

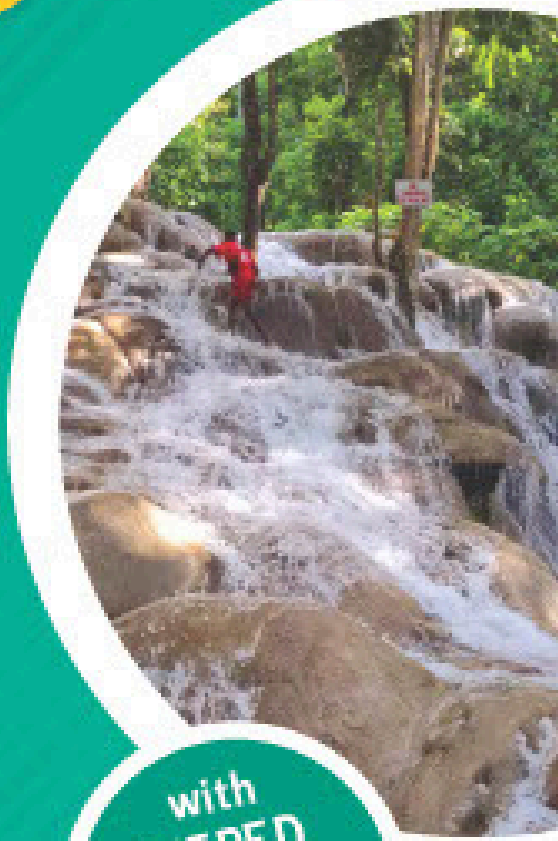
Supports the National Standards Curriculum of Jamaica

Hope E. Palmer

Language for Life

Grade 6 Learners





with TIERED ACTIVITIES

S C CH

Language for Life

Grade 6 Learners

Supports the
National Standards Curriculum

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Language for Life

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TERM 1 | UNIT 1

OUR COMMON HERITAGE - CULTURE AND HERITAGE

Focus Question:
What was Jamaica's road to independence?

The activities in this unit explore the culture and heritage of Jamaica. The work solidifies concepts surrounding our common heritage and introduces these ideas in a literary way. The stories and texts present the experiences of 'real' and imagined characters allowing students to relate more effectively to their culture. The focus will be on building word recognition skills and furthering oral and written vocabulary. The unit aims to further develop creative writing and critical thinking.



TEXT 1 - GRANDMA'S STORIES

Learning Objectives - Text 1

- Recap subject verb agreement, clauses and sentences.
- Demonstrate knowledge of cultural events and activities and write creatively about the different aspects of these events.
- Listen to stories with full attention to recall the main ideas.
- Learn the use of conjunctions to join sentences.

1 Vocabulary Building

Individual Work

a) Find the hidden words in the wordsearch.

Look at each row from left to right and each column from top to bottom. Words may appear horizontal, vertical, diagonal, backward or forward. Colour each word as you find it.

b	e	h	n	a	v	i	g	a	t	e	e
c	j	l	n	x	t	r	d	g	o	n	m
q	r	e	t	a	i	n	y	m	o	s	a
g	w	h	k	i	b	z	f	i	u	l	n
l	o	a	n	c	e	s	t	o	r	a	c
i	e	p	s	u	s	a	l	n	c	v	i
m	u	t	t	e	r	e	d	f	p	e	p
m	x	v	w	b	h	a	z	a	r	d	a
e	r	q	e	v	a	i	y	y	h	j	t
r	k	l	x	u	n	i	q	u	e	x	i
a	e	a	z	f	b	e	m	w	d	t	o
c	d	s	u	b	m	i	s	s	i	i	n

WORDS

retain
hazard
unique
glimmer
~~navigate~~
ancestor
enslaved
muttered
submission
celebration
emancipation

b) Dictionary work

Copy any **unfamiliar words** from the wordsearch.
Using a dictionary, find and write down the meanings of these words.

Extension: What part of speech is each of the words in the wordsearch?
e.g. celebration – noun

2 Subject Verb Agreement

Task for the Whole Class



I can learn at least two (2) new words. I can make simple and compound sentences with the correct subject and verb.

*A **clause** is a group of words that contains a **subject** and a **verb.***
*A **sentence** is a group of words that expresses a **complete thought**.*
*The **subject** and the **verb** of a sentence must always agree for the sentence to be correct when you speak and write.*
If the subject of the sentence is singular the verb must be singular.
If the subject is plural, then the verb must be plural.

Singular	Plural
The girl talks to her grandma.	The girls talk to their grandma.
Subject (one) verb (singular)	Subject (more than one) verb (plural)

a) Circle the correct subject to complete the sentences.

1. My _____ **is coming** to visit.
2. _____ **are having** potato pudding.
3. The _____ **is getting** on the bus.
4. Tomorrow _____ **are going** to Grandma.
5. _____ **was prepared** for the trip.
6. _____ **likes** the stories.

aunt aunts
The boys Stan
child children
I we
He They
Hannah They

b) Choose five (5) of the words from the wordsearch to create simple or compound sentences.

Remember that:

*A **simple sentence** has one main idea/clause and contains a subject and a verb. e.g. The **sun** **shines** brightly.*

*A **compound sentence** contains two or more simple sentences, which are a complete thought. They are joined by a conjunction.*

*e.g. **The** **sun** **rises** **in the morning**, so **they** **leave** **home** **at dawn.***

REMEMBER

When you write about a **singular subject** you must add a **singular verb**.
When you write about a **plural subject** you must add a **plural verb**.

3 Word Recognition

Task for the Whole Class

a) Whole class will read out the words listed below. Clap to find the number of syllables in each word.

REMEMBER **Prefixes and suffixes form syllables.**

b) Put a tick beside the correct number of syllables in each word.

New Words	Number of Syllables				
	1 Syllable	2 Syllables	3 Syllables	4 Syllables	5 Syllables
enslaved					
retain					
emancipation					
hazard		✓			
ancestors					
navigate					
unique					
rebelled					
paved					
celebration					
sparse					

4 Before Reading: Listening and Speaking

Task for the Whole Class



I can use simple vocabulary to recall ideas shared in a group.

a) Every child has a story to tell!

Students will **talk about a visit** they made to a relative's house.

Talk about:

- any good memories from the visit.
- why they liked or disliked the visit.
- any special person they met there.

REMEMBER

Use Standard Jamaican English when you are speaking.
Use correct sentence structure, paying attention to subject verb agreement.

b) Whole class will work together to create a single story.

Each student will add one sentence to build the story.
The opening sentence will be provided by the teacher, e.g. 'When I went to Grandma's house, I was shocked. . .' or 'A long, long time ago, I visited. . .'

REMEMBER

The subject must agree with the verb in your sentence.

c) Single Story Write-up. Individual Work

When the single story is completed, students will choose one of the activities below.

Support	Core	Challenge
Write three (3) ideas from the story created by the whole class. 1. _____ 2. _____ 3. _____	Write a paragraph (5 - 8 sentences) about what you can recall from the story created by the whole class.	Write the entire story in your own words. Add a new piece of information or event. Change one (1) of the original ideas the whole class came up with to make your story more exciting.

5 Continuous Reading Task for the Whole Class

a) Teacher will read the entire story to the class.

Grandma's Stories

Every visit we made to Grandma Ivy's house was special. She was a unique old woman, very loud and very wise. It was a delight to pack our brown suitcases with clothes for the week. "Have you put your church shoes in the suitcase as I asked you to, Hannah?" Mama asked. "Yes, long time!" I replied. There was always something different to do at Grandma's house, and Papa often said that Ivy spoilt us too much. We found it quite interesting to travel from Balaclava, St. Elizabeth to Ulster Springs, Trelawny on the big, red bus. It had the picture of a black cat below the name of the bus - Ever Ready. On its way, the bus passed through many towns. I recognised most of these until we got to Comfort Hall. From there, all the places on the route were foreign to me.



The bus climbed hills and slid smoothly through valleys. Along the road, the branches of the huge trees hung across as if holding hands. It seemed like a tunnel. The trees were forcing the bus to crawl underneath. “What a hazard!” said the woman sitting next to Sandra. “The government needs to cut these trees down. Isn’t this what we are all paying our taxes for?” She continued, “Every month we must give a portion of our pay to the government to help run our country. They must use it to make the country a better place.” Many of the passengers nodded their heads in agreement. Some added words expressing their disgust at the situation. Occasionally, the bus driver had to come to a complete stop. He gave himself time to think of the safest way to navigate through the thick branches. He appeared to squeeze his way through the small spaces the trees had left for the vehicles on the road. With his expert driving skills, he drove safely. He got us very close to Grandma Ivy’s house.

The house stood a short distance away from the main road. It was hard to see the house if you were standing on the sidewalk. The trees spread across the driveway, almost choking the small space left for the cars and visitors. Beyond this was Grandma’s house. It was a huge, brown, two storey building.

“How is your Papa Stan?” was always her way of greeting us. Then one of us would tell her that he was fine when we left him at home. Afterwards, Grandma would add her famous statement about my father. “So, he caan leave him precious goats and cows to come look for family eh!” To that, my mother would only shake her head and walk past my grandmother as she headed inside the house. “You alright Pam?” Grandma Ivy asked. “How the bus ride? The man drive de bus good?” She did not give Mama any time to respond to the series of questions, as if she were a police officer and Mama a criminal caught in the very act of stealing.



It was funny the way Mama became a child again. She was the one now who received the instructions. “Do this Pam. Don’t sit there Pam. Take this up quickly!” Like a child, Mama obeyed without questioning.

Grandma Ivy and Mama had a lot in common. They were both short, dark women. They enjoyed telling us stories. For me, that was the best part of visiting Grandma. “When I was a child,” she said, “we didn’t have anything like a bus. You all are lucky. Things are so much easier for you.” She said that she was happy that some things ‘kinda’ stayed the same. As old as Grandma was, she enjoyed Emancipation Day. She liked the pride that everyone showed in

preserving their history. Grandma Ivy shared with us the horror stories her mother told her. She said that her mother had to work hard on the sugar plantation. There was no freedom, no childhood, and no fun. They had to plant, care for and harvest the sugar cane. They had to extract the juice to be made into sugar and molasses. Her grandmother told her stories of hardships. It was tough during February and March. During the harvesting season, the overseers became harsher. The slaves were whipped even more if they slowed down the pace at which they worked. Grandma said that our ancestors were proud. They were powerful people who were tricked and forced into slavery.

Fortunately, some did not lose their courage and strong personality. "Best of all," she said with a glimmer of a smile, "were stories told of those slaves who hated the life they were forced into so much that they rebelled against the plantation owners." Grandma Ivy remembered vividly the story told of Esme, who decided that she could not last much longer with such meagre and poor quality food, people dying around her daily and no hope. Like others, she refused to adapt to this new life. The slave owners may have thought that Africans were strong people, hence ideal to work the plantations. They may also have thought that their dark skin could withstand the Caribbean heat when in fact, being out in the open field working six days a week, with no shelter from the tropical sun was too much for any human being. "How could anyone think that a human being is resistant to disease? So stupid," Grandma Ivy muttered reflectively. "Simply stupid! A weak body could never be able to fight malaria, yellow fever or even smallpox."



Map of Africa

Grandma Ivy laughed and said, "Esme, now there was a hero! One rainy night when all the slaves were locked away in their huts and thought to have been sleeping on their sparse straw beds, she was busy. She had made plans with a man from another plantation. They had planned to run away together. Esme was determined that they had to escape." Grandma Ivy said that brave souls like Esme and her male friend paved the way for other bigger revolts.

We joined in laughing when she told us how smart the slaves were. We learned that even though the slaves were watched constantly, they found ways to communicate with each other. They planned their escape. It was funny to learn how they made underground tunnels. These led from one plantation to the next. Through one of these, Esme disappeared into the night, never to be seen again! She had escaped into the mountains like so many other slaves after her.

Observing this day was important to Grandma. It was freedom for a group of people who were enslaved. They were robbed of their homes. They lost their customs. They lost their identity as a united group of people. It was hard to retain their history, but they did. Grandma told us that many slaves died in their fight for freedom. It is their sacrifice we must remember and be thankful for.

b) Self-Assessment: Make a note of one thing you enjoyed, learned or understood from the story.

_____

_____

c) Comprehension Ability Pair Work

In ability pairs, students will re-read the story. On page 11 choose a cluster (**support**, **core** or **challenge**) to complete.



I can show that I understand clearly what I have read.

Support

S1. What did you learn about Grandma Ivy in paragraph 1?

S2. Why did Hannah like going to her grandma's house?

S3. What is the purpose of the text (why was it written)?

S4. What stories did Grandma Ivy share with her grandchildren?

S5. Give two (2) reasons why Emancipation Day was so important to Grandma Ivy.

S6. Put the events in the order they happened:

- The bus climbed hills and slid through valleys.
- Grandma Ivy told the children the story about Esme.
- The children packed their suitcases.
- The bus driver had to stop and think about the safest way to drive through the thick branches.

Core

C1. How do you think the bus driver felt?

C2. Explain this sentence. "From there, all the places on the route were foreign to me."

C3. Imagine that you were a passenger on the bus. Write two (2) questions you would ask your Member of Parliament about the conditions of the road.

C4. Describe Grandma's feelings about the Emancipation Day Celebration.

C5. What do the readers learn about Esme and the other slaves?

C6. What lesson can you learn from their experience?

Challenge

CH1. What does the reader learn from the dialogue in paragraph 7?

CH2. Explain what Grandma Ivy means by, "She liked the pride that everyone showed in preserving their history."

CH3. The writer uses personification in paragraph 2. Find and copy two (2) examples. Choose one (1) and explain what the writer means.

CH4. How does Grandma Ivy feel about the colonial powers? Add the sentence or phrase that shows this.

CH5. What two (2) questions would you ask Esme if you had an opportunity to meet her?

CH6. Grandma uses a rhetorical question, "How could anyone think that a human is resistant to disease?" How do you think the grandchildren were feeling at this point in the story?

CH7. What would your response to Grandma's question be if you had a chance to answer?

d) Did I Understand the Descriptions? Individual Work

Choose one of the activities below. **Complete** this in your Language Arts book.

REMEMBER

The subject must agree with the verb in each sentence.

Support	Core	Challenge
Re-read paragraph 2. Describe the bus journey in your own words. Draw the bus journey based on the description given.	Re-read paragraph 3. Describe the house and its surroundings in your own words. Draw Grandma Ivy's house and the surroundings.	Re-read paragraph 8. Describe Esme's escape in your own words. Complete a drawing of how you visualise Esme's escape.

e) Story Review Individual Work

OK ☐ GOOD ☐ GREAT ☐

I can retell the story and give opinions about how good the ideas are.

Choose and answer one (1) of the writing activities (**support**, **core** or **challenge**) on page 13.

Support

My Story Review:

The main idea of the story is . . .	My favourite character is . . .
My favourite part of the story is . . .	This is what I thought about the story . . .

How much did you like the story? 

Core

Story Evaluation:

Complete the sentences below.

Today we read the story of _____.

At the beginning of the story, _____.

In the middle _____.

In the end, _____.

I liked the story because _____.

My favourite part of the story is ____.

I would like to find out more about ____.

Challenge

Write Esme's Story:

Pretend that you are the slave girl Esme. Write a story telling of your escape from the plantation to the hills with the man you had made plans with.

6 Conjunctions

Task for the Whole Class



I can recognise and use conjunctions to join sentences.

Conjunctions *are words or phrases that* ***join two sentences*** *or* ***two parts*** *of a sentence.*

Conjunctions help your writing to flow easily
e.g. and, yet, even though, whereas, neither. . . nor, also.

Conjunctions are sometimes called ***connectives****.*

Types of Conjunctions

Coordinating conjunctions (join independent clauses and sentences). They can be remembered as: **'fanboys'**.	**Subordinating conjunctions** (join main clauses to subordinate/ dependent clauses). They include:	**Correlative conjunctions** (pairs of conjunctions that join words or groups of words). They are:	**Contrasting conjunctions** (show how one person, place or thing is different from another). They include:
for and nor but - connect ideas that contrast or yet so	although once until as whether even though because since	neither/nor just as/so either/or both/and not only/but whether/or	yet however although in contrast despite whereas while nevertheless

a) Use the words from the word box to complete these sentences

but although so either/or

1. I went to bed late _____ I am tired today.
2. I enjoy swimming, _____ it's not my favourite sport.
3. _____he goes abroad on holiday, he doesn't like travelling.
4. We are _____ having vegetable soup _____ curry for dinner.

b) Use the conjunctions below to link the sentences together. Rewrite the sentence or sentences if needed.

so and because but In addition to

Jamaicans celebrate many festivals. They enjoy doing so. They have these celebrations every year. They do not want to forget their heritage. Most celebrate Christmas. Others celebrate Diwali. They celebrate Independence Day. They celebrate Emancipation Day.

c) Use the sentence starters below to create interesting sentences.

1. Even though _____.
2. While _____.
3. Since _____.
4. Once _____.
5. Just as _____.



Sugar cane plantation

7 Which Statement is Correct? Individual Work

Read the story again. **Circle** the correct statement.

1. What did Grandma Ivy think of Papa Stan?

a) She did not like him.

b) She thought that Papa Stan was lazy.

c) He missed his goats and cows.

d) He showed little interest in the family.

2. Why was Mama, *'Like a child again'*?

a) Grandma Ivy cooked for her.

b) She obeyed all of Grandma Ivy's instructions.

c) She cried a lot.

d) She took things up quickly.

3. At what time of the year did the slaves suffer most?

a) Summertime.

b) When they arrived on the island.

c) Wintertime.

d) Harvest time.

4. The expression, '. . . *people dying around her daily and no hope'* means:

a) The slaves were having a bad time.

b) The condition was not too bad.

c) The slaves had no future.

d) They could not go to another plantation.

5. How did Esme and some of the other slaves escape?

a) Through an underground tunnel.

b) On the railway train.

c) Walking across the plantation.

d) Swimming in the Rio Minho River.

6. What did Grandma think about Emancipation?

a) It should have happened sooner.

b) The slaves got their deserved freedom.

c) It was a waste of time.

d) The colonial rulers were happy.

8 Grandma Ivy's House Plan

Individual Work

Look carefully at the **house plan** on page 17, then answer the questions.

1. What types of rooms are mainly upstairs?

_____

2. Which rooms are at the most northerly part of the house?

_____

3. Which of the rooms would get sunlight earliest in the morning?

_____

4. On which side of the house is the kitchen?

_____

5. What is on the west side of the house?

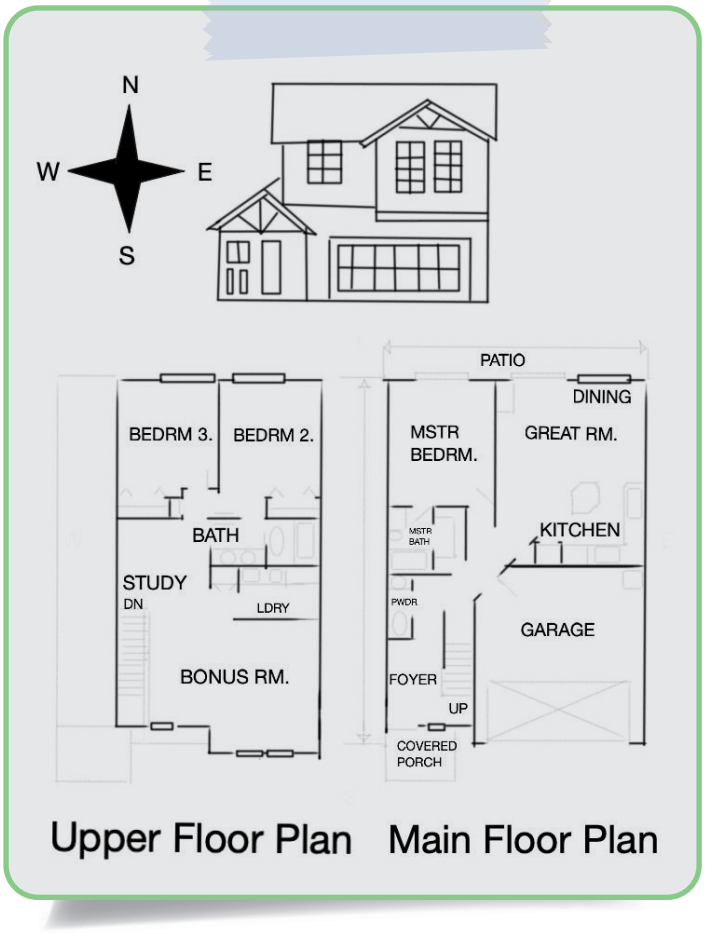
_____

6. Which direction is the covered porch in?

_____

7. If you were standing by the garage, in which direction would you walk to go to Bedroom 3

_____



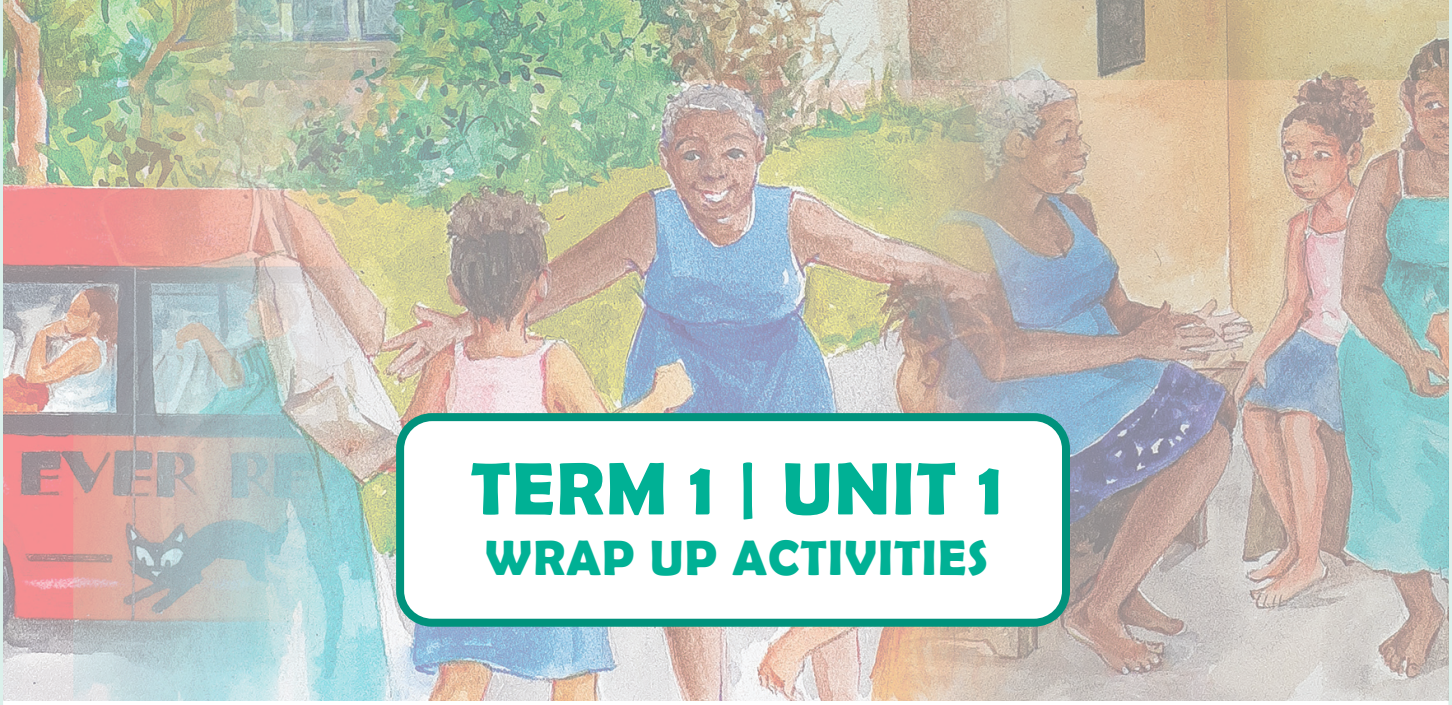
Extension: Look at a map of Jamaica. Find Trelawny. Is Trelawny in the South or East?

9 Talk About It: Jamaican History

Pair Work

Talk with a **grandparent** or an **older member** of your family or community.

1. Find out about any stories passed down about Jamaican history.
2. Make short notes and share the stories with the whole class.



TERM 1 | UNIT 1
WRAP UP ACTIVITIES

Choose one of the activities to share your understanding of the unit.

What makes our countries special?

Write a letter or an email to a penpal in a foreign country.

- Ask questions to find out what life is like in their country.
- Explain to your penpal what life is like in Jamaica.
- Include pictures or drawings to show your penpal significant or important places in Jamaica.
- Explain why these places are special to you.

Song – Jamaica's past

Work with a partner to write a song about Jamaica's past.

- Include information that you have learnt in this unit.
- Use a combination of Jamaican Creole and Standard Jamaican English.



Language for Life

Grade 6 Learners

with TIERED ACTIVITIES

S C CH

This teaching and learning resource is an activity-based tool designed to develop the English Language skills of Grade 6 students. Through diverse texts, students will enhance their 21st century skills including research, critical thinking and collaborative problem solving.

- Tiered activities offer choice and challenge the learner
- Differentiated activities reduce teacher workload
- Independent learning and reflection encouraged
- Self and peer assessments provide feedback on progress and ways to improve work
- 'I can statements' will inform both student and teacher about the progress made
- STEAM activities boost creativity, teamwork and problem-solving skills
- Clear structure of terms and units in line with the National Standards Curriculum
- Extension activities help the learner advance to the next level of academic engagement

ABOUT THE AUTHOR

Hope E. Palmer has a passion for language, literature and learning, coupled with thirty years of classroom teaching experience in both mainstream and special needs education. She has taught in Jamaica, the United Kingdom and various international schools. Her expertise includes teaching English as both a first and second language. Her extensive and diverse experience in teaching English Language and Literature in multiple contexts has made her adept at advancing the language skills of students with varying levels of language development.



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