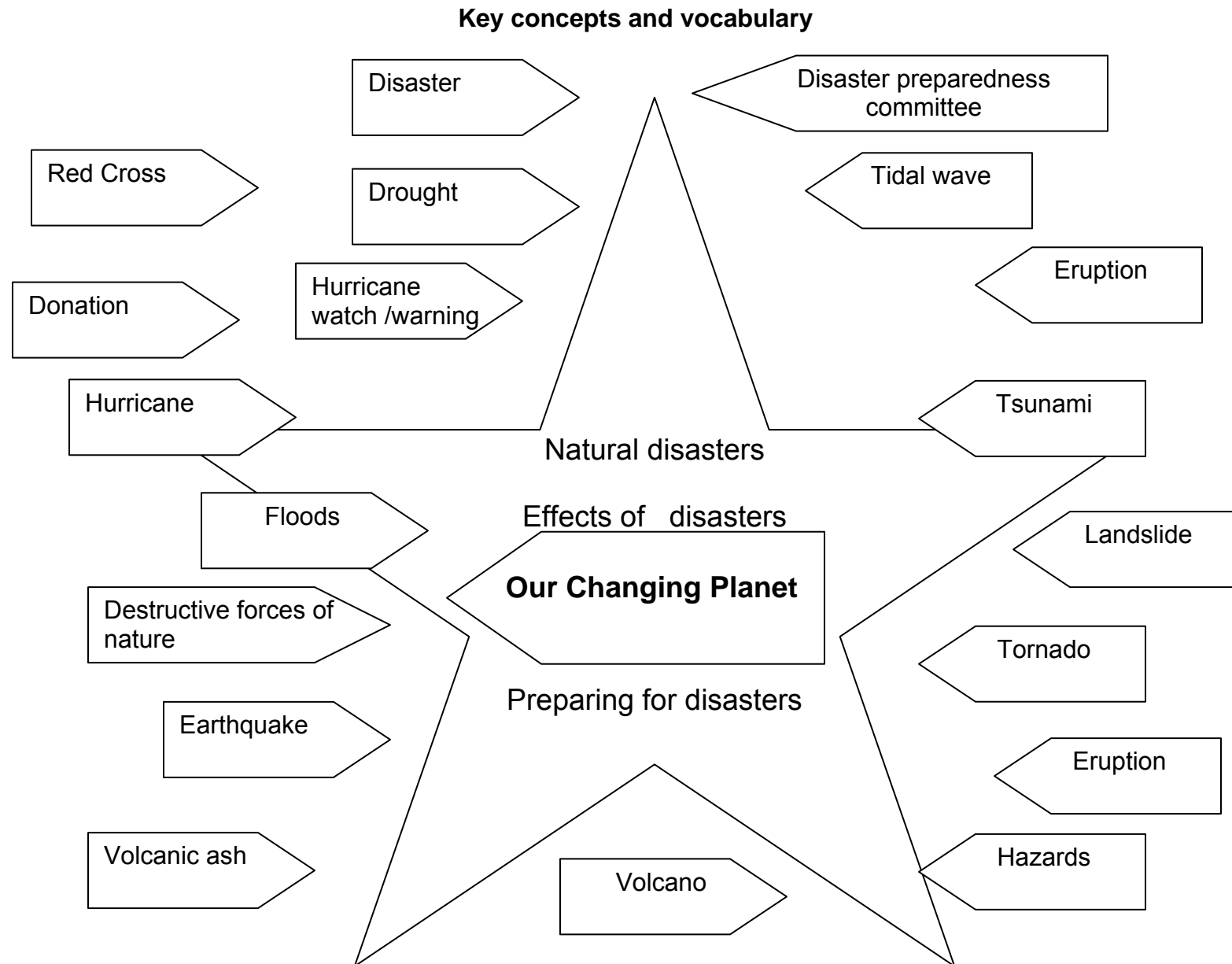
Assessment	Resources
	<p><b><i>Our Planet Our Home from (Read Awhile) Series pg. 11-15</i></b></p>

## Term 3

Theme 6 **Our changing planet**

## Topics

- Natural disasters
- Effects of disasters
- Preparing for disasters



**Grade 5 Term 3 Unit 2 Theme 6: Our Changing Planet**
**- Natural Disasters Sample Activities**

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss the concept 'disaster'</p> <p>Share stories of disasters that they have experienced or seen on television</p> <p>Talk about major disasters that have happened in the country in the past few years</p>	<p>Research various disasters e.g. hurricane, earthquake, tsunami, tornado, floods etc.</p> <p>Read text "Natural Disasters" <b>Reading and Writing Everyday</b> pg. 39 &amp; <b>Language Tree 5 pg. 72</b></p> <p>Focus on cause and effect</p> <p>Highlight facts/myths about any specific disaster</p> <p>Compare and contrast information</p> <p>Form nouns from verbs e.g. erupt, eruption and find meaning of the words using a dictionary</p>	<p>Create a bar graph to show natural disasters and occurrence in the Caribbean or country over a 5yr period</p> <p>Create a time-line showing occurrence of any disaster</p> <p>Compile a booklet using research information about some disasters answering specific questions e.g. What is it? How was it formed? What caused it to happen, etc</p> <p>Write an informative essay about any disaster. Use information and pictures from text to support ideas</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Research</li> <li>➤ Cause and effect</li> <li>➤ Compare and contrast</li> <li>➤ Main idea/details</li> <li>➤ Inference</li> <li>➤ Fiction/non-fiction</li> <li>➤ Story elements</li> <li>➤ Figurative language</li> <li>➤ Making connection</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Nouns</li> <li>➤ Verbs</li> <li>➤ Past/present tense</li> <li>➤ Subject/verb agreement</li> </ul>
<p>View a video based on any disaster in action</p> <p>Talk about feelings and emotions</p> <p>Give their views about the disaster making personal connections</p> <p>Read aloud text</p> <p>Dramatize a disaster situation in a community</p>	<p>Identify details from video</p> <p>Make inferences based on what was viewed and prior knowledge</p> <p>Read text – <b>Reading and Writing Everyday pg 42 or pg45</b></p> <p>Make personal connections to what was viewed and read</p> <p>Focus on: story elements - past tense of irregular verbs</p> <p>Identify whether story could be fiction/non fiction</p> <p>Use a dictionary and spelling strategy to find meaning and spell unfamiliar</p>	<p>Summarize a disaster situation with a main idea and elaborate with details</p> <p>Write a story fiction or non fiction about a similar situation to the story read. If possible connect response to personal experiences</p> <p>Write a personal narrative about a disaster situation experienced or witnessed</p> <p>Create a flyer or brochure giving information about any disaster</p> <p>Create brochure for children or adults to read</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Bar graph</li> <li>➤ Expository essay</li> <li>➤ Summary</li> <li>➤ Narratives-fiction/non-fiction</li> <li>➤ Create flyer/brochure</li> <li>➤ Writing process</li> <li>➤ Poems</li> <li>➤ Journal</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Spelling strategies</li> <li>➤ Change verbs to nouns</li> <li>➤ Words pertaining to theme</li> </ul>

	words	Use the writing process in writing	
<p>Choral reading of poems about disasters</p> <p>Engage in show and tell using models e.g. volcano</p>	<p>Read the poem – <b><i>Reading and Writing Everyday pg. 49</i></b></p> <p>Focus on: descriptive, rhyming words, -</p> <p>-figurative language e.g. metaphor, onomatopoeia, idioms etc.</p> <p>Focus on: the use of the present tense</p> <p>-subject/verb agreement</p>	<p>Write a poem about any disaster.</p> <p>Use imagery, onomatopoeia, idioms and metaphors</p> <p>Make journal entries based on personal experiences</p> <p>Focus on a tone for writing a poem</p> <p>Journal experiences during a hurricane</p> <p>Maintain a writing portfolio with sample informational writing</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Read aloud</li> <li>➤ Dramatize</li> <li>➤ Show and tell</li> <li>➤ Choral reading</li> <li>➤ Give personal views</li> </ul>

## Grade 5 Term 3 Unit 2 Theme 6: Our Changing Planet - Effects of Disasters

## Sample Activities

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>View pictures/videos showing after effects of natural disasters And talk about observations</p> <p>Discuss the positive/negative effects on the environment</p> <p>Read aloud reports from newspapers and give explanation</p>	<p>Research and read about effects of disasters from the internet, books, newspapers etc</p> <p>Read the text <i><b>"Newspaper reports" Reading and Writing Everyday 5pg. 69</b></i></p> <p>Categorize the effects of the disasters mentioned</p> <p>Identify main idea, details and cause and effect relationship</p> <p>Focus on the structure of the reports e.g. sentences structure, choice of words used, tense etc,</p> <p>Identify the use of figurative language in the texts</p> <p>Find meaning of unfamiliar words</p>	<p>Imagine you are a news reporter and write a report on the effects of any disaster on the environment (realistic fiction/nonfiction)</p> <p>Use a camera/phone to take pictures for report writing</p> <p>Go through various newspapers and pick out reports about any disaster</p> <p>Make changes to the reports for a different audiences</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Categorize</li> <li>➤ Main idea/details</li> <li>➤ Cause and effect</li> <li>➤ Figurative language</li> <li>➤ Literary devices</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Adjective</li> <li>➤ Adverbs</li> <li>➤</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Imaginative writing</li> <li>➤ Report</li> <li>➤ Compile notes</li> <li>➤ Scrap book</li> <li>➤ songs</li> </ul> <p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Dictionary skills</li> <li>➤ Similes</li> </ul>
<p>Talk about how natural disasters affect the lives of people</p> <p>Listen to a resource person talk about the effects of disaster on the lives of people</p> <p>Talk about the after effects of disaster in a general manner</p>	<p>Read about the effects of natural disasters on the lives of people from newspaper reports/internet etc.</p> <p>Identify and read factual information from text and differentiate from opinion</p> <p>Compile information from resource person for reading</p> <p>Identify details from text</p> <p>Focus on comparative adjectives and adverbs</p>	<p>Compile notes taken in a form for reading</p> <p>Write paragraphs highlighting positive effects of natural disasters</p> <p>Write complex sentences</p> <p>Use punctuation marks appropriately</p> <p>Write a report for the country's newspaper on the effects of any disaster</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Read aloud</li> <li>➤ Questioning</li> <li>➤ Discussion</li> </ul>

	Use dictionary to find meaning of unknown words		
Read poems and sing songs about natural disasters  e.g. 'David blow down whole Roseau'	Read and interpret poems  Identify tone, feeling, message of the author 's message, tone, rhyme and rhythm and their effectiveness in text  Differentiate between similes and metaphors and their effectiveness	Compile a scrapbook  Compose songs/raps using familiar tunes Write and rewrite poems	

## Grade 5 Term 3 Unit 2 Theme 6: Our Changing Planet - Preparing for disasters

## Sample Activities

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Discuss how the country prepares for a disaster</p> <p>Listen to a talk from resource person from the disaster preparedness committee</p> <p>Ask questions to obtain and clarify information</p> <p>List orally items needed in preparation for e.g. a hurricane</p>	<p>Read information from country's newspaper or magazine on how the country prepares for a disaster</p> <p>Read text e.g. <b>'Hurricane Coming' Lang. Tree 4 pg. 76</b></p> <p>Make inferences and prediction Support answers with evidence from text</p> <p>Make personal connections</p> <p>Focus on: adjectival and adverbial phrase -indefinite pronouns with the correct verb e.g. everyone, someone, somebody -direct and reported speech</p> <p>Use spelling strategies to spell words</p>	<p>Compile a report about the country's or family preparation for a disaster</p> <p>Write a letter e.g. to the government or disaster committee telling how disaster any preparations can be improved</p> <p>Write telling someone from another country about your country's preparation for any disaster</p> <p>Design a poster giving important information before, during, after a hurricane</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Literary devices</li> <li>➤ Make prediction/inferences</li> <li>➤ Making connection</li> <li>➤ Author's message</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Relative pronoun</li> <li>➤ Indefinite pronoun</li> <li>➤ Direct and reported speech</li> <li>➤ adjectival&amp; adverbial phrase</li> <li>➤ preposition</li> <li>➤ subject verb agreement</li> <li>➤ present tense</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Advertisement</li> <li>➤ Poem</li> <li>➤ Letter</li> <li>➤ Poster</li> <li>➤ Report</li> <li>➤ Write in diary</li> </ul>
<p>Talk about how the family prepares for a disaster e.g. hurricane</p> <p>Role play what occurs in a family before and during a disaster</p>	<p>Read text <b>"Hurricane Allen' Reading &amp; Writing Everyday 5 pg. 45</b></p> <p>Identify details about disaster preparation</p> <p>Focus on: text written e.g. in a diary -sequencing activities -making predictions and inferences -adjectives and prepositions -subject verb agreement -use of the present tense</p> <p>Identify elements of literary devices e.g. rhymes, rhythm, similes, personification and their effectiveness</p>	<p>Write information in a diary form in sequence using time and events</p> <p>Write a letter telling of an experience before and during a storm</p> <p>Choose a suitable audience to write to</p> <p>Write a poem telling about an experience during a storm. Use adjectives, similes, personification</p>	<p><b><u>Vocabulary/ word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Spelling strategies</li> <li>➤ Words relating to theme</li> <li>➤ Similes</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Read aloud ads. /poems</li> </ul>



	in the text		➤ Ask questions ➤ Listen critically ➤ Discussion
<p>Listen to and discuss various advertisements about preparation for any disaster</p> <p>Talk about the dangers of ignoring disaster warnings</p> <p>Read poems</p> <p>Make valued judgment about ads</p> <p>Recite the poem/advertisement using proper tone and clarity</p> <p><b>e.g. "Hurricane" Lang. Tree 3 pg. 121</b></p>	<p>Read content of advertisements</p> <p>Identify important details Focus on specific words that are meant to persuade Identify author's message</p> <p>Focus on phrases and sentences Focus on direct speech and quotation marks</p>	<p>Write an advertisement persuading people in a country to prepare for a disaster</p> <p>Write a poem about preparation for a natural disaster</p> <p>Create a flyer giving information on preparation for a disaster</p>	

Assessment	Resources

## Appendix

**GOOD HYGIENE**

A funny thing happens,  
as we get a little older....  
we get a little stronger,  
and smell a little bolder!

So we use deodorant,  
and bathe everyday....  
and put on clean clothes,  
so the smell goes away!

We need to brush our teeth,  
and learn how to "floss"....  
it prevents bad breath,  
and possible tooth loss!

We practice "good-hygiene" habits,  
it's easier than it seems.....  
it's all part of growing-up,  
and building "self-esteem"!

**Coach Akren**

**Life's Choices  
by Rose**

Life is full of choices  
Make sure you pick the right one  
Don't listen to the voices  
Hear only yours and you have won

Many people will tell you  
You need to change your looks  
Don't take to heart their view  
Fabulous bods are found only in books

There is only one voice  
That you should listen to  
It will help make the right choice  
That is perfect just for you

Your looks are your own  
Someone will always love you  
You will never be alone  
Look in the mirror and you'll see who

## Island In the Sun

**Artist: Harry Belafonte**

This is my island in the sun  
Where my people have toiled since time begun  
I may sail on many a sea  
Her shores will always be home to me

### CHORUS

Oh, island in the sun  
Willed to me by my father's hand  
All my days I will sing in praise  
Of your forest, waters, your shining sand

As morning breaks the heaven on high  
I lift my heavy load to the sky  
Sun comes down with a burning glow  
Mingles my sweat with the earth below

### CHORUS

I see woman on bended knee  
Cutting cane for her family  
I see man at the waterside  
Casting nets at the surging tide

### CHORUS

I pray the day will never come  
When I can't awake to the sound of drum  
Never let me miss carnival  
With calypso songs philosophical

## The Town Child

I live in the town in the street;  
It is crowded with traffic and feet;  
There are buses and motors and trams;  
I wish there were meadows and lambs.

The houses all wait in a row,  
There is smoke everywhere I go.  
I don't like the noises I hear-  
I wish there were woods very near.

There is only thing that I love,  
And that is the sky far above,  
There is plenty of room in the blue  
For castles of clouds and me too!

CHORUS	
<p style="text-align: center;"><b>LITTER RAP</b></p> <p>A little bit of litter          Makes a great big mess          A little bit of litter          Is an eyesore, I confess.</p> <p>People throwing rubbish          They toss it from their car.          I would like to pick them up          And throw them on a star!</p> <p>Children drop their wrappers          I see them everyday.          I hate to see them do it          'Cos the mess don't go away.</p> <p>Litter on the beach          It floats in from the sea          From ships and boats I guess          Well bin it! That's my plea.</p> <p>How come people see it          As someone else's job          To tidy up the litter?          It makes me want to sob.</p> <p>Rubbish in the bin          That's all we have to do.          Recycle what we can          By many, not a few.</p>	<p>Grandma she's so good          She reuses what she can          She teaches me 'Be careful          Don't be wasteful, little man'</p> <p>Our lovely world keeps turning          It's beautiful and bright          But we need to do our bit          To keep the rubbish out of sight.</p>

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<p><b>Dirty Dilly Dinosaur</b></p> <p>Dilly didn't wash. Dilly didn't brush his teeth either. Dilly just got dirtier and dirtier and dirtier. He played in the dirt all day. In the evening, Father called him in.</p> <p>'Now Dilly,' said father. 'Are you going to have a shower tonight or not?'</p> <p>Dilly looked disgusting. There was food all around his mouth and down his front, and his teeth looked dreadful. But he still didn't want to have a shower.</p> <p>'Okay Dilly, said Father. 'Have it your way. No shower tonight. But you'll be sorry!' Dilly just smiled.</p> <p>The next day, Dilly's best friend, Dixie was coming to play. Dixie loved water – but dilly didn't want anything to do with it! He wanted Dixie to play his new favorite game – rolling in the dirt.</p> <p>Dixie didn't want to. After awhile she began to look at Dilly in a strange way. She looked and she looked and she looked and she looked. And she sniffed too.</p> <p>'Dilly,' she said, 'you look very funny. You're all dirty.'</p> <p>Dilly smiled proudly. Dixie didn't smile</p> <p>'Dilly, you're smelly too' she said 'and I don't want to play with you today.' Dilly stopped smiling</p> <p>Not long after Dixie said she wanted to go home. Dilly didn't say anything – but he had a strange look on his face.</p> <p>That evening, Mother called him in. She didn't say anything about showers, or dirt or washing. It was Dilly himself who brought up the subject.</p> <p>'About water,' he said all of a sudden.</p> <p>'Yes Dilly,' said Mother.</p> <p>'I think its all right. I've decided I like it again.'</p> <p>'Oh really?' was all that Mother said.</p> <p>'In fact, water is my favorite thing.' said Dilly. 'Could I have a shower – <i>right now?</i>'</p>	<p><b>Tropical Rain Forest</b></p> <p>A tropical rain forest is an amazing place. Thousands of different kinds of plants and animals make their home there. Some are not found anywhere else in the world. If the rain forests are not protected, some species of plants and animals could disappear forever taking their resources with them.</p> <p>Scientists have known for a longtime that medical cures can come from plants. The rain forest is the perfect habitat for many diverse types of plants. They compete for space, sunlight, water and nutrients. The plants that survive are strong and hardy. They also contain many types of chemicals. These chemicals are part of plants' defense system. They can help protect it from fungus, bacteria, insects, disease and other threats. Experts believe that some of these chemicals might be useful to human beings too.</p> <p>The native people of the rain forests have healers who help those who are sick. For hundreds of years they have known which leaves, roots and berries can be used to treat different illnesses.</p> <p>Western scientists have begun working with these native healers. They learn about different plants, cures, and treatments. Then, they can perform tests on these plants to see what chemicals they contain and how they might be useful. When they do find something important, it goes through more and more tests. Lots of experiments must be done over a long period of time before something can be safely sold as a drug. Scientists want to be sure that it works and that the risk of using it isn't too high.</p>
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Mother looked at him very hard, trying not to smile. 'Okay Dilly,' she said at last. 'Have it your way.'

American scientists have set up labs in the countries where the rain forests are. They do studies and research there. They also hire scientists and workers who live in these countries to help them. This allows the local people to benefit from rainforest research. They can make money from the rainforests without destroying it, which is very important. If the rainforest is valuable to them, they will help protect it. The more people who are trying to conserve the rainforests, the better. Just imagine the cures that might be found there.