

# GRADE 6

# CONTENT PAGE<sup>1</sup>

Acknowledgements .....	2
Introduction .....	3
Curriculum Guide Overview .....	4
Note to the teachers .....	5
Terms used in the Guide .....	6
General Learning Outcomes for Grade 6 .....	7
<b>Success Criteria</b> .....	8-14
Year summary .....	15
<b>Term 1 Themes</b> .....	16
Unit 1- Theme 1 <b>Tourism is Everybody’s Business</b> .....	17-25
Unit 2 Theme 2 <b>Sports</b> .....	26-34
<b>Term 2 Themes</b> .....	35
Unit 1- Theme 3 <b>Adventure With Books</b> .....	36-44
Unit 2- Theme 4 <b>Traditional Pastimes</b> .....	45-53
Appendix .....	54

## ACKNOWLEDGEMENT

The Curriculum Development Unit is grateful to the following for their contribution in the development of the New Grade 5 Language Arts Curriculum Guide.

Mr. Nicholas Goldberg (SEO Curriculum Measurement & Evaluation Unit) John Bleau (consultant), Monlight Nanthan & Ernie Jno Finn - Learning Support advisors, Ms Cynthia White – EO Language Arts

Members of the Language Arts sub-committee who assisted in the writing and editing of the Language Arts Curriculum:

Jeanette Carriere	Roosevelt Douglas Primary	I
Anita Williams	St Martin Primary	
Nadia Prevost -	Wesley primary	
Rosemund Ismael	Mahaut Primary	
Jacinta Marcellin	Penville Primary	
Mitchelin Bruno	Atkinson Primary	
Davina Dupigny	Paix Bouche Primary	
Joyce Celestine	Roseau Primary	
Helen Hector	Newtown Primary	

Secretaries of the unit

Shermine Bardouille – Coordinator of the Grade 6 Language Arts Curriculum Guide (2010)

## 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 6

<b>Listening and speaking</b>	<b>Reading</b>	<b>Writing</b>
<p><b>COMMUNICATING PERSONAL IDEAS, EXPERIENCES &amp; FEELINGS</b></p> <ul style="list-style-type: none"> <li>➤ Locate and exchange information, ideas, opinions and feelings independently in group and class discussions confidently on a variety of topics and issues.</li> </ul>	<p><b>MAKING MEANING AT TEXT LEVEL</b></p> <p>Undertake simple research that involves reading visuals, print, multi-media texts for different purposes and communicate the information through oral, visual, print and electronic texts.</p>	<p><b>PRODUCE PERSONAL TEXT</b></p> <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>
<p><b>PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b></p> <ul style="list-style-type: none"> <li>➤ Use sounds, words and grammar of IAE to create and interpret different oral texts for a variety of media, purposes and audiences.</li> </ul>	<p><b>MAKING MEANING USING CONTEXT</b></p> <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 6 classes and relate to own life</li> </ul>	<p><b>PRODUCING TEXTS FOR DIFFERENT PURPOSES &amp; AUDIENCES</b></p> <ul style="list-style-type: none"> <li>➤ Develop organize and write a variety of texts for different purposes and audiences with attention to clarify, legibility and enhanced presentation.</li> </ul>
<p><b>COMMUNICATING FOR DAILY LIVING</b></p> <ul style="list-style-type: none"> <li>➤ Use questions, instructions and messages and explanations to collect, present and respond to information in IAE in class and school.</li> </ul>	<p><b>MAKING MEANING AT WORD LEVEL</b></p> <ul style="list-style-type: none"> <li>➤ Use context clues, phonic and sight recognition skills to read Grade 6 sight words including some personally significant and high frequency words</li> </ul>	<p><b>TRANSFERRING DATA</b></p> <ul style="list-style-type: none"> <li>➤ Transfer data in written texts, used in Grade 6 from one form into another and share with others to evaluate their effectiveness.</li> </ul>
<p><b>DEVELOPING A POSITIVE ATTITUDE TO ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>➤ Listen, respond, perform, create, and discuss a wide range of literary texts.</li> </ul>	<p><b>DEVELOP POSITIVE ATTITUDE TO READING</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate and evaluate a wide range of literature and informative texts both within and outside their personal experiences.</li> </ul>	<p><b>DEVELOP POSITIVE ATTITUDE TO WRITING</b></p> <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>
<p><b>LISTENING AND SPEAKING ACROSS THE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>➤ Use vocabulary and grammar of Grade 6 subjects to talk, think, solve problems, process &amp; use information for learning across the curriculum.</li> </ul>	<p><b>READING ACROSS THE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>➤ Read and view Grade 6 text to think, reason, solve problems, process and use information for learning across the curriculum.</li> </ul>	<p><b>PRODUCING TEXTS ACROSS THE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>➤ Use vocabulary and grammar of Grade 6 subjects to talk, think, solve problems, process and use information for writing across the curriculum</li> </ul>

**Grade 6 Success Criteria    Reading/Viewing**

<b>Comprehension</b>	<b>Comprehension</b>
<p>Identify the theme in fiction and nonfiction, understanding that theme refers to the lesson, moral or meaning of a selection whether it is implied or stated</p> <p>Understand how structural features make information accessible and usable e.g. <i>illustration, charts, graphs, captions, diagrams, tables, glossaries, indexes, chapter, headings, titles, table of content, copy right, hyperlinks, side bars</i></p> <p>Identify and analyze structural patterns found in texts e.g. compare and contrast, cause and effect, sequential or chronological order, proposition and support</p> <p>Identify the speaker in a text and recognize the difference between first and third person narration e.g. autobiography compared with biography</p> <p>Read selections from newspapers (editorials, lead articles) magazines and web based materials to understand the main focus and to identify instances of bias</p> <p>Identify the main idea in an expository selection and determine the subordinate ideas presented to support the main point</p> <p>Use various comprehension strategies to overcome misunderstandings during reading</p> <p>Identify various elements of style – including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences – and explain how they help communicate meaning</p>	<p>Identify and use ideas/information at the            -literal level <i>e.g. character traits, cause and effects, relationships, sequence of events</i>            -inferential level <i>e.g. infer meanings that go beyond what is stated, opinions, predicting outcomes</i>            -critical level <i>e.g. judge the merits or accuracy of information providing the evidence to support facts</i></p> <p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p>Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts</p> <p>Interpret texts using stated and implied ideas to support their interpretations</p> <p>Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Make judgments and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views</p> <p>Use library resources and the electronic media to find information for reports</p> <p>Automatically read and understand most words in a range of reading contexts (<i>e.g., words from oral vocabulary and grade-level texts;</i></p> <p>Read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose</p> <p>Interpret media texts, using overt and implied messages as evidence for their interpretations</p>



**Grade 6 Success Criteria      Reading/Viewing**

<b>Comprehension</b>	<b>Comprehension</b>
<p>Describe in detail the main elements of some media forms (<i>e.g. scripts: cast of characters, acts, scenes, stage television talk show, host/hostess</i>)</p> <p>Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations</p> <p>Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts</p> <p>Interpret forms, labels, maps, tables and graphs</p> <p>Read grade level text from a variety of genres, in varying text formats and by different authors for a variety of purpose</p>	<p>Determine whose point of view is presented in a media text, -identify missing or alternative points of view, and, where appropriate, state whether the chosen view achieves a particular goal (<i>e.g., identify biases in two different media texts that focus on the same topic</i>)</p> <p>Identify values, attitudes and beliefs expressed in texts</p> <p>Recognize how poets manipulate words e.g. for the quality of sounds e.g. rhyme, rhythm, for their connotations, for multiple layers of meaning e.g. through figurative language, ambiguity</p> <p>Identify the persona of a poem</p> <p>Read aloud from a variety of genres e.g. plays, poems and use inflection and intonation appropriate to text read and audience</p> <p>Identify the speaker of a narrative</p> <p>Identify literary elements e.g. setting, plot, character, conflict, resolution, climax</p> <p>Analyze how messages, moods, feelings, and attitudes are conveyed in poetry</p> <p>Identify the qualities of a character e.g. courage, bravery, cowardice, ambition and analyze the effect these qualities have on the plot and the resolution of conflict</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>

## Grade 6 Success Criteria

Writing/Representing	Writing/Representing
<p>Use a journal for recording personal information</p> <p>Use words for their exact meaning and also for their connotative differences in their compositions</p> <p>Use new words learned to convey the intended meaning in writing</p> <p>Vary use of words in writing for clarity, exactness and interest</p> <p>Write a report e.g. of a simple experiment to show understanding of the process used and the result presented</p> <p>Write a composition of multiple paragraphs with inviting 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>Describe the main characteristics in a literary genres e.g. poetry, short story, drama etc.</p> <p>Write a book report on a selected text or any book read</p> <p>Write simple notices, announcements and thank you notes</p> <p>Use process strategy to develop and revise writing</p> <p>Use appropriate transition words and phrases between paragraphs</p> <p>Identify the topic, purpose, and audience for a variety of writing forms</p> <p>Gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources</p>	<p>Write from their point of view and other possible points of view;</p> <p>Compare and contrast ideas and information from two or three sources</p> <p>Take notes to record and organize relevant data, facts, and ideas</p> <p>Represent a scene from a story or a character in an art form</p> <p>Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing</p> <p>Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary(revising and editing)</p> <p>Write longer and more complex texts using a wide range of forms e.g. <b>autobiography, report, narrative, argumentative, persuasive</b></p> <p>Establish a distinctive voice in their writing appropriate to the subject and audience (<b>e.g., use punctuation, dialogue, and vivid language to create a particular mood or tone</b>)</p> <p>Use some vivid and/or figurative language and innovative expressions to enhance interest (<b>e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order</b>)</p> <p>Use different genres as models to write e.g. short extracts, alternative endings, using appropriate conventions, language</p> <p>Produce a variety of <b>media texts</b> for specific purposes and audiences, using appropriate forms, conventions, and techniques (<b>e.g., a review of a television program, a mock television broadcast, a computer-generated cover design, including special fonts, to enhance a published piece of writing</b>)</p>

## Grade 6 Success Criteria

Writing/Representing	Writing/Representing
<p>Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas</p> <p>Recognize how the author uses literary devices, such as simile, symbolism, metaphor, and personification, to create meaning and use as a model to enhance writing</p> <p>Support ideas with examples, definitions, analogies, and direct references to the text, with assistance</p> <p>Present writing using:  <i>-correct cursive forms</i>  <i>-headings, margins, spacing</i>  <i>-paragraph indentation, letter format</i>  <i>-upper and lower case</i></p> <p>Write entries in journals on a range of topics e.g. responses to literature, dialogue with peer or teacher, learning logs</p> <p>Follow publishing process and write stories and construct a book</p> <p>Use examples of literary devices, such as rhythm, rhyme, simile, and personification</p> <p>Establish a consistent point of view in their writing (e.g., first or third person)</p> <p>Use appropriate formats, conventions and language features when writing a variety of text types, e.g. <i>journals, e-mails, letters, reports,</i></p> <p>Use appropriate cohesive devices, e.g. <i>also, at last, because, however, therefore</i></p>	<p>Describe in specific detail the topic, purpose, and audience for media texts they plan to create, and identify challenges they may face in achieving their purpose</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 (<i>e.g., a mock television, radio, or newspaper announcement to inform students about a school-related issue</i>)</p> <p>Maintain a writing portfolio that includes literary, interpretive, and responsive writing</p> <p>Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing</p> <p>Vary sentence structure e.g. (simple, complex, compound) to create interest and effectiveness in writing</p> <p>Use the traits of writing to write a variety of clear, focused <b>writing</b> for a range of purposes and audiences e.g.      – clearly developed <b>ideas</b> by using effective supporting details, explanations, comparisons, and insights      – <b>sentence fluency</b> through sentence variety and lengths with increasing rhythm and flow      – effective <b>word choice</b> through the use of an increasing number of new, varied, and powerful words      – an honest <b>voice</b>      – an <b>organization</b> that is meaningful, logical, and effective, and showcases a central idea or <b>theme</b> identifying an audience, <b>genre</b>, and <b>form</b></p> <p>Analyze examples of successful writing and representing in different <b>forms</b> and <b>genres</b></p> <p>Use <b>graphic organizers</b> to record information</p>

## Grade 6 Success Criteria

Language Structure	Language Structure
<p>Distinguish between sentences that are spoken in Standard English, Creole and other Creole influenced vernaculars,</p> <p>Use regular and irregular verbs correctly in sentences</p> <p>Use appropriate coordinating conjunction to link clauses</p> <p>Use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: <b>commas to separate words in a list or after an introductory word or phrase, in dates addresses etc; quotation marks in dialogue; and some uses of the colon, semi-colon, hyphen, exclamation mark and brackets</b></p> <p>Use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns (e.g., <b>I, me</b>) indefinite pronouns (e.g., <b>someone, nobody</b>); conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses</p> <p>Create complex sentences by combining phrases, clauses, and/or simple sentences (e.g., combine several simple sentences to create a complex sentence e.g. <b>“Nora left the house. She was heading for the market. She didn’t want to be late.”</b> - To <b>“Not wanting to be late, Nora left the house and headed for the market.”</b></p> <p>Use subject/verb agreement with collective nouns</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 and collective nouns (e.g., <b>courage, hope</b>); collective nouns (e.g., <b>flock of birds</b>);</p> <p>Use adjectives and adverbs including          -comparative and superlative adjectives          -adverbs modifying verbs (e.g., <b>when, where, how</b>)          -comparative adverbs (e.g., <b>faster, slower</b>)</p> <p>Use the reflexive pronouns “myself, ourselves, yourself, yourselves, himself, herself, itself, oneself, themselves”</p> <p>Use the reciprocal pronouns “each other, one another”</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</p> <p>Use the general determiners “a few, a little, both, each, enough, several, too many, too much, plenty of, another, other”</p> <p>Use the simple present, past and past continuous tense</p>

## Grade 6 Success Criteria

Language Structure	Language Structure
<p>Distinguish between Creole and Standard English usage according to place and circumstances and between formal and informal usage</p> <p>Use the indefinite pronouns “<b>someone, anyone, everyone, no one, somebody, anybody, everybody, nobody, something, anything, everything, nothing</b>” to refer to people, events and objects in a general and indefinite way and with the correct verb</p> <p>Use the present perfect tense to relate past events to the present</p> <p>Use the future tense to talk about future events, actions and processes</p> <p>Use the modals “<b>can, could, may, might, must, ought, shall, should, will, would</b>”</p> <p>Correctly uses modifiers e.g. words that describe, limit or qualify another word: well/good:</p> <p>Use the relative pronouns “<b>which, who, that, whose, where</b>”</p>	<p>Use adverbs or adverbial phrases to express degree and frequency, describe manner, express time and general practice</p> <p>Use prepositions or prepositional phrases</p> <p>Use 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 “<b>because, since, although, so, so that, when, while, therefore, first, next, then, if, unless, either... or, neither... nor</b>”</p> <p>Correctly use verbs that are often misused e.g. <b>lie/lay, sit/set, raise/rise,</b></p>

## Grade 6 Success Criteria

Vocabulary/Word Study	Vocabulary/Word Study
<p>Interpret and use words used figuratively and in literary selections</p> <p>Use a thesaurus to determine the differences in meanings of related words such as synonyms and antonyms</p> <p>Vary use of words to create interest (avoid using one word or a limited set of words over and over)</p> <p>Predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <b>prefixes, suffixes, base words, context clues, phrases, sentences, word order, words within larger words, syllables within longer words,</b></p> <p>Spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling and apply knowledge of spelling rules and exceptions</p> <p>Demonstrate knowledge and explains shades of meaning in related words e.g. <b>softly, quietly,</b> and levels of specificity/relationships among grade appropriate words e.g. <b>atom/cell/plant/living thing</b></p> <p>Use words commonly mis-spelt and confused</p> <p>Spell correctly roots or bases of words, suffixes and prefixes, contractions, syllable construction and common homophones e.g. <b>two, to, too, where, wear, weather, whether, there, their, they're, choose, shoes, through, threw, its, it's</b> and words with more than one acceptable spelling e.g. <b>colour, color, advisor, adviser</b></p>	<p>Spell phonetically irregular words e.g. rough, cough, through</p> <p>Build words formed from other known words and words and from awareness of the meaning or derivations of words</p> <p>Identify mis-spelt words in own writing</p> <p>Collect and explain the meanings and origin of proverbs</p> <p>Use irregular phonetic elements e.g. <b>ph, pn, u, y</b></p> <p>Use root words, prefixes and suffixes to identify and arrive at meanings</p> <p>Identify and use inflection endings e.g. <b>ing, ed, ly, es</b></p> <p>Determine the meaning of unfamiliar words by using dictionaries, glossaries, and other print resources, including electronic resources</p> <p>Recognize the origins and meaning of frequently used foreign words in English and use these words accurately in speaking and writing</p> <p>Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections across the subject areas</p> <p>Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections across the subject areas</p> <p>Use advance syllabication principles to determine basic units of words e.g. <b>sin/gle, ma/chine, hap/pen</b></p>

**GRADE 6 YEAR SUMMARY**

<b>Term</b>	<b>Themes</b>	<b>Topic</b>	<b>Duration</b>
<b>1</b>  September – December	<b>Tourism is Everybody’s Business</b>	<ul style="list-style-type: none"> <li>➤ Tourism &amp; the environment</li> <li>➤ The pros and cons of tourism</li> <li>➤ Getting everyone involved</li> </ul>	<b>6weeks</b>
	<b>Sports</b>	<ul style="list-style-type: none"> <li>➤ Sports in my country</li> <li>➤ Regional and international sports</li> <li>➤ Outstanding sports personalities</li> </ul>	<b>6 weeks</b>
<b>2</b>  January – March/April	<b>Adventure with books</b>	<ul style="list-style-type: none"> <li>➤ Different reading genres</li> <li>➤ Meet the authors</li> <li>➤ Using information from books</li> </ul>	<b>6 weeks</b>
	<b>Traditional Pastimes</b>	<ul style="list-style-type: none"> <li>➤ Recreation with peers</li> <li>➤ Recreation in the family</li> <li>➤ Traditional tales</li> </ul>	<b>6 weeks</b>
<b>3</b>  April – July	Teachers are free to create their own themes in a similar manner as the previous terms.		

**Grade Six**

**Language Arts**

**Term 1**

**Unit 1**

**THEME 1: Tourism is Everybody's Business**

**Duration: Six Weeks**

**Topics**

- Tourism & the environment
- The pros and cons of tourism
- Getting everyone involved

**Unit 2**

**THEME 2: Sports**

**Duration: Six Weeks**

**Topics**

- Sports in my country
- Regional and international sports
- Outstanding sports personalities



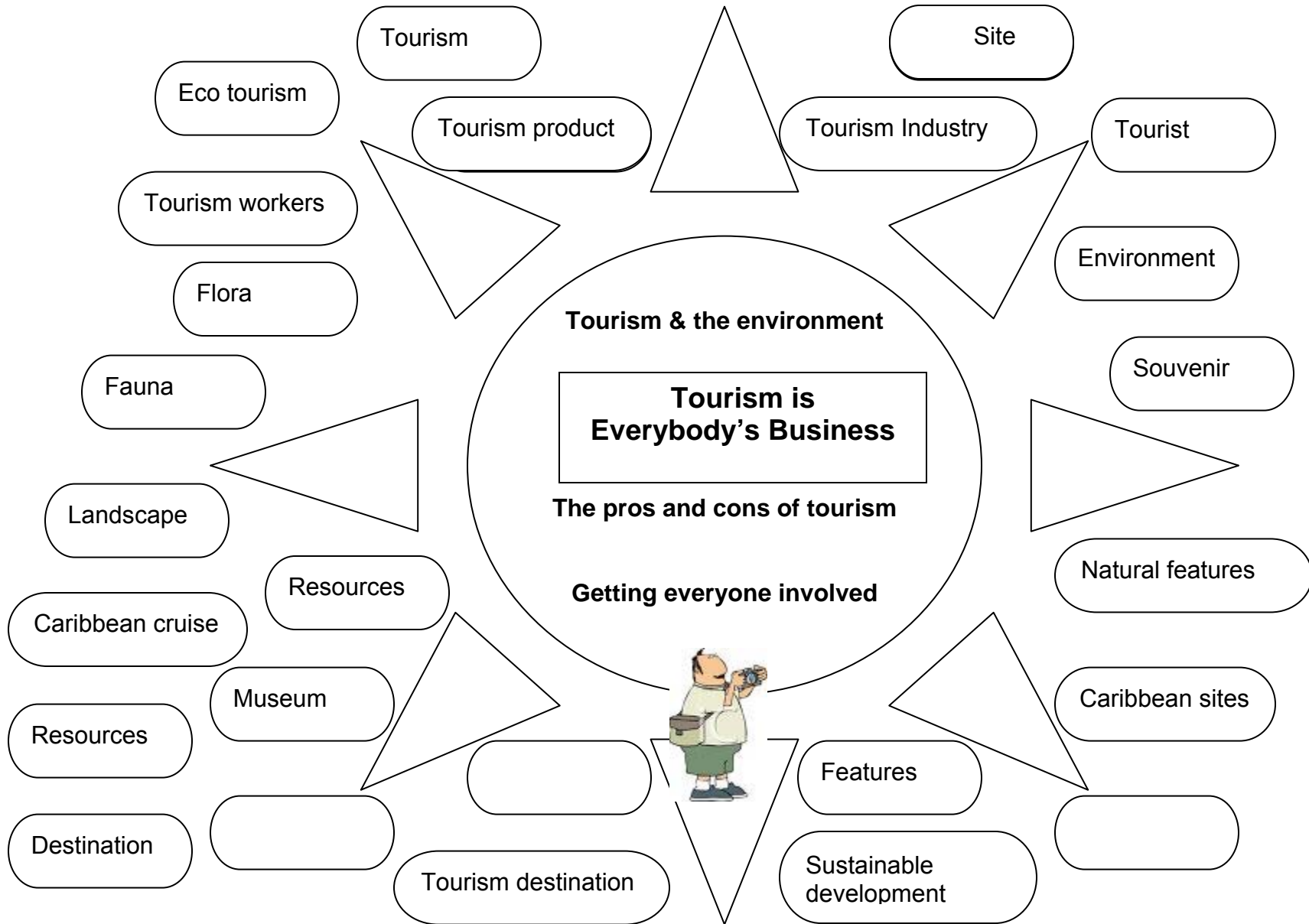
Term 1 Unit 1 Theme: **Tourism is everybody's Business**

## Topics:

- Tourism and the environment
- The pros and cons of tourism
- Getting everyone involved in tourism

Tourism is one of the world's fastest growing industries and is a major source of income for many countries in the world including our country Dominica. Teaching pupils about tourism raises their perceptions of the impact they can have on their environment and how they need to take personal responsibility for their local communities and country. Throughout this unit it is hoped that students will not only understand the importance of the industry but also recognize the opportunities that it may provide for them. Pupils will be enlightened on the different concepts related to tourism as they read, listen and view various sources of information related to tourism. They will also develop their oral and writing skills as they represent the various thoughts, ideas, and feelings of tourism in various creative and innovative ways.

### Key concepts and vocabulary



<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss the concept "tourism industry"</p> <p>Talk about the reasons for tourist coming to their country</p> <p>Take a field trip and talk about features in the environment tourists are attracted to</p> <p>Identify and discuss features on a map of the island</p> <p>Discuss a brochure on Dominica <i>Lang. Tree 5 pg. 78</i></p>	<p>Locate tourist attraction site on a map Read brochure/text e.g. <i>Lang. Tree 5 pg. 78</i> Identify details, make inferences, follow directions</p> <p>Focus on prepositions/prepositional phrase &amp; adjectives</p> <p>Identify facts and opinion</p> <p>Spell and find meaning of words in text relating to tourism e.g. flora, fauna, museum, etc.</p> <p>Use dictionary for proper pronunciations</p>	<p>Compile a scrap book on tourist sites in your country and give vivid description</p> <p>Write direction for a tourist to an attraction site in your country</p> <p>Use propositions in writing</p> <p>Create and design a brochure "What to do in Dominica"</p> <p>Design a travel poster or brochure advertising your country. Make sure the brochure is colorful, attractive, and neatly put together.</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Identify details</li> <li>➤ Inferences</li> <li>➤ Facts and opinion</li> <li>➤ Make valued judgment</li> <li>➤ Text structure</li> <li>➤ Analyze and interpret</li> <li>➤ Identify audience, author's purpose, tone,</li> <li>➤ Highlight bias</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Preposition</li> <li>➤ Past tense of verbs</li> <li>➤ Adjectives, adverbs</li> </ul>
<p>Discuss researched information about tourist attractions in other Caribbean islands</p> <p>Role play a tourist asking for information from a local person about any tourist site in the Caribbean</p> <p>Give reviews about any Caribbean island visited and give clear description</p>	<p>Read information researched and highlight facts about Caribbean islands</p> <p>View documentary on the Caribbean islands and compare and contrast information</p> <p>Read texts e.g. <i>Reading &amp; Writing Everyday 4 pg. 1 &amp; 6</i></p> <p>Make valued judgments, identify details, make use of imagery</p> <p>Focus on: the structure of a letter -past tense of verbs -specific words and phrases that describe feelings e.g. bubbling with anticipation, elated</p> <p>Spell specific words related to sites, e.g. Pitons, Kaieteur, etc.</p> <p>Identify synonyms for words used</p>	<p>Complete a project on tourism sites in the Caribbean use pictures, word processor to enhance writing</p> <p>Write a dialogue between e.g. a tourist and a tour guide</p> <p>Write a persuasive letter or email inviting someone to visit your country. Use appropriate punctuation and choice of words</p> <p>Write a response to the letter read. Use appropriate words to show feelings</p> <p>Write an essay based on a place of interest in the Caribbean you would like to visit and why</p> <p>Use paragraphing to organize ideas and information</p>	<p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Words relating to tourism</li> <li>➤ Words that describe feelings</li> <li>➤ Synonyms</li> <li>➤ Form adjectives from nouns</li> <li>➤ Context clues</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Scrap book</li> <li>➤ Brochure</li> <li>➤ Letter, email,</li> <li>➤ Expository/persuasive essay</li> <li>➤ Advertisement</li> <li>➤ Poems, songs, jingles</li> </ul>

<p>Read aloud advertisement using proper tone, diction, fluency etc. promoting the Caribbean as a tourism destination</p> <p>Listen to and view ads presented through different media, and form an opinion about the information</p> <p>Present jingle or advertisement written by acting out the advertisement or singing the jingle,</p> <p>Participate in a discussion on the topic "tourism through my eyes"</p>	<p>Read, analyze and interpret advertisement e.g. <b>Reading and Writing Everyday 5 pg22</b> Identify the audience, authors purpose, tone, type of writing, details</p> <p>highlight any bias in the text Identify facts and opinion</p> <p>Identify the use of adjectives, adverbs and exclamation marks</p> <p>Form adjectives from nouns and focus on the meaning</p> <p>Identify unknown words and find meaning using context clues</p>	<p>Write an advertisement promoting your country or the Caribbean region</p> <p>Use pictures vivid verbs adjectives and adverbs</p> <p>Write a poem highlighting environmental features in the Caribbean</p> <p>Write a persuasive essay persuading someone to come to visit your island or the Caribbean (focus on environmental features to persuade visitor)</p> <p>Write an article "tourism through my eyes"</p> <p>Write a radio jingle or television advertisement telling people why they should come visit your country/Caribbean. Make it catchy!</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Participate in discussion</li> <li>➤ Role play</li> <li>➤ Read aloud</li> <li>➤ Sing songs, raps,</li> </ul>
--	---	---	---

## Sample activities Theme: Tourism is Everybody's Business - The Pros and Cons of Tourism

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss “<b>tourism and sustainable development</b>”</p> <p>Discuss researched information on the benefits of tourism to the country</p> <p>Dramatize different scenarios e.g. showing how a small amount of money can make more money through tourism</p> <p>Interview persons who benefit directly from tourism e.g. vendors, hoteliers, taxi-drivers and ask questions about the benefits derived</p>	<p>Read newspaper articles, view documentaries about the benefits of tourism on different aspects in the country e.g. <b>infrastructure, economy, environment, people</b></p> <p>Develop an understanding of the concepts: <b>sustainable, infrastructure, economy, eco tourism</b></p> <p>Read text e.g. <b>Reading and Writing Everyday 5 pg. 19</b></p> <p>Focus on the use of subject verb agreement</p> <p>Use the QAR strategy to make meaning of text</p> <p>Use syllabication to identify unknown words and any suitable spelling strategy to spell the words</p>	<p>Draw a poster depicting the movement of the tourist dollar</p> <p>Write “how tourism benefit the _____ in the country ( people &amp; culture, environment, infrastructure or the economy</p> <p>Write drama scripts</p> <p>Use correct tense in writing</p> <p>Write a report based on information gathered from interview</p> <p>Write questions for interview</p> <p>Use paragraphing to organize ideas and information</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ QAR</li> <li>➤ Facts and opinion</li> <li>➤ Point of view</li> <li>➤ Make valued judgment</li> <li>➤ Draw conclusion</li> <li>➤ Critique</li> <li>➤ Evaluate</li> <li>➤ Main idea</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Subject/verb agreement</li> <li>➤ Adverbs</li> <li>➤ Transitional words</li> <li>➤ Punctuation</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Root word</li> <li>➤ Meaning of words/concepts related to theme</li> </ul>
<p>Invite a resource person to talk about the negative side of tourism</p> <p>Question resource person for information and clarifications</p> <p>Have role plays to bring out negative aspects with solutions</p>	<p>Read text e.g. <b>Tourist Good or Bad? (see appendix)5</b></p> <p>Identify facts and opinion, point of view</p> <p>Make valued judgment, draw conclusion</p> <p>Focus on adverbs &amp; transitional words</p> <p>Spell and find meaning of words relating to theme e.g. souvenir, habitat, endangered etc</p> <p>Use knowledge of root words to assist in finding meaning of words</p>	<p>Design leaflets that could be given to tourists or notice boards to be displayed at vulnerable sites, to ask visitors to avoid damaging the environment.</p> <p>Write an essay on the pros and cons of tourism in your country</p> <p>Draw a poster to show how tourism can affect the environment</p> <p>Write a letter to a tourist to inform him/her how his/her actions affect your country</p> <p>Write a poem on the negative aspect of tourism</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Drama script</li> <li>➤ Write questions</li> <li>➤ Essays - expository, compare and contrast,</li> <li>➤ Poster</li> <li>➤ Letters, poems</li> <li>➤ Write solutions</li> <li>➤ Research</li> <li>➤ Writing portfolio</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Interview</li> <li>➤ Read aloud</li> </ul>

		Write letters of invitation and thank you notes to resource person Write for a wide variety of audiences	➤ Impromptu speech
Interview a resource person about what can be done to lessen the negative impact of tourism Discuss and give opinions to solutions to the problems Use the rules of conversation such as avoiding interrupting and responding respectfully Participate in impromptu speech and/ debate	Read editorials from newspaper articles and the internet on the pros/cons of tourism Identify the main idea, audience Focus on transitional words View a film/documentary depicting negative/positive aspects of tourism Make judgment, critique and evaluate content Identify points of view from media texts	Write solutions to the government re the negative side of tourism Write to explain how the country benefits from tourism Organize information for a debate using at least 3 sources of information Write to chosen/specific audience Write a script with illustrations for a television program Maintain a writing portfolio	

Sample activities Theme: Tourism is Everybody's Business - Getting Everyone Involved in Tourism

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>List all the workers and persons who benefit directly from the tourism industry and talk about what they do and how they benefit</p> <p>Have groups choose a specific set of workers/people to discuss ways they can improve tourism</p> <p>Give oral presentations to larger group in a clear coherent manner using IAE</p> <p>Conduct a clean up campaign of the environment and share experiences</p>	<p>Read articles on the newspaper or internet on how people can get involved in tourism e.g. <b>Douglas Outlines New Measures for Tourist Season (see appendix 3)</b></p> <p>Identify the main idea and supporting details, make inferences</p> <p>Focus on: the purpose of the text, the author, audience</p> <p>Use the question strategy to make meaning e.g. ask - <b>What were you able to picture in your mind? Who is the author? Why did the author share this information? What do you think about the author?</b></p> <p>Highlight words with double consonants and antonyms</p>	<p>Choose a specific worker or group of workers and write an article on how they can improve the tourism industry</p> <p>Write an article to a newspaper stating what can be done with vagrants. Choose an audience to write to</p> <p>Write about your experience in cleaning the environment</p> <p>Design a garbage bin</p> <p>Choose a worker and draw a poster or write an article on how that worker can contribute to tourism development in your community</p> <p>Write a summary to text read</p> <p>Use complex sentences in writing</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Main idea &amp; details</li> <li>➤ Inferences</li> <li>➤ Author's purpose, audience</li> <li>➤ Question strategy</li> <li>➤ Facts &amp; opinion</li> <li>➤ Find solutions</li> <li>➤ Draw conclusion</li> <li>➤ Using parts of a book</li> <li>➤ Research skills</li> <li>➤ Imagery</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Punctuation</li> <li>➤ Complex sentences</li> <li>➤ Adjectives/adverbs</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Double consonants</li> <li>➤ Words relating to theme</li> <li>➤ Antonyms</li> </ul>
<p>Discuss different tourism attractions found in various communities in the country and give opinions on how persons can personally assist in improving them</p> <p>Share how one can personally get involve in tourism by giving information through presentations in different ways e.g. using poems, drama, talking about pictures, posters,</p>	<p>View a video on different tourist sites e.g. beach, or workers e.g. vendors</p> <p>Identify details</p> <p>Focus on facts and opinion</p> <p>Make inferences, draw conclusion</p> <p>Identify solutions to problem situation in the video</p>	<p>Write a poem to encourage persons to participate in tourism activities</p> <p>Write a poem/essay entitled "<b>tourism is everybody's business play your part</b>"</p> <p>Write a report showing disgust for the present condition of e.g. a beach, hotel, vendors stall etc and state how the owner or tourism worker can make improvements</p> <p>Write a summary giving your opinion on</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Essay, report</li> <li>➤ Poster</li> <li>➤ Summary</li> <li>➤ Complex sentences</li> <li>➤ Poem</li> <li>➤ Compile notes</li> <li>➤ Design leaflets</li> <li>➤ Edit writing</li> </ul>

<p>videos,</p> <p>Use grammatically correct sentences when speaking</p> <p>Communicate ideas in a clear coherent manner</p> <p>Listen to critique presentations</p>		<p>the video viewed</p> <p>Develop a personal voice in writing that would enable a reader to get to know you</p> <p>Use appropriate words to bring out intentions</p> <p>Use correct punctuation in writing</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Oral presentation</li> <li>➤ Discussion, give opinion</li> <li>➤ Panel discussion</li> <li>➤ Interview</li> <li>➤ Asking questions</li> </ul>
<p>Conduct a mock television show with panelist</p> <p>Give different roles <b>e.g. farmer, vendor, news reporter, student, teacher, hotelier etc.</b> and conduct interview sessions focusing on how they can contribute to tourism development in their country</p> <p>Ask different levels of questions</p> <p>Read and discuss texts e.g. newspaper articles of previews left by tourist who visited any Caribbean island - for discussion (<b>see appendix 2&amp;3</b>)</p>	<p>Conduct research from different sources e.g internet, reference books, text books for panel discussion</p> <p>Read reviews left by visitors to the country (<b>see appendix 2&amp;3</b>)</p> <p>Identify: the author, author's purpose, and audience</p> <p>Identify the main idea and supporting details</p> <p>Focus on adjectives, adverbs</p> <p>Highlight specific words and use visual imagery to help bring meaning</p> <p>Use context clues to find meaning of words</p>	<p>Write questions for interview session</p> <p>Compile notes from research in an organize manner</p> <p>Write responses to reviews – choose audience to write to</p> <p>Write a review on e.g. a beach, hotel, a vendor stall or a country you etc your have visited</p> <p>Choose audience to write to</p> <p>Write sentences to illustrate the meaning of words and phrases</p> <p>Edit writing for correct conventions</p>	



<b>Assessment</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>➤ Compile a well labeled scrap book on tourism sites in the Caribbean</li> <li>➤ Design brochures, leaflets, posters,</li> <li>➤ Respond to text read, viewed, listened in any appropriate way</li> <li>➤ Create advertisements for radio and television</li> <li>➤ Speak and write in response to listening, reading and viewing text, videos, talks etc.</li> <li>➤ Use grammatically correct sentences when speaking</li> <li>➤ Speak with expression, volume pace appropriate the to topic, audience and purpose of communication</li> <li>➤ Do persuasive writing – advertisement, reports</li> <li>➤ Research information on tourism using at least 3 or more sources</li> <li>➤ Write using a variety of media e.g. print, electronic</li> <li>➤ Answer different levels of questions using various comprehension strategies</li> <li>➤ Use specific vocabulary related to tourism</li> <li>➤ Talk freely on topics/concepts related to tourism</li> <li>➤ Use checklist to assess oral discourse</li> <li>➤ Use paragraphing to organize ideas and information</li> <li>➤ Participate in read aloud activities</li> <li>➤ Read and write a variety of texts for different audiences and purposes</li> <li>➤ Dramatize/role play scenes</li> <li>➤ Use the writing process</li> <li>➤ Conduct and participate in interviews</li> <li>➤ Write complex sentences</li> <li>➤ Plan and organize ideas for writing using prewriting strategies</li> <li>➤ Use the conventions of writing appropriately</li> <li>➤ Listen to resource person and compile notes</li> <li>➤ Work independently and cooperatively in groups to complete different tasks</li> </ul>	<ul style="list-style-type: none"> <li>➤ Caribbean social studies Dominica bk. 4.</li> <li>➤ Reading and Writing Everyday 4, 5</li> <li>➤ Essential Primary Reading Skills for the Carib..6</li> <li>➤ Language Tree 5</li> <li>➤ Internet</li> <li>➤ Reference books</li> <li>➤ Magazine</li> <li>➤ Newspapers</li> <li>➤ Brochures</li> <li>➤ Radio</li> <li>➤ Television</li> <li>➤ Resource persons</li> <li>➤ Field trips</li> <li>➤ Class reading texts</li> <li>➤ Pictures of sites</li> </ul>

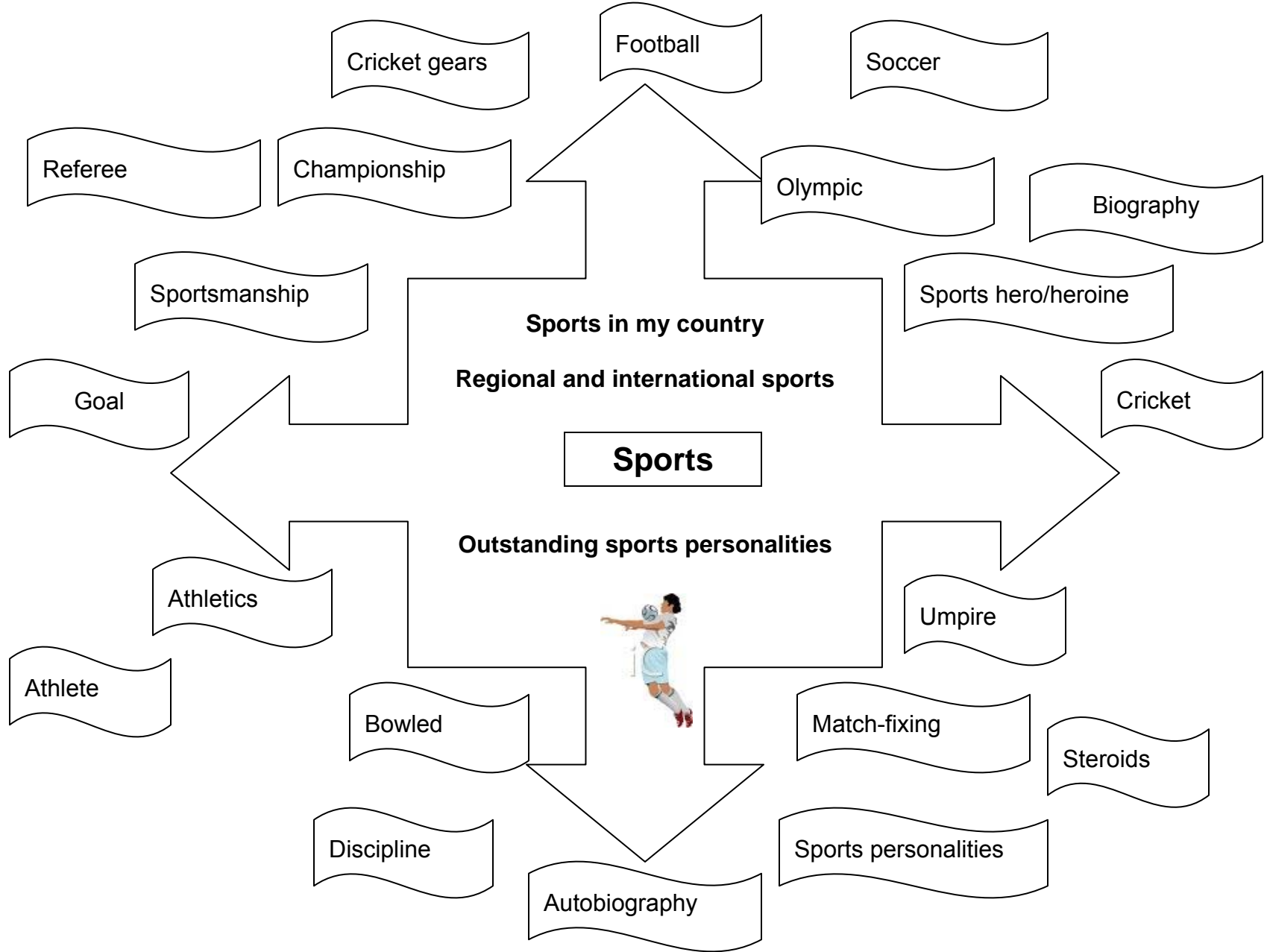
## Term 1 Unit 2 Theme: Sports

**Topics**

- Sports in my country
- Regional and international sports
- Outstanding sports personalities

Research has found that participating in sports can have a healthy developmental impact on young children. Sporting activities can promote cooperative play, teamwork, and good sportsmanship. Sports can also help children get along with and become accepted by others, including peers. Throughout this unit pupils will learn to appreciate the different sporting talents locally, regionally and internationally. They will develop the skills to listen, speak, read and write, view and represent information about sports in various meaningful ways. It is important that pupils come to the understanding that development and success are indeed possible when one applies him/herself. It is a great way to inculcate strong work ethics in children that they will continue to embrace into adulthood.

**Key concepts and vocabulary**



Sample Activities Theme: Sports – Sports in My Country

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Talk about sporting activities in their communities and the country e.g. <b>athletics, football, cricket</b></p> <p>Talk about favourite sport and how it is played, use specific sport vocabulary</p> <p>Relate a personal experience in participating in a specific sports with friends</p> <p>Use audible voice, gestures and correct grammar</p>	<p>Read newspaper articles on sports in the country e.g. football, netball, cricket, athletics , summarize the main idea</p> <p>Identify words relating to specific sports</p> <p>Read text e.g. <b><i>New Caribbean junior English 4 pg. 30</i></b> Identify story elements e.g. setting</p> <p>Make inferences and draw conclusions using explicit and implied information</p> <p>Use background knowledge to make connections to ideas in text</p> <p>Focus on the use of quotation and exclamation marks</p> <p>Highlight specific words and phrases from the text and find the meaning</p> <p>Focus on the past participle of verbs</p>	<p>Write about your favourite sport; explain how it is played</p> <p>Use the writing process to organize and write how the particular game is played</p> <p>Pretend you are another character in the story. Write your views on what happened</p> <p>Write a personal narrative of an incident that took place on the playing field among you and your friends</p> <p>Develop a personal voice in writing that would enable a reader to get to know you</p> <p>Write a conversation between 2 characters in the text. Make use of dialogue</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Summarize</li> <li>➤ Story elements</li> <li>➤ Make inferences/prediction draw conclusion</li> <li>➤ Use background knowledge</li> <li>➤ Main idea</li> <li>➤ Cause &amp; effect</li> <li>➤ Author/author's purpose</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Adverbs</li> <li>➤ Past tense</li> <li>➤ Past participle</li> <li>➤ Quotation marks</li> <li>➤ Exclamation marks</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Words relating to sports</li> <li>➤ Compound words</li> <li>➤ Antonyms/synonyms</li> </ul>
<p>Talk about sporting activities at school e.g. <b>sports day, other sporting activities played at school</b></p> <p>Give opinions on girls playing sports e.g. football, cricket</p> <p>Recite slogans and jingles for sports houses at school</p> <p>Talk about the benefits of sport to young people</p> <p>Be a commentator in a sport</p>	<p>Read text e.g. <b><i>Reading and writing Everyday 4 pg. 53</i></b></p> <p>Identify the main idea and elaborate on it with relevant details</p> <p>Focus on compound words, synonyms and antonyms</p> <p>Draw conclusions, make predictions, confirm and revise predictions</p> <p>Focus on adverbs, past tense of verbs</p>	<p>Write a set of rules for behaviour of athletes on sports day at school</p> <p>Write an article Why young people need to participate in sports</p> <p>Write a summary of the text read</p> <p>Give a personal account of a sporting activity you have participated in</p> <p>Write jingles and slogans for sport houses at school</p> <p>Develop a programme of events for sports</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Paragraph- persuasive</li> <li>➤ Story</li> <li>➤ Writing process</li> <li>➤ Personal narrative</li> <li>➤ Summary</li> <li>➤ Jingles, slogans</li> <li>➤ Letters</li> <li>➤ Point of view</li> <li>➤ Punctuation</li> </ul>

<p>activity taking place in school</p> <p>Speak fluently, clearly and distinctly</p>		<p>day at school</p> <p>Write a persuasive article to a newspaper telling why girls should be allowed to play e.g. football on a boys team</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Participate in discussion</li> <li>➤ Dramatize</li> <li>➤ Listen to radio programme</li> </ul>
<p>Discuss the most popular sports in the community/country</p> <p>Discuss the difficulties in playing sports in the community/country</p> <p>Listen to recorded radio programme on sports to participate in discussion</p> <p>Participate in a team sport and talk about your experience</p> <p>Discuss some of the values and skills learnt</p>	<p>Read newspaper articles on the sports problems/issues in the country</p> <p>Identify cause and effect relationship</p> <p>Identify main idea and supporting details, author and author's purpose</p> <p>Focus on the tense the article is written in</p> <p>Highlight vocabulary words on the specific sport</p>	<p>Write e.g. to the village council or sports minister about the sports problem in the community/country</p> <p>Write a letter giving reasons why the community needs _____ (sporting equipment, playing field, etc.</p> <p>Write an article stating opinions about e.g. cricket, football or athletics problem in the country and give suggestions for development (choose audience)</p> <p>Write a summary of the team sport played for news item</p> <p>Ensure proper use of punctuation and grammar in writing</p> <p>Establish a consistent point of view e.g. first, or third person</p>	

## Sample activities Theme: Sports - regional and international Sports

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss different sporting activities in the Caribbean and around the world</p> <p>Discuss the sports you dream of playing</p> <p>Talk about the similarities and differences in how some sports are played</p> <p>Take a point of view and give facts and opinion e.g. on the present state of W.I cricket</p>	<p>Read text e.g. <i>The cricket bat</i> (see <b>appendix 4</b>)</p> <p>Use comprehension strategies before, during and after reading</p> <p>Make judgments and draw conclusion</p> <p>Focus on the use of apostrophe, -capitalization</p>	<p>Choose an unfamiliar sport and write information about</p> <p>Compare and contrast 2 sports e.g. baseball and cricket</p> <p>Continue the story by writing an ending to it</p> <p>Write about your favourite sport and explain how it is played</p> <p>Write your opinions on West Indies Cricket</p> <p>Organize information for a discussion</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Make judgments, draw conclusion</li> <li>➤ Identify details</li> <li>➤ Make inferences</li> <li>➤ Summarize</li> <li>➤ Give solutions</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Apostrophe</li> <li>➤ Parts of speech</li> <li>➤ Capital letters</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Inflectional ending</li> <li>➤ Specific sport vocab.</li> <li>➤ Suffix/prefix</li> </ul>
<p>Discuss popular sports around the world and where they are mostly played</p> <p>Role play a game in progress and give an oral summary of the match using different and unique descriptions of the game e.g. West Indies crushed Pakistan to dust, Lakers whipped the Suns</p> <p>Discuss the Olympics games and the world cup -soccer</p> <p>Participate in a debate <b>“sports should be played for fun not for money”</b></p>	<p>View videos of different sporting activities</p> <p>Identify details, make judgments, draw conclusions, make inferences</p> <p>Identify words pertaining to the sports e.g. different names for sports –football, soccer</p> <p>Read text – e.g. Road Tennis –a Bajan Game (see <b>appendix 5</b>)</p> <p>Summarize how the game is played</p> <p>Identify different parts of speech in text and highlight words that function as more than one parts of speech</p> <p>Focus on inflectional endings</p>	<p>Research a popular sport and write about it. Use graphics to enhance writing</p> <p>Write impressions on e.g. Olympic games, world cup, cricket, soccer etc</p> <p>Compile scrap book to highlight different sport</p> <p>What is road tennis? Explain how “Road Tennis” is played</p> <p>Focus on sequencing in writing</p> <p>Use paragraphing to organize ideas and information</p> <p>Organize information for debate</p>	<p><b><u>Writing</u></b></p> <p>Compare and contrast</p> <p>Story endings</p> <p>Compile scrap book</p> <p>Expository</p> <p>Sequencing</p> <p>Essay</p> <p>Rules</p> <p>Organizing information</p> <p><b><u>Listening and Speaking</u></b></p> <p>Debate</p> <p>Give point of view</p> <p>Role play</p>

<p>Discuss ill discipline behaviours in sports. Give views on winning and losing in sports Talk about e.g. use of steroids, match-fixing and give opinion why these situations occur</p> <p>Discuss the terms 'good sportsmanship', 'fair play' and how they can be promoted</p> <p>View news item or videos on ill-discipline behaviours in sports.</p> <p>Have discussion and give personal views on how these players should be dealt with</p> <p>Give solutions to problems identified</p>	<p>View videos or read articles on ill discipline behaviours in sports</p> <p>Identify the problems, make judgment, draw conclusions</p> <p>Research and read about 'good sportsmanship and fair play in sports</p> <p>Research the code of conduct for athletes</p> <p>Make judgments, draw conclusions</p> <p>Focus on specific vocabulary e.g. disqualification, steroids, matching fixing, sportsmanship</p> <p>Identify root words</p>	<p>Write solutions to situations viewed</p> <p>Develop rules for athletes</p> <p>Develop an essay on the importance of 'good sportsmanship'</p> <p>Use prefix and suffix to form and identify new words and use in writing</p> <p>Write an article 'Winning is/is not everything'</p> <p>Summarize code of conduct for athletes</p>	
--	---	---	--

## Sample activities Theme: Sports - Outstanding sports personalities

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Talk about local sport personalities in their communities/country past or present e.g. Shane Shillingford, talk about the sport he contributed to</p> <p>Discuss the characters of the sporting personality that would make you want to play or be famous in the sport</p> <p>Discuss the benefits derived from being a sports man/woman</p> <p>Listen to a resource person talk about the sports played and ask questions to clarify ideas and to obtain information</p>	<p>Read e.g. newspaper articles, web pages, etc on local sports personalities</p> <p>Identify main idea and supporting details, make predictions,</p> <p>Focus on reflexive pronouns</p> <p>Highlight specific words that paint a picture of the person's character</p>	<p>Write a letter to congratulate e.g Shane Shillingford on his achievements in sports</p> <p>Pretend to be a famous sport personality and write your autobiography</p> <p>Write to local sports heroes e.g. Billy Doctrove, Shillingford and ask about his experiences in doing the job he does</p> <p>Write an essay about the sports one would like to be famous in and give reasons</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Main idea &amp; supporting details</li> <li>➤ Predictions</li> <li>➤ KWL</li> <li>➤ Biography</li> <li>➤ Autobiography</li> <li>➤ QAR</li> <li>➤ Research</li> <li>➤ Making connection</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Reflexive pronouns</li> <li>➤ Past tense, past participle</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Syllabication</li> <li>➤ Words describing character</li> </ul>
<p>Discuss researched information about regional sport personalities e.g. Usain Bolt, Brian Lara, Merlene Ottey</p> <p>Discuss the country of origin and sports contributed to</p> <p>Research any sports personality and give oral summary</p> <p>Dress like the personality and dramatize role. Use words or phrases to describe self</p> <p>Speak clearly and distinctly in IAE</p>	<p>Read newspaper/magazines, internet and view documentary to obtain information on <b>regional</b> sports personalities</p> <p>Identify details</p> <p>Read text e.g. <b>Reading and Writing Everyday 5 pg. 61-62</b> (Brian Lara, Merlene Ottey) or <b>Keskidee Reader 6 pg 37-39</b></p> <p>Identify factual details</p> <p>Focus on the past and past participle</p> <p>Use KWL strategy to extract information</p> <p>Focus on the structure of biography text</p>	<p>Write a biography about any sports personality</p> <p>Make headlines to describe and write about sport personality e.g. the golden lady</p> <p>Organize researched information in a report form</p> <p>Build words by adding prefixes and suffixes to root words and use in writing</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Autobiography</li> <li>➤ Biography</li> <li>➤ Letters</li> <li>➤ Essay</li> <li>➤ Compile notes</li> <li>➤ Summary</li> <li>➤ Story</li> <li>➤ Create booklet</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Participate in discussion</li> <li>➤ Dramatization</li> <li>➤ Listening to and questioning resource person</li> </ul>



	Make personal connections to text read		
<p>Discuss international sports and persons dead or alive who are heroes/heroine e.g. Michal Jordan, Pele, Joiner, Ali</p> <p>Discuss their contribution to the sports they were famous in</p> <p>Read poems on sports personalities</p>	<p>View videos or Read researched information on different <b>international</b> sports personalities using different media e.g. encyclopedia, library, internet</p> <p>Identify details</p> <p>Read text e.g. <b>Reading and writing Everyday 4 pg. 49</b></p> <p>Identify factual details</p> <p>Use QAR strategy to make meaning of text</p> <p>Identify and spell words using spelling strategies</p> <p>Use syllabication to decode unknown words</p>	<p>Write a summary of text read</p> <p>Respond to text in any way possible</p> <p>Create a mural of outstanding sports personalities</p> <p>Create a booklet of class poems on sports personalities</p> <p>Write a story about an imaginary sport personality</p>	

Assessment	Resources
<ul style="list-style-type: none"> <li>➤ Read various text for different purpose</li> <li>➤ Write personal narrative, summaries, essays</li> <li>➤ Use different comprehension strategies to make meaning of text read</li> <li>➤ Use writing traits</li> <li>➤ Write different text e.g. drama script, dialogue, rules</li> <li>➤ Identify implicit and explicit main idea in text</li> <li>➤ Give oral explanation with demonstration on how to play a specific sport</li> <li>➤ Commentate on a sporting activity</li> <li>➤ Participate in oral discussion on sports issues using props</li> <li>➤ Write solution to problem situation relating to sports</li> <li>➤ Write for different purposes and audiences</li> <li>➤ State point of view in writing</li> <li>➤ Listen for different purposes</li> <li>➤ Represent information read, viewed or listen to in different ways e.g. charts, graphs, posters, role play, drama</li> <li>➤ Write autobiography and biography about sports personalities</li> <li>➤ Listen to and follow directions e.g. to play a sport</li> <li>➤ Compile a scrap book on different sporting activities</li> <li>➤ Keep a journal and portfolio</li> <li>➤ Participate in a debate, impromptu speech on sports related topic</li> <li>➤ Research information from more than 3 sources</li> <li>➤ Use sports vocabulary in oral and written communication</li> <li>➤ Use a checklist and rubric to assess own oral and written assignments</li> </ul>	<ul style="list-style-type: none"> <li>➤ A Boundary for Vimal – Read Awhile</li> <li>➤ Reading and writing Everyday 4</li> <li>➤ Keskiee Reader 6</li> <li>➤ Reading and Writing Everyday 5</li> <li>➤ Sports Videos</li> <li>➤ Essential Primary reading Skills for the Caribbean 3</li> <li>➤ Newspaper</li> <li>➤ Sports magazine</li> <li>➤ New Caribbean junior English 4</li> <li>➤ Internet</li> <li>➤ Resource persons</li> <li>➤ Pictures</li> </ul>

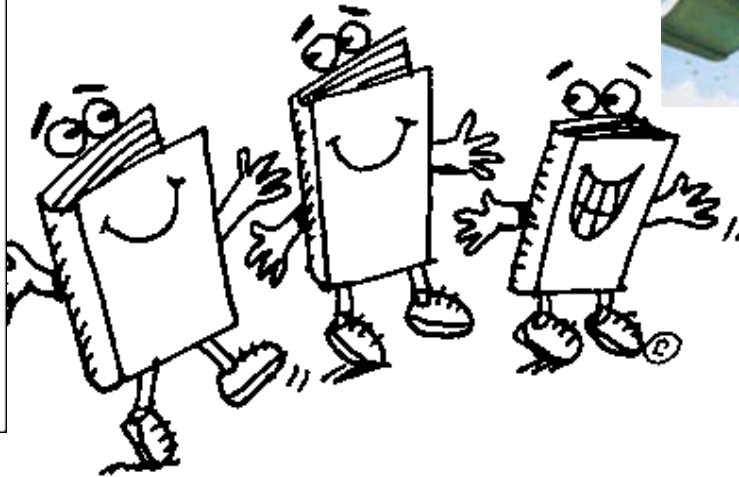
**Grade Six****Language Arts****Term 2****Unit 1****THEME 3: Adventure with books****Duration: Six Weeks****Topics**

- Different reading genres
- Meet the authors
- Using information from books

**Unit 2****THEME 4: Favourite Pastimes****Duration: Six Weeks****Topics**

- Recreation with peers
- Recreation in the family
- Traditional tales

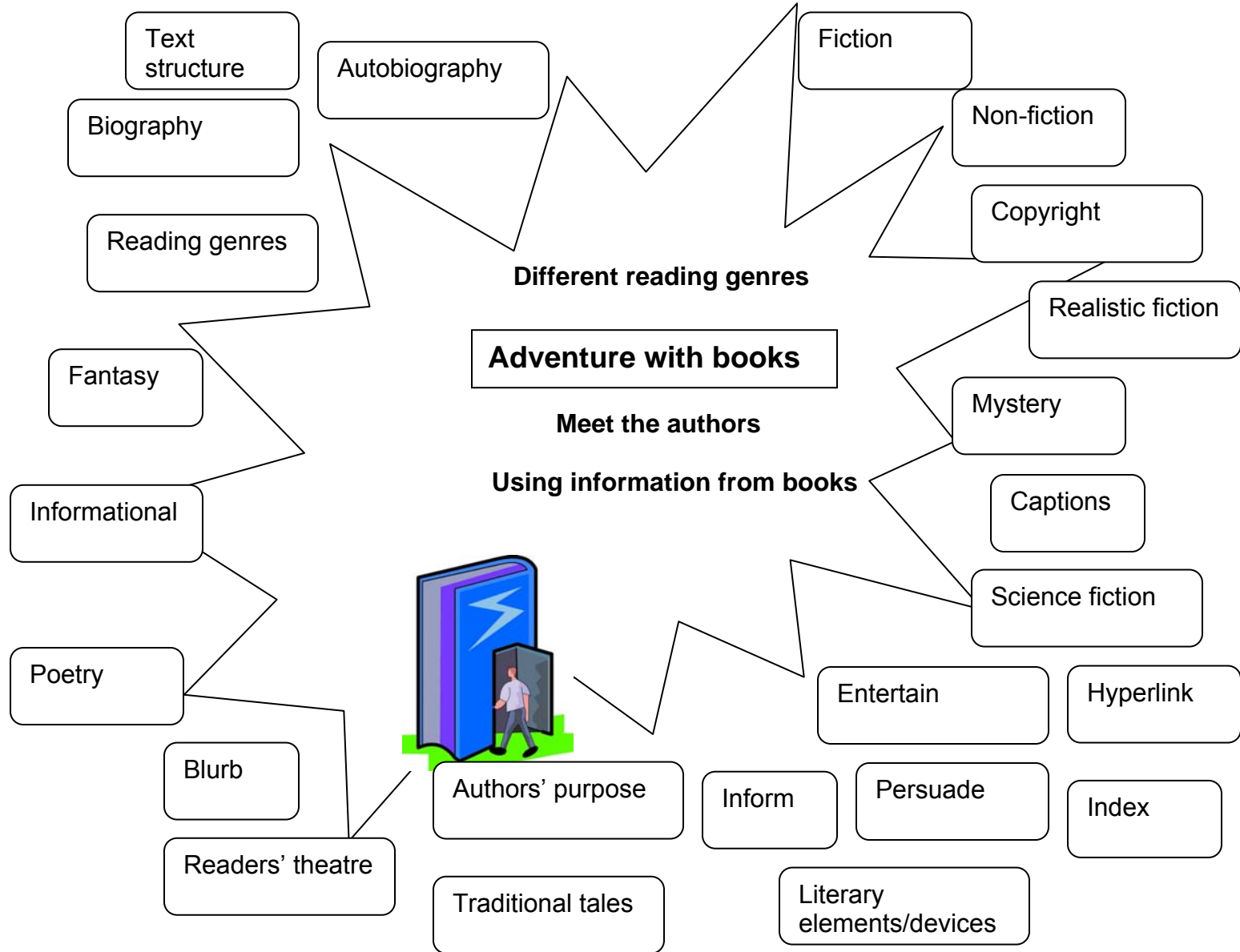
## Term 2 Unit 1 Theme:3 Adventure With Books

**Topics**

- Different reading genres
- Meet the authors
- Using information from books

The adventures of reading is one of the few adventures that don't cost much. It is important that pupils are exposed to and immersed in many kinds of literature through different reading genres for purposes such enjoyment and information. The analysis of different types of literature promotes cognitive development because it gives pupils an opportunity to apply similar skills and strategies, such as identifying themes discussed in one genre—fiction, for example—to other genres like poetry, reports, descriptive pieces. According to research, the more experience students have in reading different genres, the more successful they will be in writing in different genres.. Pupils will also learn to appreciate authors and their work, and explore their own creativity of being authors themselves.

**Key concepts and vocabulary**



<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Research and discuss the different reading genres focus on e.g. <b>adventure, realistic fiction, science fiction, traditional literature, fantasy, mystery, biography, autobiography, informational, poetry</b> - and their characteristics</p> <p>Categorize books/text e.g. under the reading genre or fiction/non fiction and give reasons</p> <p>Compare books according to various fictional elements and share findings orally</p>	<p>Pick a text for reading e.g. <b>Reading and Writing Everyday 6</b></p> <p>Observe the title, cover, graphic support, chapter, titles, headings, of book or text, then using this information to determine what the predominant structure of the text is and to locate specific information</p> <p>Read story from the book e.g. <b>pg 87</b> Identify the type of text and give reasons</p> <p>Select a character from the text and create a character sketch by building words around the it</p> <p>Focus on direct and indirect speech</p> <p>Translate dialect to Standard English</p>	<p>Complete reading logs of books read stating the different genres</p> <p>Create large posters of the reading genres. Use graphics from internet to enhance posters</p> <p>Write a summary of the text read</p> <p>Respond to the text read in any other creative way</p> <p>Write a different ending to the story</p> <p>Design a cover for a book read</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Main idea &amp; supporting details</li> <li>➤ Text structure</li> <li>➤ Figurative language</li> <li>➤ Literary devices</li> <li>➤ Mental imagery</li> <li>➤ Research</li> <li>➤ Categorize</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Direct &amp; indirect speech</li> <li>➤ Translate dialect to Standard English</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Words form test read</li> <li>➤ Homonyms</li> <li>➤ Word describing characters</li> </ul>
<p>Take a trip to the public library. Listen to the librarian talk about location of books</p> <p>Have groups choose specific genre to do a presentation e.g. share information about the book by depicting characters in the book using costumes and props -add something to the text that was not in the original text whilst others listen to guess the part of the text that was made up</p>	<p>Different groups read text</p> <p>Ask generic questions e.g. <b>Who is the author? What is the text mostly about? Who is the audience? What genre of writing is it?</b></p> <p>Summarize main idea with supporting details</p> <p>Highlight vocabulary words around the text chosen</p>	<p>Complete writing assignments based on text/book read e.g. report, story, summary etc.</p> <p>Write account “A day in the life of an adventure book”</p> <p>Put yourself in place of a book character and write your feelings</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Posters</li> <li>➤ Summary</li> <li>➤ Book cover</li> <li>➤ Stories</li> <li>➤ Poems</li> <li>➤ Write responses to text</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Listening comprehension</li> <li>➤ Read aloud</li> <li>➤ Discussion on different reading genres</li> </ul>
<p>Choose favourite genre to read aloud e.g. poetry</p> <p>Conduct listening</p>	<p>Read text e.g. <b>Language Tree 6 pg. 100</b></p> <p>Identify the genre</p>	<p>Write the story behind the poem</p> <p>Write different types of poems about books</p>	

<p>comprehension session</p> <p>Listen to: recognize literary devices in poem, answer questions, create mental images</p> <p>Develop audio or video recordings of major events, issues, or characters from books/text including sound effects or musical accompaniment and share with others</p>	<p>Focus on figurative language Interpret phrases and the meaning in the poem Identify hidden messages, the mood, authors purpose,</p> <p>Create mental images for words in the poem</p> <p>Focus on the author's choice of words to bring out intended meaning</p> <p>Focus on homonyms e.g. <b>tear-rip, tear-from eye</b></p>	<p>Use figurative language to enhance writing</p> <p>Add another stanza to the poem</p> <p>Draw images of the poem</p> <p>Think about a place you know and think of the mood of the place good or bad and create a web to describe the place using sensory details</p>	
--	--	--	--

## Grade 6 sample activities Theme: Adventure with books - meet the authors

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Discuss local authors and books written by them</p> <p>Conduct interview with an author</p> <p>Listen to an author talk about written work and ask questions to recall significant ideas and details</p> <p>Pretend to be the author of e.g. Snake King and role play an interview session with students</p>	<p>Examine books written locally or by local authors e.g. <i>Rain on a Tin Roof – Gabriel Christian, Snake King (written locally)</i></p> <p>Read parts of the books to identify the genre, audience, title, main idea, etc.</p> <p>Locate information from different parts of the book e.g. blurb, glossary, content page, acknowledgement</p> <p>Read the text e.g. <i>The Snake King</i> Identify literary elements e.g. setting, characters etc</p> <p>Focus on the past tense of verbs</p> <p>Use context clues to make meaning of unknown words</p>	<p>Write a summary of the book read</p> <p>Write a biography on any local author</p> <p>Do a book report on e.g. The Snake King</p> <p>Write letters to the author to express views and opinions</p> <p>Prepare a presentation that includes oral, visual, and written information about the book/text read</p> <p>Jot down interesting phrases, or sentences, and special observations the author makes</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Main idea, text features</li> <li>➤ Locating information from books</li> <li>➤ Literary elements</li> <li>➤ Story elements</li> <li>➤ Critique &amp; evaluate</li> <li>➤ QAR</li> <li>➤ Reading genres</li> <li>➤ Context clues</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Past tense of verbs</li> <li>➤ Punctuation marks</li> <li>➤</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Context clues</li> <li>➤ Dictionary skills</li> </ul>
<p>Talk about the popular international or Caribbean authors e.g. Derek Walcott, George Lamming, Samuel Selvon, Una Marson</p> <p>Read aloud text written by any of the authors e.g. The Sun's Eye – Village Washer or a poem by Derek Walcott</p> <p>Dramatize scenes from the play e.g. <i>Reading &amp; Writing Everyday 6 Pg. 30</i></p> <p>Focus on tone, fluency, diction, pace</p>	<p>Locate and read information from other sources about the authors</p> <p>Read text e.g. <i>Keskidee 6 pg. 72</i></p> <p>Read text written by Caribbean author e.g. <i>Reading &amp; Writing Everyday 6 Pg. 30</i></p> <p>Identify the author, setting, characters, and problem in the play</p> <p>Identify figurative language</p> <p>Use QAR strategy to make meaning of text</p> <p>Focus on the structure of a play</p> <p>Use dictionary/thesaurus to find meaning of unknown words</p>	<p>Write a biography on any Caribbean author</p> <p>Write scenes for a play</p> <p>Create your own scene between any two characters in the play</p> <p>Write a letter to any character in play and share your opinions</p> <p>Write a summary of the play</p> <p>Write a paragraph about your favourite author</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Summary</li> <li>➤ Book report</li> <li>➤ Play</li> <li>➤ Biography</li> <li>➤ Letters</li> <li>➤ Create original book</li> <li>➤ Text features</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <p>Interview</p> <p>Read aloud</p> <p>Role play</p> <p>Dramatize</p> <p>Ask questions</p> <p>Listen to make judgment</p>



	Focus on the use of grammar and use correct structures e.g. <b>I go bring ...</b>		
<p>Talk about favourite author Give personal views, opinions, about the authors and the books/text written</p> <p>Do oral preview of personal books/texts written, by participating in authors' chair activity</p> <p>Talk about personal feelings in being an author</p> <p>Question the author in order to obtain a clearer understanding of text written</p> <p>Give opinions and personal views on text written</p>	<p>Read aloud different texts written by pupils</p> <p>Evaluate and critique the texts by: Identify the theme/title, author, author's purpose, audience, point of view, main idea and supporting details</p> <p>Identify whether the text is well organized, easy to read, etc.</p> <p>Highlight the language and choice of words used by the author to bring out intended meaning</p> <p>Identify the use of text features</p> <p>Identify the genres the text is written in</p>	<p>Choose a genre and write an original text e.g. story, poem, report, biography, autobiography etc and publish in a booklet form. Include some important features of a book e.g. acknowledgement, caption, blurb, glossary, author</p> <p>Design a cover for the booklet</p> <p>Focus on the traits of writing e.g. <b>organization, sentence fluency, convention, voice, word choice</b></p> <p>Focus on the structure of the text written</p> <p>Edit writing with peers using a checklist</p> <p>Publish the text written</p> <p>Compile a class booklet of the different texts written</p>	

## Sample activities Theme: Adventure with books - using information from books

Listening & Speaking	Reading/Viewing	Writing/Representing	Teaching/Learning Skills & Strategies
<p>Select a wide range of text for read aloud sessions and read for a variety of purposes e.g for <b>enjoyment, to retell, to answer questions, to gain information, to clarify etc.</b></p> <p>Participate in Choral reading</p> <p>Retell and read aloud favourite/humorous stories</p> <p>Use appropriate tone, rate,</p> <p>Sing a tune to the song in the story</p>	<p>Read text e.g. <b>Reading &amp; Writing Everyday 6 pg. 56</b></p> <p>Identify: story elements -the authors purpose for writing the text</p> <p>Make inferences and predictions Identify different parts of speech</p> <p>Focus on quotation marks</p> <p>Focus on perfect tense</p> <p>Highlight words that describe characters in the text</p>	<p>Do a book report on text read</p> <p>Write an advertisement about books read</p> <p>Write jingles, jokes, riddles about characters in the text</p> <p>Write humorous stories using illustrations</p> <p>Write a different ending for the story</p> <p>Use a graphic organizer to compare characters</p> <p>Generate written questions based on text read</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Story elements</li> <li>➤ Inferences/predictions</li> <li>➤ Interpret/analyze</li> <li>➤ KWL strategy</li> <li>➤ Skimming, scanning, re-reading</li> <li>➤ Graphic organizer</li> <li>➤ Monitoring strategy</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Quotation marks</li> <li>➤ Perfect tense</li> <li>➤ Past tense</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Words describing character</li> <li>➤ Guide/entry words</li> </ul>
<p>Participate in impromptu speech</p> <p>Participate in a debate or role play to present information obtained from reading texts</p> <p>Make oral presentations on book read</p> <p>Do <b>literature circle</b> activity using text e.g. <b>Language Tree 6 pg 88</b> and do oral sharing</p>	<p>Read texts/books across subject area, magazines, newspapers, cook books, encyclopedia, dictionary, brochures, directory , maps, charts, web pages, etc to obtain information</p> <p>Focus on the use of guide and entry words in a dictionary/ encyclopedia,</p> <p>Read text e.g. <b>Reading And Writing Everyday 6 pg. 80 and Language Tree 6 pg 88</b> Use the KWL strategy to activate background knowledge and make meaning</p> <p>Examine elements of informational writing</p> <p>Ask questions to self monitor comprehension and to clarify understanding e.g. <b>Does this make sense? Do I know what the words</b></p>	<p>Use the writing process to write an informative essay</p> <p>Write a report and use about 3 sources to develop it</p> <p>Write a summary on any text read</p> <p>Write factual sentences on information received from text</p> <p>Use descriptive words to describe the animal in the text</p> <p>Write a letter telling of the importance of books. choose the audience to write to</p> <p>Write a recipe</p> <p>Write to compare any 2 reading genres</p>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Book report</li> <li>➤ Advertisement</li> <li>➤ Jingles, jokes, riddles</li> <li>➤ Summary</li> <li>➤ Portfolio</li> <li>➤ Responses to text</li> <li>➤ Compile researched information</li> </ul> <p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Impromptu speech</li> <li>➤ Choral reading</li> <li>➤ Debate</li> <li>➤ Read aloud</li> <li>➤ Sing songs</li> </ul>

	<i>mean? Do I need to read over?</i>		➤ Listen to follow directions
<p>Participate in timed exercise e.g. skim through, scan, reread a text to locate answers</p> <p>Respond orally to text read ( listening comprehension )</p> <p>e.g. Follow oral directions given from a text read to complete a task</p> <p>Read aloud clues to a small group to participate in a treasure hunt activity</p> <p>Other members of the group listen to participate in the activity</p>	<p>Read text e.g. <i>Lang. Tree 6 pg. 14</i></p> <p>Use the strategies skim, scan, re-reading to make meaning</p> <p><b>skimming:</b> reading to gain an overall understanding of the content of the text</p> <p><b>scanning:</b> reading to locate specific information</p> <p><b>Re-reading:</b> reading to confirm meanings and understandings, and to clarify details, form an opinion, evaluate the writer's style, form questions about things they need to explore further in text</p> <p>Ask questions where these skill will be used</p> <p>Focus on the past tense</p>	<p>Write responses in different ways to text read</p> <p>Write a summary of the text read</p> <p>Take notes from reference material</p> <p>Write a book report</p> <p>Make journal entries</p> <p>Keep a port folio</p> <p>Complete a writing portfolio that includes informational writing</p>	

Assessment	Resources
<ul style="list-style-type: none"> <li>➤ Read, view and interpret text from a variety of genres and authors</li> <li>➤ Interpret literary devices and use effectively in their own writing</li> <li>➤ Publish an original text of any genre</li> <li>➤ Respond to grade level text through different responses e.g drama, role play, poster,</li> <li>➤ Represent idea in different ways e.g. poster, drama, role-play, letter</li> <li>➤ View and critique media text</li> <li>➤ Create media text using a word processor using varied fonts, sounds</li> <li>➤ Use dialect/standard English according to audience and purpose</li> <li>➤ Read aloud using tone, fluency, punctuation</li> <li>➤ Conduct and participate in interviews</li> <li>➤ Compile a class booklet with different reading genres</li> <li>➤ Write a biography about a familiar author</li> <li>➤ Write a play and dramatize</li> <li>➤ Participate in readers theater</li> <li>➤ Create character sketches of characters read in text</li> <li>➤ Complete reading log</li> <li>➤ Use text features e.g. heading, captions, titles etc.</li> <li>➤ Maintain a portfolio with different types of writing</li> <li>➤ Participate in retelling of text using props, checklist</li> <li>➤ Distinguish between different genres e.g. story, poetry, play,</li> <li>➤ Use grammatically correct sentences when speaking/writing</li> <li>➤ Speak with expression, volume, pace, gestures</li> <li>➤ Communicate ideas in coherent organize manner</li> <li>➤ Write formal letters</li> <li>➤ Skim and scan texts to give review</li> </ul>	<ul style="list-style-type: none"> <li>➤ Language Tree 6</li> <li>➤ Reading &amp; Writing Everyday 6</li> <li>➤ Keskiee 6</li> <li>➤ Rain on a Tin Roof</li> <li>➤ Snake King</li> <li>➤ Different reading genres e.g. adventure, realistic fiction, science fiction, traditional literature, fantasy, mystery, biography, autobiography, informational, poetry –</li> <li>➤ Newspaper</li> <li>➤ Internet</li> <li>➤ Books by local/Caribbean authors</li> <li>➤ Resource persons- authors</li> <li>➤ Reference books</li> <li>➤ Library</li> <li>➤ Text written by local, regional and well known international authors</li> </ul>

## Term 2 Unit 2 Theme: 4 Traditional Pastimes

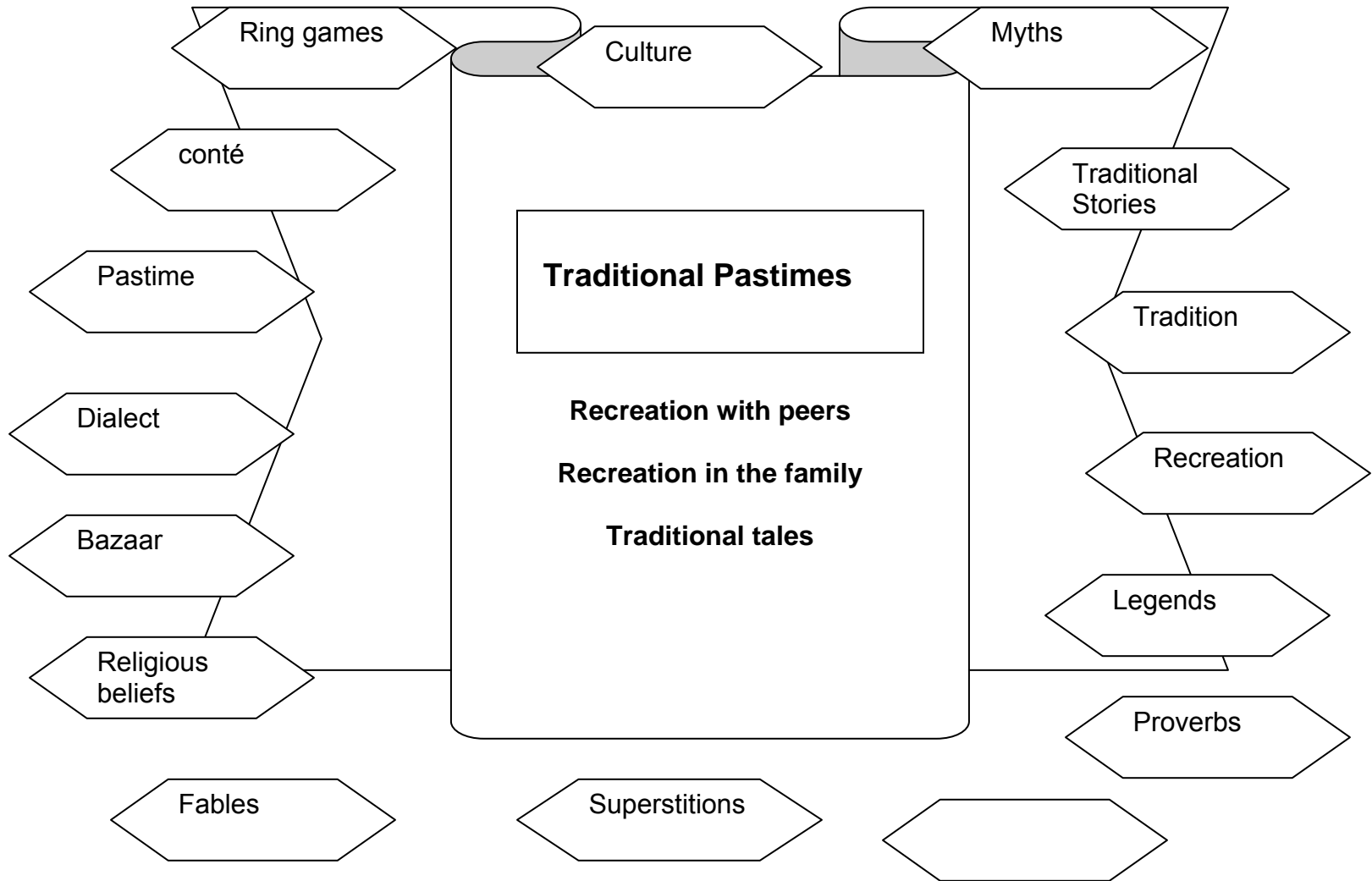


### Topics

- Recreation with peers
- Recreation in the family
- Traditional tales

Many wholesome recreational activities of the past, have lost their flavour due to inventions such as video games, internet and television. Pupils today are unfamiliar with some of the 'best' recreational activities of all time such as tag, hopscotch, and marbles or going swimming, fishing, hunting, and telling stories, jokes, riddles and kite flying. Throughout this unit it is hoped that pupils can interact with adults in reviving and learning some of the recreational activities they enjoyed. The unit will also foster creative and imaginative thinking, as pupils add new rules their own flavour and excitement to existing activities.

**Key concepts and vocabulary**



<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Talk about present day recreational activities with peers outside of school</p> <p>Conduct interviews at home with elders on past recreational activities( games) and share information with others giving demonstration e.g. ring games, hopscotch, songs with action e.g blue bird tapping on my window, clapping and finger snapping jingles</p> <p>Compare and contrast then and now Explain how to play a game</p> <p>Speak clearly and fluently</p> <p>Conduct a panel discussion on the importance of playing traditional games</p> <p>Speak using proper volume, pace and formal language</p> <p>Listen to ring games songs on DVD</p>	<p>Read text e.g. <i>Reading &amp; Writing Everyday 5 pg. 75</i></p> <p>Identify the main idea and supporting details and give reasons</p> <p>Compare and contrast information</p> <p>Focus on: -sequencing -the past tense -indefinite pronouns -words relating to games</p> <p>Use dictionary or internet to research unfamiliar names in text</p>	<p>Write instructions to play a known game in sequential order</p> <p>Create an outdoor game and write the instructions and rules</p> <p>Write a letter to an elder in the community highlighting the importance of local games as recreational activities and why they need to be returned</p> <p>Write about your feelings about the recreational activities then and now</p> <p>Focus on the use of writing conventions</p> <p>Choose a game mentioned in the text, research it and write about it</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Main idea &amp; details</li> <li>➤ Compare and contrast</li> <li>➤ Sequencing</li> <li>➤ Making connections</li> <li>➤ Draw conclusion</li> <li>➤ Make inferences</li> <li>➤ Point of view</li> <li>➤ Identify author</li> <li>➤ Research</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Past tense</li> <li>➤ Indefinite pronouns</li> <li>➤ Dialect</li> <li>➤ Synonyms</li> <li>➤ Different parts of speech</li> <li>➤ Subject verb agreement</li> </ul> <p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Dictionary skills</li> <li>➤ Synonyms</li> <li>➤ Antonyms</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Write instructions</li> <li>➤ Letters</li> <li>➤ Paragraph</li> <li>➤ Stories</li> <li>➤ Articles</li> <li>➤ Create a booklet</li> <li>➤ Essay</li> </ul>
<p>Have resource person talk about other activities enjoyed doing with peers outside of school e.g. marbles, bathing in river/sea, hunting mangoes etc</p> <p>Ask questions to obtain and clarify information</p> <p>See e.g. page 149- <i>Lang. Tree 5</i></p>	<p>Read text e.g. <i>Slim ( see appendix 6</i></p> <p>Make personal connections between text read and own lives. Ask questions e.g. <i>Do you know anyone like this character? Do you know anything about this game? What or who does this character remind you of? When did you make a connection?</i></p>	<p>Choose a character from the story and write a character sketch</p> <p>Write a descriptive paragraph about the main character</p> <p>Write a similar story with a backyard setting about an experience playing e.g. marbles with your peers</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Play local outdoor games</li> <li>➤ Panel discussion</li> </ul>

<p>Make prediction/inferences and share orally</p> <p>Speak fluently using correct grammar</p> <p>demonstrate how e.g. a game is played with marbles</p> <p>Share stories that may have occurred during marble playing</p> <p>Discuss</p> <p>Allow turns to speak without interrupting</p>	<p>Make inferences and draw conclusions</p> <p>Develop one's own point of view about information in text</p> <p>Identify the speaker in the story</p> <p>Focus on changing dialect in sentences to IAE</p> <p>Find meaning of unknown words using dictionary</p> <p>Identify synonyms for unknown words</p>	<p>Choose your audience and purpose for writing</p> <p>Write a different conclusion for the story read</p> <p>Write a picture story based on the pictures viewed</p> <p>Create a class booklet of local games/activities. Include the instructions</p>	<ul style="list-style-type: none"> <li>➤ Retell stories</li> <li>➤ Interview sing songs</li> </ul>
<p>Interview elderly persons at home about their past recreation activities with their peers at school</p> <p>Share information</p> <p>Talk about present day activities at school e.g. during recess, end of term, lunch break</p> <p>Compare activities then and now</p> <p>Sing and discuss calypso by Mighty Sparrow "school days were happy, happy days"</p> <p>Discuss what you think school will be like in the next 20 years</p>	<p>Read text e.g. <b>Reading and Writing Everyday 5 pg. 72</b></p> <p>Identify the author</p> <p>Identify the main idea, make inferences, draw conclusions</p> <p>Focus on: sequencing -synonyms/antonyms</p> <p>Focus on the past tense of verbs</p> <p>Highlight different parts of speech in the text</p> <p>Make personal connections</p>	<p>Write a newspaper article e.g. <b>'save healthy recreation for the next generation'</b></p> <p>Think of one memorable fun experience at school and write a report for a newspaper</p> <p>Write about your favourite game played with your friend at school. Give instructions on how to play that game in sequential order.</p> <p>Write a response to the text read</p> <p>Use paragraphing to organize ideas and information</p> <p>Write a composition about what you think school will be like in 20 years time</p> <p>Edit text for use of proper writing conventions</p>	



## Sample activities

## Theme: Traditional Pastimes –

## Recreation in the family

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Have an elderly person talk about past recreation in their family</p> <p>Ask questions to clarify understanding</p> <p>Interview elderly persons at home to obtain information e.g. on how Christmas/New year was celebrated in their family</p> <p>Share information with larger group</p>	<p>Read text E.g. <i>New Caribbean Junior English 4 pg. 48</i></p> <p>Identify details</p> <p>Draw conclusions, make predictions</p> <p>Make personal connections to text</p> <p>Use context clues to find meaning of words from text</p> <p>Focus on synonyms, sequencing</p>	<p>Write cartoon strips</p> <p>Compose a song/rap of family activities</p> <p>Write to give opinion on how family recreation time can be preserved</p> <p>Compare and contrast a family recreation then and now</p> <p>Summarize the text read</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ QAR</li> <li>➤ Similes</li> <li>➤ Details</li> <li>➤ Draw conclusion</li> <li>➤ Make prediction</li> <li>➤ Context clues</li> <li>➤ Make connection</li> <li>➤ Story elements</li> <li>➤ Author &amp; author's purpose</li> <li>➤ Question strategy</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Past continuous tense</li> <li>➤ Synonyms</li> <li>➤ Adjectives</li> </ul>
<p>Talk about favourite family recreation and make comparison e.g. picnic by the sea/river, kite flying</p> <p>View a large picture/poster of family activities/recreation and discuss activity depicted</p> <p>Talk about kite flying experience</p> <p>Have someone explain e.g. how a kite is made</p>	<p><b><i>Read text e.g. Kite Flying (see appendix 8)</i></b></p> <p>Use QAR strategy to make meaning of text</p> <p>Focus on: similes, verbs</p> <p>Find meaning of words and phrases in context</p> <p>Read and follow written instruction to participate in kite making</p> <p>Ask questions to identify details and clarify understanding</p> <p>Focus on transitional words</p> <p>Focus on past continuous tense</p>	<p>Write about an enjoyable activity with your family</p> <p>Draw pictures of a family recreation and write about it</p> <p>Write about experiences in kite making/flying</p> <p>Write a summary to the story</p> <p>Use verbs in sentences to describe the movement of the kite in the story</p> <p>Write instruction on how you made and flew a kite</p>	<p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Transitional words</li> <li>➤ Context clues</li> <li>➤ Synonyms</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Draw pictures</li> <li>➤ Essays- compare &amp; contrast</li> <li>➤ Summary</li> <li>➤ Instructions</li> <li>➤ Cartoon</li> <li>➤ Compose songs</li> <li>➤ Create booklet</li> <li>➤ Create word web</li> </ul>
<p>Discuss the author's introduction on <b><i>page 136 of text</i></b></p> <p>Dress like a character and relate stories</p>	<p>Read text e.g. <b><i>Lang. Tree 6 Pg. 136</i></b></p> <p>Focus on story elements</p> <p>Identify the author and author's purpose</p>	<p>Join sentences with connecting phrases e.g. not only, but also etc.</p> <p>Write family Tim, Tim jokes, conté</p> <p>Create a class booklet of local proverbs</p>	<ul style="list-style-type: none"> <li>➤ Stories</li> <li>➤ Personal experiences</li> </ul>

<p>Retell stories learnt from elderly family members in local dialect</p> <p>Recite conté stories</p> <p>Share e.g. 'Tim Tim' 'Bra shat' jokes and proverbs in local dialect</p> <p>Discuss traditional stories told by e.g. grand parents</p>	<p>Use the question strategy to make meaning e.g. ask <b><i>What do you think of the author? Or any character in the story? Why? What do you wonder? Who does ____ remind you of?</i></b></p> <p>Focus on: synonyms and adjectives that describe characters</p> <p>Find meaning of unknown words using a dictionary</p>	<p>Create a web of phrases that can describe any character in the story</p> <p>Rewrite the story from a different point of view</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Listen to follow direction</li> <li>➤ Give jokes, proverbs</li> <li>➤ Retell stories</li> <li>➤ Ask questions</li> <li>➤ Talk freely</li> </ul>
--	---	---	--


## Theme: Traditional Pastimes - Traditional tales

<b>Listening &amp; Speaking</b>	<b>Reading/Viewing</b>	<b>Writing/Representing</b>	<b>Teaching/Learning Skills &amp; Strategies</b>
<p>Invite an elderly person to share traditional tales, superstitions etc.</p> <p>Research past superstitions, myths, beliefs that are part of our culture and share information</p> <p>Share family/community superstitions, myths</p> <p>Ask questions to clarify information</p> <p>Give point of view about superstitions and appreciate different point of view</p>	<p>Read text e.g. <b>Superstitious</b> (see appendix 7)</p> <p>Identify: facts and opinions -different point of view -hidden meaning in phrases e.g. the meaning of e.g. '<b>making your own luck</b>'</p> <p>Draw conclusions</p> <p>Find meaning of unfamiliar words</p> <p>Focus on past participles</p>	<p>Write the definition of superstition and write 5 superstitions mentioned using the past participle</p> <p>Write some of your own superstitions and myths</p> <p>Use dialect in writing</p> <p>Compile a class booklet of local superstitions/myths</p>	<p><b><u>Reading/Comprehension</u></b></p> <ul style="list-style-type: none"> <li>➤ Facts and opinions</li> <li>➤ Draw conclusion</li> <li>➤ Point of view</li> <li>➤ Inferences/prediction</li> <li>➤ Making connections</li> <li>➤ Story elements</li> <li>➤ Make judgments</li> <li>➤ Morals in story</li> <li>➤ Character analysis</li> </ul> <p><b><u>Language Structure</u></b></p> <ul style="list-style-type: none"> <li>➤ Past participles</li> <li>➤ Adverb, adjectives</li> <li>➤ Past continuous tense</li> <li>➤ Different parts of speech</li> <li>➤ Subject verb agreement</li> </ul>
<p>Discuss and share traditional tales heard from elderly persons, grand parents</p> <p>Skim through the story and give an oral review</p> <p>Dramatize scenes from the text read</p>	<p>Read text e.g. <b>Language Tree 6 pg. 26</b></p> <p>identify the author</p> <p>Make inferences</p> <p>Make connections</p> <p>Make prediction before during and after reading</p> <p>Analyze characters</p> <p>Focus on: adverbs and adjectival phrase and past continuous tense</p>	<p>Write a local short story heard from an elderly person. Present in a booklet form. Design a cover; include all the features of a book. Include photos</p> <p>Use a word processor to enhance writing</p> <p>Write a vivid description of a character in an imaginary story</p> <p>Write another ending to the story</p> <p>Rewrite the story with a different plot</p> <p>Write a description of the lady in the story</p>	<p><b><u>Vocabulary/ Word Study</u></b></p> <ul style="list-style-type: none"> <li>➤ Meaning of unfamiliar words</li> <li>➤ Context clues</li> <li>➤ Words describing character</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>➤ Compile booklet</li> <li>➤ Descriptive story/essay</li> <li>➤ Character sketch</li> <li>➤ Traits of writing</li> </ul>
<p>Retell traditional stories e.g. with old strange persons</p> <p>Talk about any encounter with</p>	<p>Read text e.g. <b>Reading and Writing Everyday 6 pg. 36</b></p> <p>Identify story elements</p>	<p>Do a character sketch of e.g. the old woman, Haughtess, Winsome, the mother and write a descriptive paragraph</p>	<p><b><u>Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li>➤ Retell stories/myths/</li> <li>➤ Dramatize scenes</li> <li>➤ Choral reading</li> <li>➤ Interview</li> </ul>

<p>strange elderly persons</p> <p>Choral read the poem e.g. <b><i>Reading and Writing Everyday</i></b> <b>6 pg. 44</b></p> <p>Discuss the meaning</p> <p>Dramatize scenes of the text <b>pg. 36</b></p>	<p>Draw conclusions, make judgments</p> <p>Make connections to text read</p> <p>Identify the morals in the story</p> <p>Identify different parts of speech</p> <p>Find the meaning of the unknown words in context and using a dictionary</p>	<p>Write a descriptive essay of a strange elderly person in your community</p> <p>Write a similar story base it on one you have heard</p> <p>Focus on the traits of writing</p> <p>Edit own writing</p>	
---	---	---	--

Assessment	Resources
<ul style="list-style-type: none"> <li>➤ Compare and contrast information on traditional pastimes now and then for writing</li> <li>➤ Play traditional games and write about experiences</li> <li>➤ Participate in panel discussion</li> <li>➤ Develop comprehension skills through various comprehension strategies</li> <li>➤ Write for various purposes/ audiences</li> <li>➤ Retell/write traditional/local stories</li> <li>➤ Participate in group discussion</li> <li>➤ Speak fluently about</li> <li>➤ Create and publish local stories</li> <li>➤ Use writing convention appropriately</li> <li>➤ Follow directions to complete a task e.g. play a game</li> <li>➤ Interview resource persons – community elder</li> <li>➤ Participate in panel discussion</li> <li>➤ Create booklet of local proverbs, jokes, myths</li> <li>➤ Speak freely about topic of interest</li> <li>➤ Participate in choral reading exercise</li> <li>➤ Edit using a checklist</li> <li>➤ Assess oral activity using a checklist</li> <li>➤ Use the traits of writing to improve writing</li> <li>➤ Listen to take and compile notes</li> <li>➤ Respond appropriately to what is heard</li> <li>➤ Write rules for games</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reading and Writing Everyday 6</li> <li>➤ KesKidee Reader 7</li> <li>➤ Language Tree 6</li> <li>➤ New Caribbean Junior English 4</li> <li>➤ KesKidee Reader 4</li> <li>➤ Reading and Writing Everyday 5</li> <li>➤ Essential Reading Skills 3</li> <li>➤ Resource persons- community elders</li> <li>➤ Internet</li> <li>➤ Local games</li> <li>➤ Pictures of family pastimes</li> <li>➤ Pictures of recreational pastimes</li> <li>➤ Local/traditional stories, jokes, proverbs, myths</li> </ul>

## Appendix 1

<p><b>Theme – Sports</b></p> <p><b><u>Anything Is Possible</u></b></p> <p>Anything is possible, if you think it is worthwhile          If you're willing to go the distance, to go the extra mile.          With determination and effort, you can often achieve more          Because you don't always get what you wish, but what you work for.          Dreams can become challenging, but no matter what the cost          Strive to complete the task before you, and you'll never end up lost.          So bring with you your goals, and leave your doubts behind          Whether you think you can or can't, you certainly will find          You'll be right either way—so never quit, and this is why:          You'll never become a failure, until you fail to try.</p> <p>By: Melissa Underwood</p> <div style="text-align: center;">  </div> <p><b>Sample Reading log</b></p> <table border="1" data-bbox="134 1023 865 1286"> <thead> <tr> <th>Reading Genre</th> <th>Date</th> <th>Title</th> <th>Author</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Reading Genre	Date	Title	Author									<p><b>Theme - Traditional Pastimes      Fishing with Dad</b></p> <p>Just like it was yesterday, I remember mornings on the river, fishing with Dad: We chug slowly out onto the fog-shrouded river, he cuts the motor and we glide to a halt. A jay's call breaks the still air, and Dad clatters a bit as he puts the rods together. We hook fat minnows on the lines, and I cast mine into the mist with a satisfying “plunk.” I enjoy the slow drift of the boat, the cool morning air and sensing the underwater world through the line in my fingertips, waiting for a sunfish or crappie to bite. Later in the day, we eat our sandwiches. Dad's still focused on fishing, but I'm starting to doze, lulled by the sun and the easy rock of the boat. He revs up the engine and heads for the shoreline, pointing out how the river has carved into the cliffs.</p> <p>We spot turtles sunning on a log and a stream feeding into the river. At its mouth, downed trees make a perfect place to cast for bass. Upstream, a heron pauses and inspects us before continuing its own search for dinner. We head back to the landing with a full fish box. Dad counts on me to scamper ashore and pull the boat in. I watch to make sure the boat sets right on the trailer, which it hardly ever does. Then the ride home, sunburned, mud-splattered and smelling like fish. But Mom is always glad to see us.</p> <p>Only later in life would I realize how lucky I was to spend the time fishing with Dad, and how relaxing those hours were for him after a busy week at work. As soon as we could walk, he had us fishing from the shoreline with long bamboo rods. We didn't need scientific studies to know that getting outside was good for the soul. I was just a lucky girl with a dad who brought me along, who patiently untangled knots in the fishing line and helped me see and love the natural world. Those fun times taught me a lot about nature, but maybe even more about self-confidence, trust and finding a balance for work and play in life.—  <b><i>Jane Vachon</i></b></p>
Reading Genre	Date	Title	Author										

## Appendix 2

<p><b><u>Tourist Reviews</u></b></p> <p><b><u><a href="http://www.natureisland.com/questbook.html">http://www.natureisland.com/questbook.html</a></u></b></p> <p><b>nature isle destinations guest book</b></p> <p>(Visitors reviews on Dominica)</p> <p>Janis and Chuck, Gail and John, spent a 16 day holiday in Dominica in April 2010, dividing their time equally between Calibishie in the NE and Morne Daniel in the SW, a quiet residential suburb just a little north of our tiny capital, Roseau, where they stayed at Tranquile Villa, a luxury 4 bedroom private rental with pool. They hired a vehicle to tour many of the island's natural attractions and we arranged a day outing for them with Dr. Birdy.</p> <p><i>Colin, we absolutely loved Dominica!!</i></p> <p><i>In the north: we so enjoyed Sea Cliff cottages (8 nights) for the cottages themselves, the view and the small town atmosphere of Calibishe (along with the protest!). Gwen and Jim were most helpful. Cabrits Dive was fine, but the reefs are superior in the south in terms of health and larger fish life. We also saw the Carib Village, walked through Cabrits N.P., hiked from Capucin most of the way to Penville, loved the drive-through volcano. Our day with Dr. Birdy in Syndicate was the best. I'm a naturalist guide, so I know how good he is, very knowledgeable and accommodating. His wife makes amazing meals! Both locations where we stayed required lots of driving, but that's the way it is. John drove beautifully, but we were not prepared for the time it would take to get from place to place.</i></p>	<p><i>In the south: Tranquile Villa (8 nights) was fabulous, especially the wonderful pool (with birds and bats!) and the private nature of the home, but the whole ambiance of the place was so relaxing, just what we needed, however, very different from Sea Cliff in terms of setting and view. Both were very clean. We appreciated them both. We hiked in Morne Trois Pitons (Middleham Falls and Boeri Lake—Boiling Lake was closed). Titou Gorge was a hoot! The Marine Reserve was fabulous; we even saw 3 sperm whales, 2 from the Nature Island dive boat and 1 from the whale watching boat. Nature Island Diving was excellent! Soufriere Hot Springs trail was lovely; we hiked to the upper springs. Also, the drive through the forest from Layou-Bells-back to the airport was superb. Wish we had spent more time in there! We came upon a fun street dance in Marigot on the holiday (and the kite flying in Roseau was wonderful). We so enjoyed the people of Dominica, the experience of village life, the great market in Roseau and our time wandering the lovely Papillote Wilderness Retreat gardens before lunch there.</i></p> <p><i>Thanks, Colin. Cheers, Gail Richardson</i></p>
--	--

### Appendix 3

<u>Tourist Reviews</u>	<b>Douglas Outlines New Measures for Tourist Season</b>
<p>Elaine Mahoney are from England. In early January 2010 they came to Dominica for a stay of almost 2 months, After spending the first few weeks visiting friends up in the cool interior and touring the island, the remaining month of February was enjoyed relaxing by the beach at Marie's Seaview Apartment - a private rental at Mero village on the mid west coast</p> <p>Hi Colin</p> <p><i>We spent February 2010 at Seaview Apartment in Mero and had a very relaxing and enjoyable time there. We found Marie, the owner, who lives in the apartment above, to be a very nice lady, helpful in every way, and always on hand to advise and assist if we had any kind of problem or questions.</i></p> <p><i>The apartment is spacious and airy, and it was particularly pleasant to sit out on the balcony in the evenings to enjoy cooling breezes. The accommodation is only 5 minutes walk to the beach, and although we weren't renting a vehicle on this occasion it was nonetheless quite easy for us to pick up the local buses into Roseau, a journey of about 30 minutes. (The pull-in for the buses/vans was very close-by the apartment.)</i></p> <p><i>We had already toured most of Dominica prior to staying at Marie's apartment, and have always found the local people to be warm and friendly. The roads in Dominica could be improved somewhat, and at times services can be unreliable. But after a week or so I guess we kind of accepted such shortcomings and decided to just go with the flow!</i></p> <p><i>A very relaxing 4 weeks amongst very friendly people, Visit Dominica at Carnival time as we did and you'll find you will soon really become part of the local scene!!</i></p> <p><b>Ken and Elaine Mahoney (from England)</b></p>	<p>Minister for Tourism Ian Douglas has outlined several measures he believes will improve Dominica's tourism product for the upcoming season.</p> <p>Citing that cleanliness and presentation are paramount, Douglas told media that garbage disposal in the city must be done more efficiently while the issue of vagrants roaming the streets also need to be addressed.</p> <p>"The whole issue of vagrants who walk up and down the Bay front and through Roseau harassing the tourist, holding their T-shirts and begging for money or trying to solicit some cheap service... The vendors have to sharpen up their product and the whole presentation of their craft and their souvenirs, their tents, all the things that they put up for display on the Bay front. All those standards have to be raised," the minister said.</p> <p>Douglas also said that vendors should work on the way they are groomed and attired while improving on the manner in which they present their services to visitors. He has also recommended the option of making certain destinations on the island premium sites with set taxi fares.</p> <p>He urged citizens to take a personal interest in beautifying the different tourist locations on the island.</p>



## Appendix 4

### **Essential Primary Reading Skills for the Caribbean 3 pg. 47**

#### **The Cricket Bat**

What do you dream of being when you grow up? Delroy wanted to be a famous cricketer - but first he needed a bat!

Delroy jumped up and down in front of the TV. This was the greatest cricket match he had ever seen. The West Indies was winning. At last the West Indies bowled out the last man. They had won! Delroy could hear the loud shouts from the man next door ... He was sure he even heard his father's voice.

Delroy tried out a few strokes with an imaginary bat. He wished he had a real one to practise with. Well one day he would have, for sure. One day he would play for the West Indies. He hurried to put on his shoes for he was meeting his friend Marcus to go to the big Sports Fair at school. It was to raise money for sports gear for the school, and their sports master had said that there would be a bumper car ride there.

He walked quickly along the road to his friend's house. He could imagine how many children would want to ride on the bumper cars. The sooner they got there the better. Even though he was in a hurry, he couldn't resist trying a few more strokes with his imaginary bat. Pity bats were so expensive. If he had to wait till they were playing cricket matches at school he'd never get enough practice to be a first class batsman.

When he got to his friend's house, Marcus was practising strokes too, but with a coconut bough bat. 'Great match, eh?' Marcus shouted as Delroy came through the gate. 'We really showed them how to play, man.' He made another great swipe with his bat, then shaded his eyes and looked into the distance as if he had just hit a six. 'If we weren't going to the fair we could play some cricket with this bat. Do you just want to bowl me one ball?' he added, as he pulled a rubber ball out of his pocket.

'We have to hurry up. We have to get to the fair early if we want a ride on the bumper cars,' Delroy said.

As they walked along to the fair, Delroy kept checking in his pocket to make sure he hadn't lost the hundred-dollar bill his father had given him. It would not buy anything much, but he figured it would be enough to get him a ride on the bumper cars, maybe even two, and there should be enough left to buy something to eat and drink.

By the time Delroy and Marcus were at the sports field where the fair was being held, crowds of people were everywhere.

The boys ran to where the crowd was thickest, and easing their way through, they were at last in front of the bumper car ride. It was fantastic. There were little cars of all colours, and the children in them were shrieking with delight as they tried to steer away from each other.

'Just look at that line!' exclaimed Delroy. 'I just knew it. We'll be lucky if we get on.' The two boys were just about to join the end of the line when there was a voice over the loudspeaker. It said:

*'Own the greatest bat in the world, with the signatures of cricketing greats like sir George Headley, Sir Gatjield Sobers, Sir Vivian Richards and others too numerous to mention. With this bat you must become the world's greatest batsman. Or just keep it as a souvenir. if you haven't got a ticket, you haven't got a chance. All proceeds in aid of sports gear for the school.'*

Delroy stopped dead in his tracks. The greatest bat in the world. The greatest batsman in the world. 'I have to get a ticket, man,' Delroy stated, as he turned away from the line. Then Delroy was off to find the man with the loudspeaker and the world greatest bat.

**From 'The Cricket Bat' by Diane Browne**

## Appendix 5

### Essential Reading Skills for the Caribbean 3 pg. 50

#### Road Tennis - a Bajan Game

People usually play tennis on a tennis court of grass or clay - but in Barbados you might see local people playing their own special kind of tennis on a road.

At weekends if you are passing St George's Church in Barbados you may wonder what the cheering crowds who are gathered in the car park are doing. They will be supporting their local road tennis team. Road tennis is a sport invented by the Barbadians that is similar to table tennis but which is played on any available concrete patch around the island.

It was created in the late 1940s when there were still few cars passing along the roads out in the isolated villages and no television to keep people indoors. It became popular as a cheap pastime and was known as 'poor man's tennis'.

The game is played to table tennis rules on a 20ft (6 metres) by 10ft (3 metres) of concrete, marked out with painted white lines. The court is divided by an 8 in (20cm) high board as a net. All the equipment necessary is a tennis ball and paddle – style wooden bats, the design of which has barely changed over the years.

In 1976, the Barbados Road Tennis Association was formed and the popularity of the game spread to the towns and to the young and old alike. Now there are tournaments between villages and neighbouring islands with sponsors and stars such as Deighton 'Pa' Roach and John 'Floats' Cumberbatch.

### Essential Reading Skills for the Caribbean bk. 6 pg25

#### Tourists - Good or Bad?

Some countries depend a lot on tourists for income - but tourists can bring problems as well!

#### Tourists welcome!

Many people are pleased to see tourists in their country. It is good to show people how you live and what your country is like. Tourists spend a lot of money in the places they visit. They need food to eat and places to stay. They buy souvenirs and gifts to take home. Often airports and new roads are built for the tourists to use. Electricity and telephones are brought to the area. All these things give jobs to local people and improve the area.

#### Tourists, no thanks!

Sadly, tourists can damage the places and things they come to see. Large numbers of people mean there is a lot of traffic and litter. Plants and animals can be trodden on accidentally and run over. Just by being there in large numbers tourists can turn a quiet beautiful place into a crowded, noisy, dirty one. Taking home souvenirs of local wildlife can mean animals and plants become endangered species. A lot of people means a lot of sewage. If it is dumped into the sea without being treated it can spread many diseases.

Hotels destroy the habitat of local wildlife. Small fishing harbours may be taken over by tourists' boats, destroying the local fishing industry. Farmers cannot graze their animals or grow crops on land kept especially for wildlife or tourists to use. Many hotels and tourist businesses are owned by foreign companies. So money brought to the area may not actually help local people at all.

*From "The Brownes Go on Holiday" by Terry Jennings*

## Appendix 6

<p><b>Essential Reading Skills for the Caribbean 3 pg. 82-84</b></p> <p style="text-align: center;"><b>Slim</b></p> <p><b>Are girls and boys equal - or are girls better at some things and boys better at others?</b></p> <p>She leaned against the steps leading up to the veranda of the house. Her right elbow was propped up on the edge of the veranda floor, and she twirled a soiled bag half-filled with what appeared to be marbles from her index finger. Her left hand was stuck into the pocket of a pair of faded red shorts. Her hair was cropped short, and if it wasn't for the red bow that seemed glued over her left ear, you would easily mistake her for a boy.</p> <p>She was looking down at the ground, absorbed in the task of drawing circles with her great toe. Suddenly a whistle pierced the silence of the alley. She looked up, leaned forward, and peered up and down the alley. Her large brown eyes were half-closed, her lips were slightly pursed, and her head was tilted in the direction from which the whistle came.</p> <p>Another whistle, this time softer, sounded close by. Her mouth relaxed; she looked down, wiggled her toes, and began drawing a huge circle in the dirt. Two chubby boys, obviously twins, emerged from between two houses further down the alley. The boys walked purposefully towards her and stood directly in front of her. She continued to draw circles as though they were the most important things in her life. The late afternoon sun slanted through the lattice on the veranda, and gleamed off the deep bronze of her skin.</p> <p>'Look here, Jerry,' one of the boys said, 'Ain't that Slim?' 'Beats me.' The other boy shook his head. 'Sure looks like Slim, don't it? Naw, mus' be her ghost.'</p> <p>They laughed loudly, slapping each other on the back. Slim drew herself up to her full height, all of four feet.</p>	<p>Her chin jutted out, and her eyes flashed menacingly from one to the other. She was a midget next to the twins, but she was all defiance as she stood there. 'You Hobbses are the silliest. Just 'cause you're bigger'n fatter than everyone else you b'lieve you're the king an' prince of this alley; but you're just silly.' She stamped her foot and stood glaring at them, arms akimbo.</p> <p>'Says who?' they shouted in unison. 'Says I,' she retorted. 'You're so silly, you couldn't beat me at marbles if you tried for a million years.' There was a long silence, during which she continued to look at them, openly daring them. A faint smile flicked across her face. 'Let's play!' the boys shouted.</p> <p>They dropped marbles into one of the large circles that she had drawn. She knelt on the ground, leaned forward, and supported her weight on the tips of her slender fingers. Her face was all concentration.</p> <p>There was complete silence during the next fifteen minutes as she accurately knocked their marbles out of the circle. The twins bent forward in dismay at the pile of marbles as it grew beside her. When she had knocked out the last marble, she deliberately collected her booty, dropped them into her bag, then stood and faced the boys. 'Can't play no more today. See y'all around.' She turned and walked jauntily down the alley, one hand in her pocket, the other twirling her bulging bag.</p> <p>When she was some distance away, she turned and sang out, 'The Hobbses are silly blobses.' The twins made off towards her, but in a flash she was off, the balls of her feet barely touching the earth. She disappeared round the bend at the end of the alley, leaving the Hobbs twins plodding after her.</p> <p><b>From 'Slim' by Hazel Suimous</b></p>
---	---

## Appendix 7

<p><i>Keskidee Reader 7 pg. 22-24 see appendix</i></p> <p><b>Superstitions</b></p> <p>Superstitions are almost as old as time itself and exist in every culture. Are you superstitious or do you know anyone who is? Are there superstitions specific to your island, community or culture? What does the word actually mean? Here's one definition:</p> <p><b>Superstition</b> noun a widely held but irrational belief in supernatural influences, especially as leading to good or bad luck, or a practice based on such a belief.</p> <p><b>Silly superstition?</b></p> <p>Many people believe that superstition is based on ignorance and fear, and if taken too seriously can affect the choices people make about the way they live their lives. There are some people who see no difference between some aspects of organized religion and superstition. Superstitions have grown out of traditional, cultural and religious beliefs. Some people say that for that reason they are harmless. Some say that superstitions are simply a way of people in any society attempting to take control of the randomness of life. What do you think?</p> <p><b>Good luck</b></p> <ul style="list-style-type: none"> <li>➤ Seeing a spider in the morning</li> <li>➤ 'See a penny pick it up, all day long you'll have good luck.'</li> <li>➤ Crossing your fingers avoids bad luck.</li> <li>➤ Seeing dolphins swimming near a ship.</li> <li>➤ Wearing clothes inside out.</li> <li>➤ Finding a Ladybird on you.</li> </ul>	<p>Bad luck</p> <ul style="list-style-type: none"> <li>➤ Walking under a ladder</li> <li>➤ Opening an umbrella in the house</li> <li>➤ A picture falling</li> <li>➤ A mirror breaking is supposed to bring seven years of bad luck.</li> <li>➤ An owl hooting three times</li> <li>➤ A bat or a bird flying into the house</li> <li>➤ Stepping on cracks in the pavement</li> </ul> <p>Friday 13th</p> <p>A fear of bad luck on Friday 13th is a widespread superstition dating back to ancient times ... unless you are born on Friday 13th - in which case you are very lucky!</p> <p>Some of the superstition originates from the Christian tradition:</p> <p>In the Christian creation story, Adam and Eve were expelled from the Garden of Eden on a Friday.</p> <p>Christ was crucified on a Friday.</p> <p>The belief arose that an evil meeting of 12 witches and the devil would meet each Friday - 13 bad spirits up to no good!</p> <p>Many psychologists and skeptics say that if you think about bad luck and expect bad luck then it will come to you. In other words you 'make your own luck'.</p>
--	---

## Appendix 8

### Keskidee Reader 4 pg. 49

#### Kite flying

Joseph and Janelle had made their own kites. Joseph's was a green diamond with yellow and red stars on it, and Janelle's was a blue with a multicolored parrot. Your parrot has a head Like a football," Joseph told Janelle. "You'll the kite competition."

I'm not trying to win," said Janelle. "I just want my kite to fly."

At last the day came when their kites were finished and the wind was blowing and Daddy took them down to the beach. Joseph threw his kite into the air, but almost immediately it crashed back down to the ground. Janelle threw hers up and watched it leap and hover for a moment before crashing like her brother's. They both tried again. This time a breeze caught Janelle's kite and sent it floating upwards to join the other dancing shapes in the sky.

Well done," called Daddy. Then he shouted to Joseph, "Pull gently!" don't tug!" Joseph did as he was told and his kite joined Janelle's.

The sky was crowded with squares and diamonds, stars and boxes - like a huge flock of brilliant birds. Everything went well ... until the Last minute. "Bring your kites down now," shouted Daddy at Lunch time. Janelle drew her kite in, all the time winding the string around the wooden handle. Joseph could not bear to stop. "Just one more minute," he called out. That's when it happened.

A big red kite made its way above Joseph's and its tail rubbed against his string. Joseph tried to pull his kite away. But it was too late. He watched in despair as his beautiful green diamond kite was cut free. It sailed away on the wind then drifted into the top branches of the tallest tree. The string snaked uselessly to the ground.

"Aaaagh!" wailed Joseph. "My kite! Someone's cut my kite!" Daddy was angry. He looked in vain for the owner of the red kite.

Everyone knew that there were 'kite-cutters' about. They would tie a razor blade or some glass to the tail of a kite then send it up into the air. The deadly tail would wave in the wind until the sharp edge had cut through the string of another child's kite.

Joseph was miserable.

"Don't worry, said Janelle, kindly. "We'll help you make another kite." That afternoon, Joseph, Janelle, Mum and Dad all worked hard.

Together, they made a new kite for Joseph. It had an orange star, Lots of circles, shapes and stripes. "I Like this better than my kite," announced Joseph.

"Why?" Janelle asked. "Because it's a family kite," said her brother.

Next day, they took the 'family kite' down to beach. It was a truly beautiful kite and it flew Like a dream.

## Appendix 9

<p><b>Theme – Sports</b> <b><u>What Is a Player?</u></b></p> <p>A player is one who doesn't give up at the sight of defeat, But learns from their mistakes and puts them beneath.</p> <p>A player is one who doesn't give up at the sound of the buzzer, Always giving what they have from one side of the court to the other.</p> <p>A player is one who doesn't whine about their playing time, Because a player knows it's an unacceptable crime.</p> <p>A player is one who practices game-speed, Always keeping in mind that their shots are not guaranteed.</p> <p>A player is one who doesn't settle for anything less, Even knowing, that they're not the best.</p> <p>They will be the ones you see outside practicing, Day or Night, Rain or shine, They are the ones running on hurt ankles, admitting there fine.</p> <p>A player is one who has a strong, sensible mind, Never pondering about failing, only contemplating prevailing.</p> <p>A player is one who doesn't chicken out, Who wants to be in the game when everything counts.</p> <p>Now, that is a true player.</p>	<p><b>Theme – Adventure with books</b></p> <p><b>Adventures with Books</b> Author Unknown</p> <p>Books are ships that sail the seas To lands of snow or jungle trees And I'm the captain bold and free Who will decide which place we'll see Come let us sail the magic ship</p> <p>Books are trains in many lands Crossing hills or desert sands And I'm the engineer who guides The train on its exciting rides. Come, let us ride the magic train</p> <p>Books are zoos that make a home For birds and beasts not free to roam And I'm the keeper of the zoo I choose the things to show to you Come, let us visit in a zoo</p> <p>Books are gardens, fairies, elves Cowboys and people like ourselves And I can find with one good look Just what I want inside a book Come, let us read! For reading's fun</p>
--	---