

JAMAICA

Primary Language Arts

Grade 5

NSC Edition

SAMPLE

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 **HODDER**
Education

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Project 1



Speaking and listening

- 1 Spend two minutes thinking about all the machines that you have already used today and discuss with your partner. Who has used more?
- 2 Now look at the photographs of different machines that we use and discuss the questions below. Can you guess what each machine does?



- Tell your partner what clues in the photograph have helped you.
- Do you know the names of any of these machines?
- If you do not know the name of the machine, can you make up a name that helps to explain what the machine does?

- 3 Pick a machine word from the bag your teacher has prepared. Describe the machine to a group. Can the group guess which machine you are describing? Remember, don't say the name!
- 4 Choose a Jamaican Creole (JC) phrase about machines and translate it into Standard Jamaican English (SJE). Your teacher may have prepared some for you. What is the same and what is different about the phrases?
- 5 With your partner, prepare a short presentation about a machine you use at home or at school. Present information about your chosen machine to the class:

- What does it look like?
- What does it sound like?
- What is the purpose of the machine?
- Why is it useful?
- How does it work?



Listen carefully to the presentations. Can you ask the speaker a question?



- 6 Discuss with a partner how important machines are and why we use them.
- Why are machines useful?
 - How do machines help us?
 - Which machine could you not do without?

Remember ☆☆☆**Be a good listener.**

- Take turns speaking.
- Look at the person who is speaking.
- Think about what is being said.
- Ask the speaker questions.

ICT opportunity

Use the internet to research sounds made by different machines.



- Can you describe the sounds the machines above make?

ping

tick

whizz

- Play a sound made by a machine and ask your partner to identify what machine is making the noise.



Word builder

Vocabulary box

aeroplane	fridge	microwave	taxicab
bulldozer	hairdryer	minivan	tugboat
mobile phone	kettle	railway	water pump
dishwasher	laptop	washing machine	

- 1 Read the words about machines in the vocabulary box above. Complete the table according to how we use the machines. Can you add more words to your lists?

Machines we use for transport	Machines we use at home

- 2 With your partner, identify the compound words in the vocabulary box and circle them in your table.

Look and learn

Compound words are made up of two words.

For example:

lap + top = laptop (a computer you can use on top of your lap)

micro + wave = microwave (a machine that works with small (micro) waves of energy)

water + pump = water pump (a machine that pumps water)

digital + camera = digital camera (a camera with a digital electronic system)

When you learn a new compound word, look carefully to see if it is written as one word or two words.

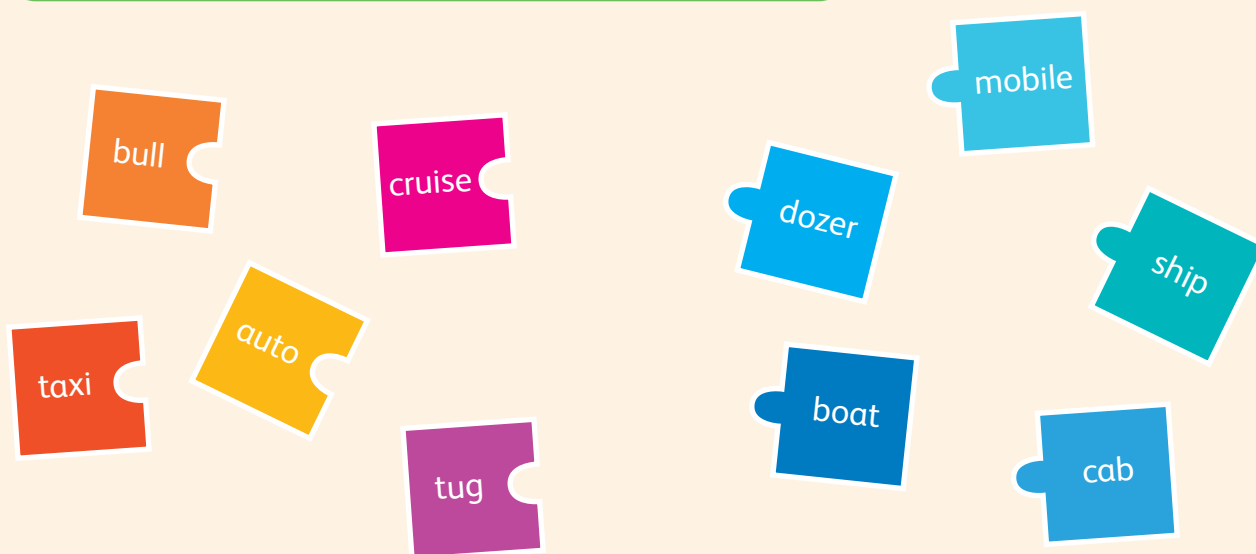
- 3 Look at the words in the vocabulary box on the previous page. Write the compound words in the table and use a dictionary to find out the meaning of each compound word.

Compound word	Definition
aeroplane = aero + plane	A machine with wings that flies.

- 4 Make compound words that are the names of machines using the words below to help you. Write the compound words in your notebook.

aero auto tug cruise
 taxi bull mobile plane
 ship boat dozer cab

Example:



5 Read the definitions and write the compound words.

- 1 A machine used to dry your hair.

h				d				
---	--	--	--	---	--	--	--	--

- 2 A machine that washes dishes.

d				w					
---	--	--	--	---	--	--	--	--	--

- 3 A machine used to cook food quickly.

m					w			
---	--	--	--	--	---	--	--	--

- 4 A computer you can use on your lap.

l			t		
---	--	--	---	--	--

ICT opportunity



Use a digital dictionary or a thesaurus to find out the meaning of compound words and to research words about machines.

Look and learn

There are three different types of compound words.

- **Closed compound words** that are written as one word.
For example: *hairdryer, dishwasher*
- **Hyphenated compound words** that are two words joined by a hyphen.
For example: *part-time, co-worker*
- **Open compound words** that are written as two words.
For example: *sewing machine, water pump, electric fan*

Extension task

Copy the table below in your notebook. Use the headings *Closed*, *Hyphenated* and *Open*. Sort the words in the vocabulary box according to the type of compound word. Add any more compound words you can think of.

Vocabulary box

laptop	well-known	full-time
part-time	battery-powered	crop harvester
sewing machine	microwave	aeroplane
water pump		

Closed	Hyphenated	Open
laptop		





Let's read

- 1 Read the text carefully and discuss the following questions with a partner.

The importance of machines in our lives

What are machines?

Machines make it easier to do tasks. Without machines, many tasks would take a very long time to complete or we would not be able to do them at all. Machines can be small, like a knife or a tap. Machines can also be huge, like crop harvesters.



How do machines help me at home?

Our homes are full of machines. A fridge keeps our food fresh and gives us a cold drink on a very hot day. An oven or microwave allows us to cook and heat up food quickly. Imagine if we had to light a fire every time we needed something cooked or warmed up!



Where else do we use machines?

We use machines everywhere. We take mobile phones wherever we go to send messages, surf the internet or do calculations. Without machines we would also need to walk everywhere. There would be no bicycles, cars or buses!

- 1 What type of text is this: a story, an informative text, a poem, instructions or a comic?
- 2 How can you tell what the text type is? What clues are there?
- 3 Can you find the following features in the text? Point them out to your partner.

heading

subheadings

photographs

- 4 Why are subheadings useful? Give at least two reasons.
 - 5 What purpose might the author have written this text for?
- 2 Use information from the text to answer the questions in full sentences.
 - 1 Give two reasons why machines are important.
 - 2 The text tells us there are huge machines, such as crop harvesters. What other words could you use instead of *huge*, without changing the meaning?

- 3 What does a fridge do?
- 4 Why would we have to walk everywhere if we did not have machines?
- 3 Work in pairs to find the topic sentence in each paragraph.

Look and learn

A **topic sentence** gives the main idea of a paragraph. The other sentences give additional information.

Research and study skills

- 1 Identify your strengths as a reader and one thing to improve on. Try to give examples.
- Can you recognise lots of words by looking at them?
 - Can you decode words you don't know?
 - Can you read fluently?
 - Can you read with expression?
 - Can you identify features and organisation of different text types?
 - Can you understand what texts are saying and find information to answer questions?
- 2 Copy and complete the sentences in your notebook.

When I am reading, I can _____. For example, _____.

I would like to get better at _____.

When I am reading, I can do this by _____.

ICT opportunity



Find an informative text about a machine of your choice. Read the text carefully. Then answer the following questions:

- What is the purpose of the machine?
- Can you find the topic sentence in each paragraph?
- Can you find an interesting fact about the machine?



Grammar builder

Look and learn

Transition words join phrases, sentences and paragraphs together. They help our writing to flow. Here are some examples of transition words: *first, second, next, then, lastly, and, which, but, because, therefore, for, so, while, afterwards, consequently, hence, meanwhile, even though, however, or.*

- 1 Copy these sentences in your notebook and underline the transition words.
 - 1 On the way to school our unreliable car broke down, so we were late.
 - 2 The old vacuum cleaner was not working, therefore the rug was dirty.
 - 3 There was popcorn all over the floor because I forgot to put the lid on the popcorn machine properly.
 - 4 I typed the story on my laptop, which was much quicker than writing it.
 - 5 A stone broke the lawn mower, consequently I could not cut the grass.
- 2 Read the sentences with a partner. Choose an appropriate transition word to complete each sentence.
 - 1 My hair was still wet _____ the hair dryer was not working.
 - 2 The kettle whistled _____ the water boiled.
 - 3 The chain came off my bike _____ I had to stop and mend it.
 - 4 The toaster was turned up too high _____ the bread burnt.
 - 5 I forgot to charge the battery _____ my mobile phone was not working.
- 3 With your partner, copy these phrases onto slips of paper. Place the slips of paper into a box. Pick a phrase and read it to your partner. Can your partner use a transition word and complete the sentence? Repeat, taking it in turns with your partner to pick the phrase.
 - 1 The microwave was broken ...
 - 2 Water was leaking out of the washing machine ...
 - 3 The laptop screen had cracked ...
 - 4 I emptied the dishwasher ...
 - 5 I had a new shiny bike ...
 - 6 The new vacuum cleaner sucked up my sock ...



Let's write

Task

Write three paragraphs to explain which machines you use in your daily life and why you use them, following the steps given below.

Plan

- 1 Plan your paragraphs. Think of three subheadings to organise your writing. Here are some questions that might help you:
 - What machines do you use at home?
 - Are there any machines in your school?
 - Are there any machines you would like to own?
- 2 Start to think about what you will include in each paragraph. Remember that you need to explain why you use the machines.

Machines I use at home:

kettle (hot water)
fridge (food)
stove
lawn mower

Remember ☆☆☆

The **topic sentence** gives the main idea of the paragraph. Make sure your topic sentence has at least one verb.

Machines I use at school:

computer
calculator

Machines I would like to own:

robot
motorbike

- 3 Write a topic sentence for each paragraph. Now that you have planned what you will talk about in each one, writing will be easier.

Write

- 4 Draft your paragraphs. Start with your subheadings and topic sentences and write another three sentences for each paragraph. Try to write long and short sentences. You can include questions and exclamations, too. Check your work against the “Editor’s checklist”.

Editor’s checklist

When you finish your work, check it carefully.

- Do all your sentences have verbs?
- Did you use different types of sentences?
- Did you check your spelling?
- Do your subheadings all relate to the title?
- Do your topic sentences introduce and summarise the paragraph?
- Did you include questions and exclamations?
- Did you explain why you used the machines?

Evaluate

- 5 Now swap your work with your partner and check his or her work against the checklist. Take turns to explain what you liked about each other’s writing. If you think your partner has missed something from the checklist, explain how they could improve. Make sure your comments are positive and clear.
- 6 Write two things you did well in your writing and give an example for each. Then write down what you would like to improve in your next piece of writing and how you will achieve this.

ICT opportunity



Write about and discuss useful machines at home and at school in a class blog. What machines would you like to use in the future?

Project 2



Speaking and listening

- 1 Discuss with your partner. What do you know about trains? How many times have you been in a train? How would you describe what they sound like?
- 2 Listen as your teacher reads this poem. Clap to the rhythm as you listen. Do you think it sounds like a train?

Song of the train

Clickety-clack,
Wheels on the track,
This is the way
They begin the attack:
Click-ety-clack,
Click-ety-clack,
Click-ety, *clack-ety*,
Click-ety
Clack.

Clickety-clack,
Over the crack,
Faster and faster

The song of the track:
Click-ety-clack,
Click-ety-clack,
Click-ety, clack-ety,
Clack-ety
Clack.

Riding in front,
Riding in back,
Everyone hears
The song of the track:
Click-ety-clack,
Click-ety-clack,

Click-ety, *click-ety*,
Clack-ety
Clack.
by David McCord



- 3 To create rhythm, this poem uses words that rhyme. How many words can you find that rhyme with *clack*? What other words can you think of that rhyme with *clack*?
- 4 Work in groups. Recite and role play the poem with rhythm. Work together to make it sound as much like a train as possible, using only the words from the poem.

Remember ☆☆☆

Words that **rhyme** end in the same sounds.

The **rhythm** is the beat of the poem which is made by repeating sound patterns.

ICT opportunity

Use ICT tools to record and edit your group reciting and presenting this poem. You can either record video or sound.

- 5 Listen to the recording of your group reciting the poem and evaluate your performance. Discuss with your group.
 - Did you speak clearly and loudly enough?
 - Did you speak with rhythm?
 - Was your performance fluent?
 - Did you use proper expressions?
 - What could you improve?
- 6 Think again about how you described the train's sounds at the beginning. Do you think the train in the poem sounds the same as the train you described? Write a sentence to describe how your train sounds.
- 7 Work with a partner. Write common Jamaican Creole (JC) phrases about trains and translate to Standard Jamaican English (SJE). Can you use words that describe the sound of the train?



Did you know that Jamaica has the third oldest railway system in the Americas, which connects all the ports on the island?



Primary Language Arts

Grade 5

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

