

Supports the National Standards Curriculum of Jamaica

Hope E. Palmer

Language for Life

Grade 6 Learners





with TIERED ACTIVITIES

S C CH

Sample

Language for Life

Grade 6 Learners

Supports the
National Standards Curriculum

Hope E. Palmer

MA - SEN: Inclusive Education (Middlesex University, London)
BA - English (UWI, Jamaica)
Dip. Ed. - English (Mico, Jamaica)

Language for Life

Table of Contents

Acknowledgement viii
Note to Teachers Parents and Guardians ix

Term 1 | Unit 1

Our Common Heritage- Culture and Heritage 1

Text 1 - Grandma's Stories 2
1. Vocabulary Building. 2
2. Subject verb Agreement. 3
3. Word Recognition. 4
4. Before reading: Listening and Speaking. . . . 5
5. Continuous Reading with Comprehension. 6
6. Conjunctions. 13
7. Which Statement is Correct?. 15
8. Visual Comprehension - Grandma Ivy's House Plan. 16
9. Talk About It – Jamaican History. 17

Text 2 - The People Who Came: Then Became Us 18
1. Article. 18
2. Text Features. 20
3. Comprehension: True or False. 22
4. Interpret Pictorial Details. 22
5. Prefix and Suffix. 24

Text 3 - Jamaican Stories 27
1. Vocabulary Building. 27
2. Dictionary Work. 28
3. Before Reading: Listening and Speaking. 28
4. Punctuation – Capital Letter. 31
5. Reading Activity with Comprehension. 33
6. Reading Activity with Story Sequence 34
7. Punctuation – Commas. 37
8. Figurative Language – Visual, Auditory and Tactile Imagery. 38
9. Story Writing. 39

Text 4 - The Celebration 42
1. Vocabulary Building. 42
2. Dictionary Work. 43
3. Word Recognition. 43
4. Prediction – Think, Talk, Share. 44
5. Reading Aloud with Comprehension. 45
6. Relative Clause, Relative Pronoun and Relative Adverb. 48
7. Internet Research. 51

Text 5 - Revolution Day Celebration - Cuba 53
1. Concrete and Abstract Nouns. 53
2. Revolution Day Celebration with Comprehension. 54
3. Creative Writing. 56
4. Road map. 57
5. Online or Offline Research. 57

6. Main and Subordinate Clause. 58

Text 6 - Argumentative Writing. 60
1. Dictionary Work. 60
2. Preposition. 61
3. Speaking and Listening – Whole Class Discussion. 61
4. Article – Was It Good to Have Gained Independence?. 62
5. Arguments in Writing 65
6. Argumentative Writing. 65
7. Part of Speech – Abstract Noun. 66
8. Parts of a Paragraph. 68
9. Writing a Good Paragraph. 70

Term 1 Unit 1 Wrap Up Activities. 71

Term 1 | Unit 2

The Physical Environment and Its Impact- Landforms. **72**

Text 1 - Mornings and Evenings 73

Mornings and Evenings – Part one
1. Irregular Plural Nouns. 73
2. Reading Aloud with Comprehension. 75
3. Mornings and Evenings Crossword Puzzle 79
4. Fact and Opinion. 80

Mornings and Evenings – Part two. 82
1. Prediction. 82
2. Reading Aloud. 82
3. Summarising Skill. 83

Mornings and Evenings – Part three. . . . 85
1. Reading Aloud with Comprehension. 85
2. Homophones. 88
3. Homonyms. 90
4. Magazine Advert. 91
5. Writing a Magazine Article. 92
6. Simple Story Structure. 95

Text 2 - The Two Stoves. 96
1. Vocabulary Building. 96
2. Vocabulary Burst. 97
3. Research and Digital Presentation. 97
4. Prediction – Think, Talk, Share. 98
5. Creative Writing. 99
6. Reading Aloud with Comprehension. 100
7. Homophones. 107
8. Table of Contents. 107
9. Punctuation – Colon and Semi-colon. . . . 108
10. Figures of Speech. 110
11. Creative Writing: Edit and Redraft. 113

Text 3 - from The Holiday Collection Poems. 114
1. Compound Words. 114
2. Poetry with Comprehension. 115
3. Reading Poetry. 117
4. Write Your Own Poem. 118
5. Jamaican Poem with Comprehension. 119
6. Online Poetry Reading. 121
7. My Favourite Jamaican Poem. 121
8. Listening and Speaking – Class Debate. . . 121

Text 4 - Online Nonfiction: Volcanoes. 122
1. Vocabulary Building. 122
2. Dictionary Work. 123
3. Article – Volcanoes with Comprehension. . 124
4. Describe the Violent Volcano. 127
5. Volcano Hotspots Around the World. 128
6. Online and Offline Research. 129
7. Design Thinking. 129

Text 5 - Letter to Edith. 131
1. Present and Past Forms of Verbs. 131
2. Make Inferences. 133
3. Listening and Speaking – Think, Talk, Share. 133

4. Research on Earthquake. 134
5. Reading Aloud. 134
6. Punctuation – Exclamation Mark. 138
7. Playscript: Writing and Acting. 140
8. Connecting Ideas in Writing. 142
9. Letter Writing – Informal Letter. 144

Text 6 - Mr Jim. 145
1. Before Reading – Skimming and Scanning. 145
2. Reading Aloud with Comprehension. 145
3. Letter Writing – Informal Writing. 149
4. Reading Activity. 150
5. Writing Dialogue. 151
6. Listening and Speaking – Hot Seat Activity. 152
7. Creative Writing. 153
8. Compare and Contrast. 153
9. Speech Writing. 154
Term 1 Unit 2 Wrap Up Activities. 156

Term 2 | Unit 1

Energy and Matter (Light and Sound)

Text 1 - Darren and His Noisy City. 158
1. Synonym and Antonym. 158
2. Listening and Speaking – Use Standard Jamaican English. 161
3. Writing a Leaflet. 161
4. Compare and Contrast. 163
5. Story Reading with Comprehension. 164
6. Make Connections. 167
7. Comparison and Contrast. 168
8. Group Debate. 169
9. Irregular Plural Nouns. 170
10. Demonstrative Pronoun. 171

Text 2 - The Inventors – Thomas Edison & Lewis Howard Latimer. 173
1. Punctuation Activity. 173
2. Singular and Plural Possessive Noun. 174
3. Thomas Edison Blog. 174
4. Creating a Blog Post. 177
5. Lewis Howard Latimer Biography. 178
6. Writing a Biography. 180

Text 3 - The Product Pitch. 182
1. Spelling. 182
2. Individual Reading. 183
3. Reading Aloud with Comprehension. 184
4. The Product Pitch Crossword Puzzle. 186
5. Punctuation in Direct Speech. 187
6. Product Pitch Project. 189
7. Speech Writing. 190
8. Design an Advert. 190

Text 4 - The Light - Our Journey Home. 192
1. Adverbs. 192
2. Vocabulary Building. 194
3. Word Meaning 194
4. Spelling. 195
5. Vocabulary Building. 195
6. Graphic Story 196
7. Using Adjectives and Adverbs. 200
8. Editing for Fragments and Run-on Sentences. 201

Text 5 - Sunlight on Our School Trip. 202
1. Spelling. 202
2. Listening and Speaking – Think, Talk, Share. 203
3. Read Aloud with Comprehension. 203
4. Figures of Speech. 207
5. Writing Figures of Speech. 209
6. Past Perfect Tense. 210
7. Transitioning Words. 214
8. Writing: Diary Entry. 215
9. Save the Environment Project. 216
10. Online Research. 217

Text 6 - Lightning Strikes. 218
1. Online Research. 218
2. Creating Sentences. 219
3. Before Reading: Listening and Speaking. . .219
4. Read Aloud with Comprehension. 219
5. Fact and Opinion. 221
6. Read Aloud with Comprehension. 223
7. Fact and Opinion. 226
8. Types of Sentences. 226
9. Writing Task. 228

Term 2 Unit 1 Wrap Up Activities. 229

Term 2 | Unit 2

Living Things and Life Processes. **230**

Text 1 - Autobiography: First Memory
1. Punctuation: Ellipsis. 231
2. Vocabulary Building 233
3. Read Aloud with Comprehension. 233
4. Character Exploration – Hot Seating Activity. 239
5. Describing Characters. 239
6. Present and Past Tense. 240
7. Autobiographical Writing. 240
8. Growing Up Project. 241
9. Spelling. 242
10. Interrogative Pronoun. 243

Text 2 - My Lunch Plan. 245
1. Understanding Appositive. 245
2. Prediction. 246
3. Read Aloud. 247
4. Create a Healthy Recipe. 248
5. Describing the Digestive System 250
6. Reading Activity. 252
7. Character Analysis – Hot Seating Activity. 256
8. Speech Writing. 257
9. Visual Comprehension. 259

Text 3 - Our Father, The Farmer. 259
1. Spelling: 'Shun' Sound. 260
2. Vocabulary Building 262
3. Read Aloud with Comprehension. 262
4. Synonyms and Antonyms. 265
5. Punctuation: Brackets and Dashes. 265
6. Creative Writing: Story Opening. 267

Text 4 - Poetry: This is My Garden
1. Poetry. 268
2. Poetry Reading. 269
3. Poetry Writing. 270
4. Reading a Recipe. 270
5. Abbreviation and Acronym. 272

Text 5 - Letter Seeking Support for Hockey Team. 274
1. Vocabulary Building. 274
2. Idiom. 275
3. Formal Letter with Comprehension. 276
4. Letter Writing – Letter of Request. 277
5. Group Research. 278
6. Problem Solving. 279
7. Persuasive Writing. 281
8. Newspaper Article. 281

Text 6 - Speech to Foothill Primary School. 282
1. Vocabulary Burst. 282
2. Continuous Tense. 283
3. Read Aloud with Comprehension. 284
4. Speech Writing. 286
5. Letter Writing – Letter of Request. 287

Text 7 - Poetry: The Heart. 287
1. Future Tense. 287
2. Poetry: Reading. 289
3. Writing Poetry. 290

Term 2 Unit 2 Wrap Up Activities. 291

Term 3 | Unit 1

Diversity, Sustainability and Interdependence. **292**

Text 1 - Isaac and the Winning Goal. 293
1. Listening and Speaking – Storytelling. . . . 293
2. Read Aloud with Comprehension. 294
3. Storytelling. 299
4. Creating a Podcast. 300

Text 2 - Church Every Sunday. 301
1. Word Recognition. 302
2. Reflexive Pronoun. 303
3. Before Reading. 305
4. Reading Activity with Comprehension. . . . 305
5. Listening and Speaking Activity. 308
6. Writing: Diary Entry. 308
7. Writing: Writing from a Perspective. 309
8. Listening and Speaking – Dramatisation. .309
9. Book Review Video. 310

Text 3 - Nonfiction Narrative ... and the other Caribbean Islands. 311
1. Vocabulary Building. 311
2. Online and Offline Research. 311
3. Reading Aloud with Comprehension. 312
4. Comprehension: True or False. 316
5. Visual Comprehension – The Caribbean. . .316
6. Punctuation: Colon, Semi-colon, Comma, Question mark, Exclamation mark. 317
7. The Island Herald. 318
8. Research. 319
9. Writing: Using Figures of Speech. 320

Text 4 - The Island gods. 321
1. The island gods Crossword Puzzle. 321
2. Vocabulary Burst. 322
3. Negative Interrogative Sentence. 322
4. Story Reading with Comprehension. 324
5. What do you think happened next?. 327
6. Writing: Prediction. 327
7. Online Research. 328
8. Writing – Monologue. 329

Text 5 - Graphic Story: Why We Work and Learn Together. 330
1. Grammar – Spot the Mistakes. 330
2. Writing: Sentences. 330
3. Graphic Story. 331
4. Comprehension. 334
5. What Happens Next?. 334
6. Your Turn: Creating a Graphic Story. 335
7. Writing an Email. 335
8. Cause and Effect. 336

Text 6 - Interview – A talk with an East Indian from Trinidad. 337
1. Dictionary Work. 337
2. Reading Aloud with Comprehension 338
3. Listening and Speaking – Mock Interviews. 338

Text 7 - Jamaica's Coat of Arms
1. Before Reading. 342
2. Listening and Speaking – Discussion. 343
3. Being Creative. 344
4. Creative Writing. 344

Term 3 Unit 1 Wrap Up Activity. 345

Appendixes. 346
Index. 350



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 3 - JAMAICAN STORIES

Learning Objectives - Text 3

- Develop comprehension skills.
- Punctuate sentences correctly and put in capital letters when needed.
- Use commas to separate items in a list and to add extra information.
- Examine language features that make writing interesting.
- Further develop computer skills.

1 Vocabulary Building

Individual Work

Find the hidden words in the wordsearch. **Colour** each word as you find it.

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

WORDS

thud
trait
linger
villain
howling
episode
transistor
contented
encountered

2 Dictionary Work

Mixed Ability Pair



I can use a dictionary to build my vocabulary.

a) Use a dictionary to find and copy the meanings of unfamiliar words in the word search.

b) Use a dictionary to help you to complete the activities. Then, write the answers in your Language Arts book.

1. List two (2) words you can find between **'trait'** and **'transistor'**.
2. What is the word before **'episode'** in the dictionary?
3. Write down the next word after **'villain'**. Copy the meaning of the word.
4. Use a thesaurus to find other words that mean the same as **'contented'**.
5. Look up the meaning of the word **'linger'**. What part of speech is the word?
6. What is the first word under the letter **S** and what is its meaning?
7. Write down five words between **'huddled'** and **'howling'**. Use two (2) of these to create sentences.
8. What are the words above and below **'social'**?
9. What are the words above and below **thud**?
10. Put these sets of words in alphabetical order:
    a) frantically thud develop transistor ritual
    b) episode earn explain evenings encountered

3 Before Reading: Listening and Speaking

Task for the Whole Class



I can use standard Jamaican English when talking about a familiar topic.

a) Talk about your favourite TV Programme or film.

- What is the programme or film about?
- Why do you find it interesting?
- How does the programme maintain your interest e.g. character, setting.

b) Read this part of the story

Jamaican Stories - Story 1



At 7 p.m. we all crowded around our parents' small, transistor radio. As a family, we listened to the famous radio drama at the time - Dulcimina. It told the story of a girl from rural Jamaica. She moved to Kingston in search of a job. Each episode was 15 minutes long. We could not see the characters, so we used our imaginations to picture the storyline.
We wished we had a television and that the programme was a show. But these storytellers were very creative. As children, we were able to picture the characters. We disliked the villains but liked the good characters. We knew all the main ones. They were Presser Foot, Dulcimina, Ramgeet and Miss Needle.

After each episode, we talked about the story. Mama would explain any ideas we did not understand. These were mostly about Dulcimina's experience in Town. Like Dulcimina, we lived in the rural area. Town was far away. It seemed busier, louder and hotter.



Kerosene oil lamp

Even at the age of 10, Mama would never think of sending me to Town. She was scared that the city was too big. Except once, when I was in grade 5, Mama sent me on a school trip

to Town. We went to the zoo and to Hope Gardens. It was a long journey. When I got to town, I felt lost. The place was busy, and it was very hot. The buildings were huge. I was happy when I got back home. However, I learnt that Town was like Country. Still, I was happy to hear about Town through the radio drama or from the news.

c) True or False — Individual Work

Are these statements **True** or **False**?

All the family listened to the radio drama.	True / False
The drama lasted for 20 minutes.	True / False
The family had a television.	True / False
Mama would explain ideas to the family.	True / False
The narrator visited the city more than once.	True / False

d) Inference Skill — Ability Pair Work

Find and **copy** a sentence from the story that supports each of the statements below. You can choose either **support**, **core** or **challenge**.

Support	Core	Challenge
Choose three (3) of the statements below:	Choose five (5) of the statements below:	Complete all the statements below:

Statements:

1. The family was poor.
2. One word that shows that the family was together.
3. The radio show was very short.
4. There were bad characters in the radio drama.
5. The radio drama was very good.
6. The children were not familiar with the city.
7. They thought where they lived was different to the city.
8. The city was a good place.

4 Punctuation - Capital letters

Task for the Whole Class

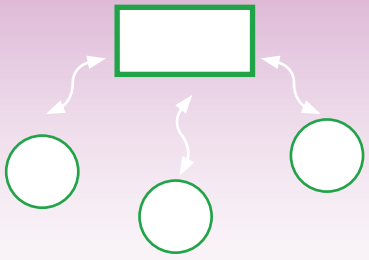
There are a number of times when we must use capital letters in our work.

1. *Always **begin a sentence** with a capital letter.*
2. *Use capital letters for the names of specific **people, places** or **things** and for I (proper nouns)*

   *e.g. **O**n **S**unday, **I** am going to **P**eter's party.*

a) Choose one (1) of the activities and complete it in your Language Arts book.

You can choose either **support**, **core** or **challenge**.

Support	Core	Challenge
Copy three (3) examples of capital letters used in story 1. _____ 2. _____ 3. _____	Copy two (2) examples of how capital letters are used in Story 1: Capital letters to begin sentences. Capital letters to begin the names of characters. Capital letters to begin the names of places.	In your Language Arts book, draw a spider diagram showing when capital letters should be used. 

b) Punctuation

Individual Work

Look at the sentences below. Somebody has put the capital letters in the wrong places.

Write the sentences **correctly** in your Language Arts book.

1. the Big bus Took hannah to kingston.
2. dulcimina is the Main Character in the radio drama.
3. miss needle is one of the good characters in the play.
4. The School visited hope gardens.
5. I was happy when i returned Home.

c) Write a proper noun below each picture. One has been done for you.

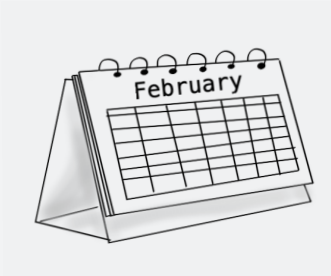


e.g. Allan Robinson











d) Use all the proper nouns in activity c) to create sentences of your own.

e.g. My name is **Allan Robinson** and I model men's clothing.

5 Reading Activity Individual Work

a) Read this part of the story (Story 2), then answer the questions.

Jamaican Stories - Story 2

We loved the character of Dulcimina. We hated the bad characters we heard about in the stories the men told during mango season. It was a time when families got together. The men travelled to Bogue for mangoes. In the evenings, they would gather at our house for social time. Around the large buckets filled with mango skins and mango seeds, they told jokes and folktales. Some of those stories were about creatures from another world. Others they learnt from our ancestors. The men all told tales of duppies (spirits).

One night, Mr Jim asked the group if they had heard about Brah Sam. He took the long way home after the game the night before.

b) Answer all the questions in full sentences.

1. What do we learn about the community the narrator (person telling the story) grew up in?
2. What do we learn about the stories the men told?
3. Do you know any folktales? If so, write short sentences about a story you know.

c) Prediction:

1. What do you think is going to happen to Brah Sam?
2. Add five (5) sentences, continuing Mr Jim's story. Describe what has happened to Brah Sam.
3. When completed, selected students will share their predictions with the whole class.

REMEMBER

- **Use subject verb agreement in each sentence.**
- **Put capital letters in the correct places.**

6 Reading Activity

Pair Work

a) Now, continue reading Story 2

Jamaican Stories - Story 2

Brah Sam knew that Mr. Kennedy's duppy could be seen near the house where he lived with his wife and children. Many people in the district claimed to have seen him just walking along with his brown cane, as he did when he was alive. Brah Sam thought that, since Mr. Kennedy had been a quiet and well-mannered gentleman, even if he encountered his duppy, it would still be the same quiet, kind person he knew. However, he was in for a shock when, as he turned the corner with the old tree stump that everyone used as a resting place, he heard the uneven footsteps and the cane on the stones. Brah Sam realised it was Mr. Kennedy's ghost. Despite the thick darkness, he saw the tall, lanky frame of a man approaching him. By that time, Brah Sam had started feeling a bit scared, but he still called out.

He said, "Mr. Kennedy, I know it is you, sir. I am not afraid." He felt a cold breeze pass by his right side. He repeated the words, hoping the duppy would recognise him. Brah Sam could not remember clearly what happened. He mentioned that immediately after the cold breeze, there came a sudden thud, followed by a force on his face so hard that it knocked him to the ground, breaking his glasses. Now he was frightened; he could no longer see, so he held his face tightly.

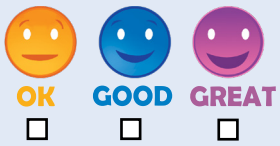
A few seconds later, Brah Sam got up. He laughed to himself. Beside him lay two big mangoes. In the tree, he heard the rustling of the leaves. He laughed again, looking towards the sound. It was then that he saw an owl. The owl must have knocked off the mango as it flew past. He smiled; there was no duppy.

b) Self-Assessment

Tick the column that best fits. ✓

Good!	Great!	Outstanding!
I can identify one (1) Jamaican cultural practice.	**I can** identify two (2) Jamaican cultural practices.	**I can** identify more than two (2) Jamaican cultural practices.

c) Story sequence



I can identify important moments in a story.

Draw a storyboard in your Language Arts book like the one on page 36.

Identify six (6) main things that happened to Brah Sam.

1. Brah Sam heard about Mr. Kennedy's duppy.
2. _____
3. _____
4. _____
5. _____
6. _____

Write each in the column, then draw a picture to show the ideas clearly.

Brah Sam's Experience in the Night		
 **1.**	**2.**	**3.**
Brah Sam heard about Mr. Kennedy's duppy.		
4.	**5.**	**6.**

d) Explain your understanding of these sentences from Story 2.

1. *"It was a time when families got together."*

_____

2. *"He mentioned that immediately after the cold breeze, there came a sudden thud, followed by a force on his face so hard it knocked him to the ground, breaking his glasses."*

_____

3. *"He laughed to himself."*

_____

7 Punctuation – Commas

Task for the Whole Class

Using Commas:
Commas are used to ***separate items*** *in a list*
e.g. At the market I bought oranges, bananas, guavas and two pears.

a) Add commas to the following sentences:

1. The children had a garden where they grew tomatoes pumpkins carrots and peas.
2. Nora Hannah Delroy Sandra and Isaac live with their parents in St. Elizabeth.
3. Were you asked to move the books pencils and paper from Ms Harriet's desk?
4. When he saw her, he hid whispered to the others and then ran in the opposite direction.

b) With a partner, read Story 1 again. Underline a sentence where commas are used in a list.

Using Commas:
Commas are also used when ***extra information is added*** *to the sentence*
e.g. Every Saturday morning, after we have breakfast, we go to the market.

c) Add extra information and commas to these sentences.

1. Kingston _____is a busy parish.
2. Bob Marley _____ was born in Trench Town.
3. I hate this subject_____.
4. My brothers _____ can carry twice the weight that I can.
5. All the men _____ sat around the bucket.

d) With a partner, read through the stories and underline sentences where commas are used to add extra information.

8 Figurative Language (Imagery) Task for the Whole Class

What makes writing interesting?

Writers *use different techniques to keep the readers interested throughout e.g. imagery.*

Imagery *is the use of* ***figurative language*** *or words to create pictures of ideas, objects and actions in our minds. These words help us imagine what it looks like, feels like, sounds like, tastes like, or smells like.*

Types of imagery include:



Auditory Imagery
describes what you hear

Visual Imagery
describes what you see

Tactile imagery
describes what you feel or touch

Re-read Stories 1 and 2. **Fill** in the table with phrases or sentences that show the different **types of imagery** used by the writer. One has been done for you.

Visual Imagery 	**Auditory Imagery** 
	. . . rustling of the leaves

9 Story Writing Individual Work

OK ☐ GOOD ☐ GREAT ☐

I can create an interesting and engaging story.

a) Look closely at the picture. Use the picture to create an interesting story.

Use some of the words and phrases from the vocabulary list to **help** you.



VOCABULARY LIST AND PHRASES:

from the shadows, carefully, dark, silence, mysterious, strangely, cold, old, scary, out of the corner of my/his eye, frightening, dilapidated, chilling, musty

Choose either **support**, **core** or **challenge**.

Focus on:

- using different types of imagery.
- punctuating sentences (full stop, comma, exclamation mark, capital letters).
- writing in complete sentences.
- using different types of conjunctions.

Support	Core	Challenge
Write the start of the story - one (1) paragraph. Describe the setting. **Word choice** - use imagery to describe sight and sound.	Write the start of the story - two (2) paragraphs. Describe the setting and part of the storyline/plot. **Word choice** - use imagery to describe sight, sound and smell.	Write a story about the character's experience on a journey. **Setting** - describe the setting as mysterious. **Characters** - add about two (2) characters. **Storyline/plot** - add an unexpected twist. **Ending** - has a cliff hanger. **Word choice** - use imagery to describe sight, sound and smell.

b) Editing and Peer Assessment



I can assess my work and my partner's work, then suggest changes to improve it.

1. Read the first draft of your story. Use the Language Arts Writing Checklist **(Appendix 1)** to identify areas you need to improve.

2. Redraft your story: Look carefully at the areas from the Writing Checklist that you need to improve. Then rewrite your story putting the improvements in.

3. **Peer Assessment and Feedback:**

Exchange your second draft with a partner.

Read through your partner's work.

Make a list of two (2) things that are good about their story **(What Worked Best)**.

Suggest one (1) thing that your partner can add to their story to make it better **(Could Be Better)**.

Use Assessment Table **(Appendix 2)** to help you.

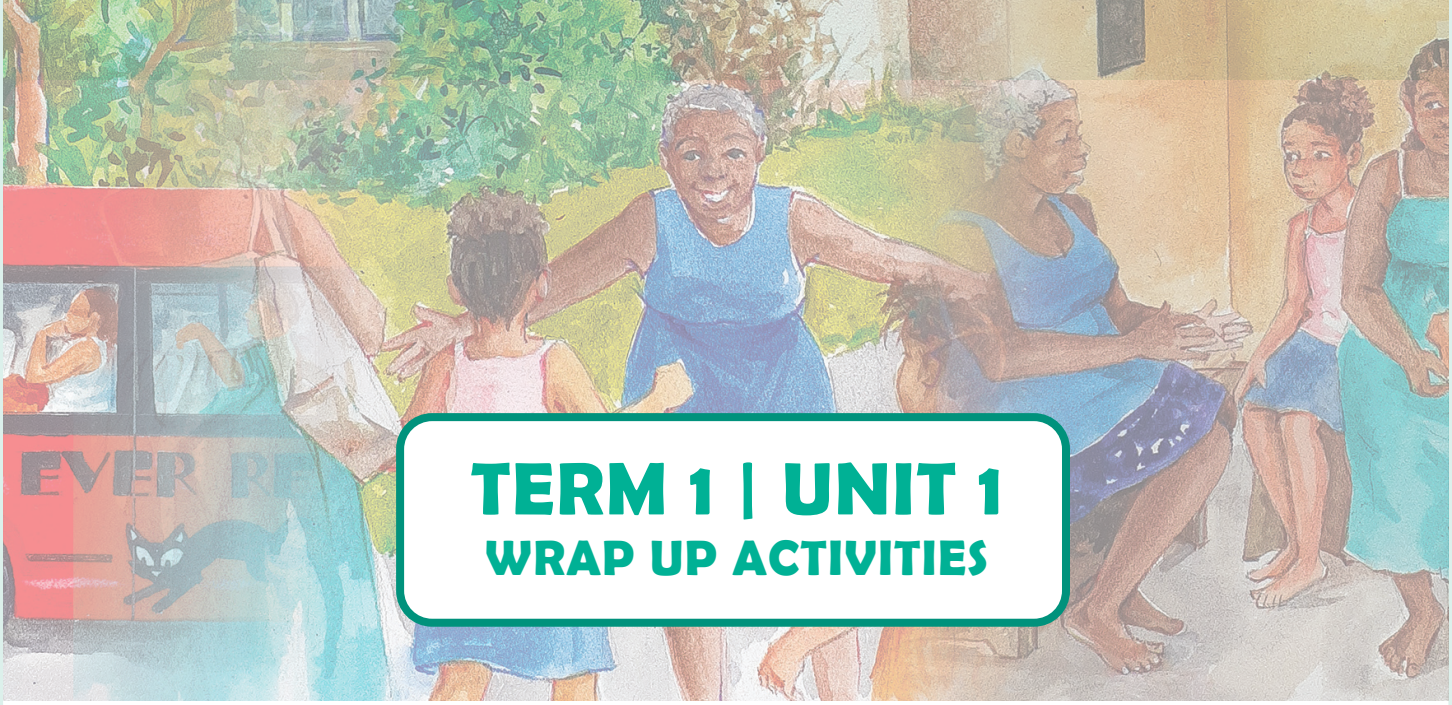
4. Use a computer to type your final draft.

Include the corrections to show your improvements.



DIGITAL CITIZENSHIP

This is the ability to be kind, safe and responsible when you use the internet. It is just like being a good friend and helper in your community..



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.



Carib Reads Publishing