

JAMAICA

Primary Language Arts

Grade 3

NSC Edition

SAMPLE

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 **HODDER**
Education

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This term will include learning about classroom rules, the Jamaican flag, our body and eating healthy food, as well as other interesting topics.

Chapter 1



Speaking and listening



- 1 Play *The Secret Counting Game*. You can play this game in your seat, or you can sit or stand in a circle.

Instructions

- Choose a student to start the game. This student thinks of a number between 10 and 30 and only lets the teacher know their number.

- The teacher says “Start!”. The first student whispers their number quietly to the person on their left. For example, “twelve”.
- The student on the left then whispers the next number to the person on their left. For example, “thirteen”.
- The student on the left then whispers “fourteen” and so on.
- Do this until you have gone all the way around the circle.
- When the whisper reaches the last student, they say their number out loud for everyone to hear.
- Is it the correct number? Check with your teacher if you are not sure.

Extra challenge

For an extra challenge, try starting with a number between 40 and 60 and count backwards.

Remember ☆☆☆

A **whisper** is very soft and quiet.
Stay still and silent or you may not hear it.



Word builder

Look and learn

In some words, the vowels *a*, *e*, *i*, *o*, *u* are **long**. Often, this is because two vowels work together. For example, in the word “**ape**”, the *a* and *e* make a long vowel sound. In the word “**sail**”, the vowels *a* and *i* work together to make a long sound.

1 Match the pictures with the words.

Word box

apron

sail

aim

ape

nail

ate

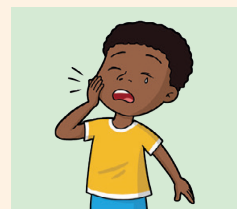
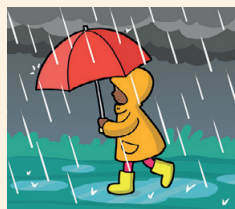
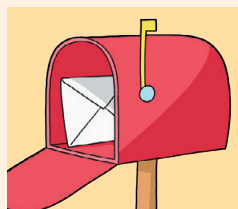
mail

pain

age

rain





- 2 Work with your partner. Take turns to say the words aloud.
- 3 Circle the correct answer:
 - 1 For the top row of pictures, the *a* sound is pronounced at the beginning / in the middle of the word.
 - 2 For the bottom row of pictures, the *a* sound is pronounced at the beginning / in the middle of the word.
- 4 Select a word from the top row of pictures in Activity 1 and write a sentence including that word. Do the same for the bottom row. Then compare your sentences with a partner.



Example:

The apes are eating bananas.

1 _____

2 _____



Let's read

Look at these pictures. They tell the story about what happened one day in Mrs Walker's class.



Marcus at 10 a.m.



Marcus at 6 p.m.

- 1 In pairs, read the questions and possible answers about what is happening in picture 1.

Beginning (picture 1)

What is the setting in this picture? It is a school classroom.

- What is happening in the picture? The teacher is speaking but Marcus is not listening.
- How do you know that Marcus is not listening? He is thinking about playing football.

- 2 In pairs, read the questions and complete the answers for picture 2.

Middle (picture 2)

- 1 Where is Marcus? Explain how you know.

- 2 Is he finding the homework easy or difficult? Why?

- 3 In pairs, complete the answers for your own conclusion to this story.

End (your own conclusion)

- What happened next?

- How did the story end?

- 4 Look at the graphic organiser below which is divided into three parts: the beginning, the middle and the end. Complete the organiser using short notes about the story. Use the questions and answers in Activity 1 to help you.

Beginning	Middle	End
Students learning / Teacher teaching / Boy not...		

- 5 Use your notes to tell the story to another pair of students in your own words.
- 6 Report back to the class and say what you think you can learn from this story.

Look and learn

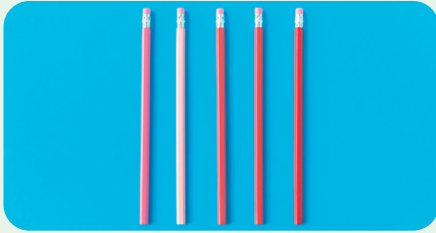
An important lesson or a message that a story tells you is called the **moral of the story**.



Grammar builder

- 1 Read these two incorrect sentences. What is missing from the words *pencil* and *sandwich*?

Alison has five pencil.



Mark has two sandwich.



- Many nouns, like *pencil*, only need one extra letter **-s** to be added to the end. Other nouns like *sandwich* need **-es** to be added to the end. Nouns that do this are called **regular nouns**.

One pencil



Five pencils



- Nouns that behave differently to this are called **irregular nouns**.

Some nouns that end in **-y**, like *baby*, are irregular. The last letter is removed and three letters **-ies** are added to make the new ending.

One baby



Two babies



Be careful! If there is a vowel before the **-y**, then you just add **-s**.

One boy



Two boys



Remember ☆☆☆

Vowels are the letters **a, e, i, o** and **u**.

Look and learn

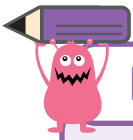
When you change the ending of a word and add a new ending, the new ending is called an **inflectional ending**. Inflectional endings create another form of the same word. In this case, the nouns become plural when you add the new ending.

- 2** What is the plural of each of these nouns? Check the rules if you are not sure.

city	_____	cherry	_____
boy	_____	party	_____
lady	_____	key	_____
tray	_____	baby	_____
family	_____	birthday	_____

- 3** Complete each sentence with a plural noun from Activity 2.

- 1** In Mrs Green's class, there are 12 girls and 15 _____.
- 2** A hospital is where _____ are born.
- 3** The waiters carried the food on _____.
- 4** Amy was invited to two _____ on the same day.



Let's write

- 1 Prepare to plan and write a story. Read the story below.

Mr Smith lives near a beautiful bay. One day, he was in the garden picking cherries from a bush when his dog Jack started to bark.

Mr Smith went to see what the noise was about and he found

Jack running around the garden

playing with some keys. Jack was just about to bury the keys when Mr Smith got hold of his leash. "Silly dog!" said Mr Smith to Jack as he walked him back to the garden. Mr Smith had already picked a big bag of cherries and had to make jam from them before his boys came home from school in the city, on the bus. He put the cherries on a tray and carried them to the kitchen. He loved to make food for his family. That night, they were having a party to celebrate Mrs Smith's birthday. Mr Smith says Mrs Smith is the most beautiful lady he has ever seen.



- 2 If you had to plan this story before writing it, what would the plan look like? Complete the story plan on next page. Use short notes to write about the people, places and what happens in the story.
- 3 Without looking at the reading text, use your story plan to write the complete story in your notebook.

Story Plan

Genre:

Characters:

Setting:

Plot:

Complication:

Resolution:

Useful words:

- 4 Read the completed story to your partner and explain how your story fits with your plan.

Remember ☆☆☆

Make sure that your sentences are punctuated. Check for full stops and capital letters.

Primary Language Arts

Grade 3

Jamaica Primary Language Arts covers all the Language Arts strands under the National Standards Curriculum (NSC), and assists students in interacting with methodologies and content, not only in Language Arts, but also in other disciplines across the NSC.

The Four Cs of communication, collaboration, critical thinking and creativity take centre stage in these appealing and engaging books. Students will be supported and encouraged in their journeys to becoming life-long learners. The books are task-oriented and student-centred, with many activities which students will find both engaging and relevant.

- ☀ Explore and develop phonemic awareness through a variety of games and activities.
- ☀ Learn and use literary terms and discover how to engage with different types of text.
- ☀ Guide students to an understanding of the structure of language.
- ☀ Explore written communication for a variety of purposes.
- ☀ Ensure a smooth transition to the next phase of learning.

SAMPLE

