ATLANTIC
READER

ATLANTIC READER

5 BOOK FIVE





NOT FOR SALE

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This series of books called the Atlantic Reader was supervised and guided by the Chief Education Officer, Dr Marcel Hutson.

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Note to the Teacher

Atlantic Reader Book 5 is the fifth book in the Atlantic Reader Series of Reading Texts for the Primary level. It is intended as a tool for teachers to help pupils to develop their abilities in the five language skills. As such, the activities outlined focus on the continued development of skills in Listening, Thinking, Speaking, Reading and Writing.

While language acquisition is usually swift, language growth for many pupils is incremental. Pupils' ability to communicate effectively depends on the different opportunities they are exposed to in order to develop this ability.

Atlantic Reader Book 5 presents activities in listening, thinking, speaking, reading and writing in a variety of contexts and for a variety of purposes. As such, the material is quite suitable for pupils of all abilities and interests.

- The **Word Work** provides for the continued development of word building and word attack skills which are necessary for improvement in automaticity which builds fluency in reading.
- The **Sentence level work** further strengthens fluency as well as supports comprehension. Additionally, it helps to build confidence in reading longer stories.
- The **reading passages** are based on familiar themes that will seek to capture and maintain pupils' interest.
- The many **activities** offer opportunities for individual, peer and group work, as well as allow for pupils' personal development.

Another aim of the text, in addition to helping pupils develop an appreciation for language and reading, is to help pupils to master the functional aspect of language. To realise this, there are instances where tasks are linked to **writing** responses.

The material presented in this text offers a range of possibilities in the teaching-learning process. It introduces and reinforces some effective reading and language strategies, thereby ensuring that all pupils meet grade-level expectations in literacy.

Foreword



The Atlantic Reader Series is being re-introduced and expanded at a most pivotal time in the Ministry of Education's history, as its conceptualization, compilation, and production mark a relentless and renewed commitment by the Ministry, to propel our Primary students towards excellence in literacy development and performance. We fundamentally believe that truly literate children have the power to create fruitful and fair societies.

This free resource to our children, their teachers, and families was written by Guyana's brightest, most seasoned and progressive literacy experts. They have kept the context of the Caribbean and Guyanese children in mind when crafting the different learning goals and enduring understandings by drawing on examples that are intrinsically familiar to the unique experiences of our children. They covered the critical areas of literacy development so that the learning of the child unfolds in a multidimensional manner that is very interactive. This approach releases the teacher to become a facilitator of learning and the children as active participants in their learning.

The Atlantic Reader Series is a critical part of our arsenal to combat strategies that may have historically affected our children's ability to excel in literacy. The books are extremely user-friendly so that even

out of the classroom, in community-based homework clubs, reading clubs, or tutoring programmes, we can see positive use of the Readers within the home and wider community.

We have edited Books One, Two, and Three and have newly written books Four, Five, and Six. We have also written Workbooks for each level, intended to produce literate children by Grade Four.

We, as a Ministry, are committed to improving ourselves at the policy, management, school, and classroom levels; as our children, families, and communities dedicate themselves to being necessary partners in the positive change we expect to come about as a direct result of this most aggressive literacy revolution.

I especially extend my gratitude to the Chief Education Officer, Dr Marcel Hutson, as coordinator of this effort, as well as the authors of and contributors to this excellent work. I am truly encouraged that this work will help us see all of our children literate by Grade Four, with strengthened skills in the later grades through the home, school, and community involvement.

God bless our beautiful Guyana.

Priya Devi Manickchand. MP
Minister of Education

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UNIT 1
FRIENDSHIP

BEFORE YOU READ

My Pal

When I am mad
When I am sad
Or even when I am glad
I call up my best pal
My pal comforts me
When I am sad
And has fun with me when I am glad
My pal gives me good advice
I can count on my pal to treat me nice

(A) With a friend or your teacher, talk about two ways your friend is kind to you.

(B) In a group, list words to describe how you feel when children in your class are unkind to you.



WORD STUDY

A. Say these words

listlessly	pretended	accident
realised	descent	friendship
murmured	apologised	knew
whispered	morals	often
immediately	tugging	about

B. Silent Letters

Note:
Some words in English contain silent letters because they are borrowed from another language.

Look at these rules

Rule	Short Vowel Sound	Long Vowel Sound
When 'e' comes at the end of a one-syllable word, it is silent. It makes the first vowel sound long.	măd cŏp tŭb trĭp	māde cōpe tūbe trīpe

Rule	Example
When 'gh' comes after a vowel, it is not pronounced.	tho**ugh**t da**ugh**ter thro**ugh** f**igh**t

With a partner

Read the first paragraph of the story. Identify at least five words that have silent letters.

C. Read these words and their meanings. In your spare time, use them in sentences with a friend.

mo/ral/s: right behaviours
mur/mur/ed: said in a voice too low to be heard
brà/ces: wire devices attached to the teeth to pull them into position



READING

My New Friend

Mecca felt alone at her new school. She was quite shy and did not know what to do to make friends. For Mecca, moving to Grand Ville Primary School was not as exciting as her parents told her it would be. Her Class Teacher, Ms. Grey, was kind and soft-spoken. Ms. Grey started each day with a story. The stories focused on different morals. Storytime was Mecca's favourite part of the day.

Ms. Grey encouraged the children to play with Mecca, but they always made fun of her. They laughed at her spectacles and braces.

One day, Mecca pretended to be sick so that she could stay at home. However, mommy insisted that she went to school since it was 'Open-Day.' On 'Open-Day' parents visit. Mommy always attended and was

excited to hear Mecca's presentation. The children of Grade 5 Daisy were going to talk about 'Friendship.'

Mecca got dressed reluctantly. She did not want breakfast and did not wait for the bus. Mecca walked listlessly.

As she walked, she thought of a person she could describe. Her school was only ten minutes away. She wished it would take her longer than that.

Suddenly, she heard a shout, "Look out!" Screams and the screeching of tyres followed the shout. Mecca turned her head.

She saw a minibus quite close to her. It had almost hit her. She realised that she was in the middle of the road. Just then, she felt someone tugging at her arm. The stranger told everyone that Mecca was okay and apologised.



The stranger said, "Come, let's go. My name is Saniya. We attend the same school." Saniya smiled. Mecca recognised her immediately. She was a pretty girl of East Indian descent who was a prefect at school.

Saniya asked her if she was okay and if she wanted to go back home. Mecca murmured, "No." They continued on the way to school. Saniya told Mecca that she lived a corner away from her and often saw her on Saturdays at the supermarket.

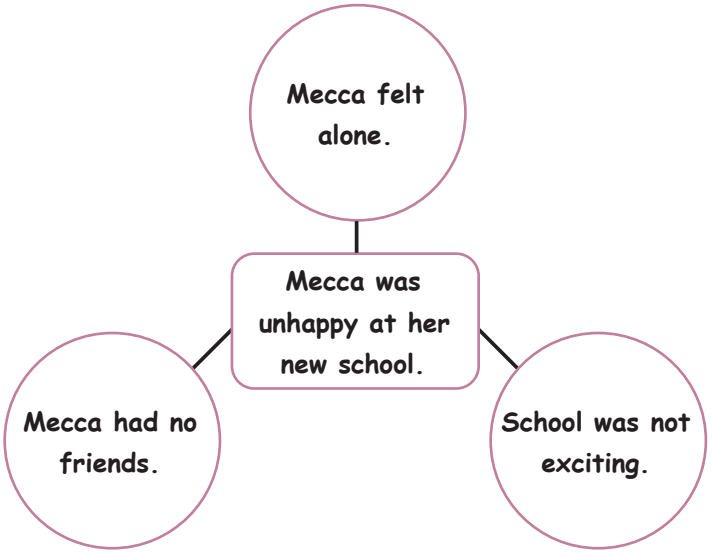
Mecca explained why she was nearly involved in an accident. They talked about lots of things. Mecca realised that they liked the same things. They did not even realise that they had arrived at school. They stood chatting until it was time for assembly.

They said goodbye and promised to meet again at lunchtime. As Mecca started to walk towards the assembly area, she felt someone touch her. It was Saniya. Saniya hugged her and whispered in her ear. Mecca smiled. Mecca knew that this was the beginning of a beautiful friendship.

COMPREHENSION

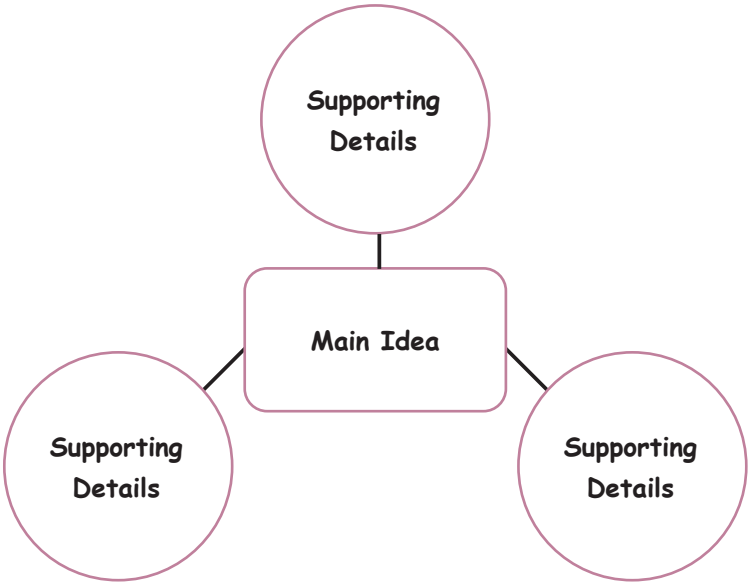
All the sentences in a paragraph develop one idea. This idea is called the **main idea**.

- Other sentences help to build the main idea. These sentences are called **supporting details**.



Group Work

Draw the web in your exercise book, then read the last paragraph of the story. Complete the web by putting in the main idea and three supporting details.



Answer the questions below

(A) In the passage, which character is referred to as "the stranger"?

(B) Why did Mecca not wait for the bus?

(C) How did the girls realise that they would be friends?



GRAMMAR

A. Adverbs

Read these sentences. Pay attention to the underlined words that tell about/describe something about the action.

1. Mecca got dressed reluctantly. **(dressed how?)**
2. Mecca felt alone at her new school. **(felt how?)**
3. One day, Mecca pretended to be sick. **(pretended when?)**
4. The "Open-day" is held upstairs. **(held where?)**

Note:
The words underlined tell about/describe a verb. These words function as Adverbs.
Some adverbs tell how: **(dressed how?)-reluctantly**
Some adverbs tell when: **(pretended when?)- one day**
Some adverbs tell where: **(held where?)-upstairs**

ON YOUR OWN

Rewrite the paragraph below. Use adverbs to describe the verbs in bold. The words in brackets say what kind of adverb is needed.

_____ (when) Mecca **explained** why she was nearly involved in an accident. They **talked** _____ (how) about lots of things. Mecca realised that they liked the same things. They did not even realise that they had arrived at school. They stood **chatting** _____ (where) until it was time for assembly.

INTEGRATION

(A) HFLE: List at least three morals you think Ms. Grey would have discussed.

(B) Social Studies: Discuss from where people of East Indian descent came.

(C) Mathematics: Mecca's class has 30 children. At the end of the term, Mecca had 15 friends. What percentage of the class became Mecca's friends?

CREATIVE WRITING

Imagine you are meeting someone for the first time. Write an essay introducing yourself to your new friend.

HOME LINK

Pick a friend. Think of the many ways that person has shown friendship to you. Create a **"Certificate of Appreciation"** and present it to that person.

UNIT 2

A CRICKET EXPERIENCE

BEFORE YOU READ

Study the picture below



(A) With a friend or your teacher, discuss what is happening.

(B) Use the picture to tell a short story.

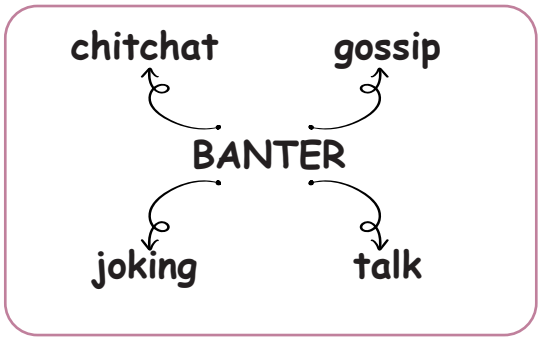
WORD STUDY

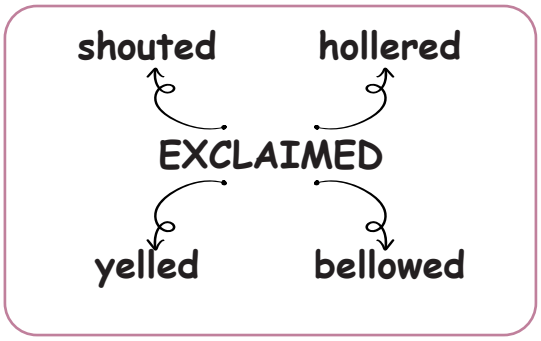
A. Say these words

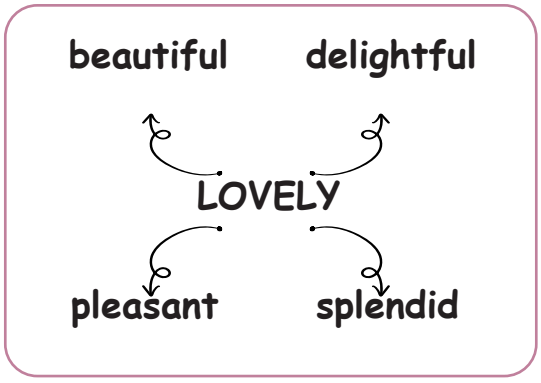
spectators	annoyed	skilfully
maneuvered	interpret	obvious
breadth	stadium	such
melodiously	patriot	during
distracted	boundary	learned

B. Synonyms

Study the information below









The four words in each box are synonyms for the word in the shape.

Synonyms are words with the same or similar meanings.

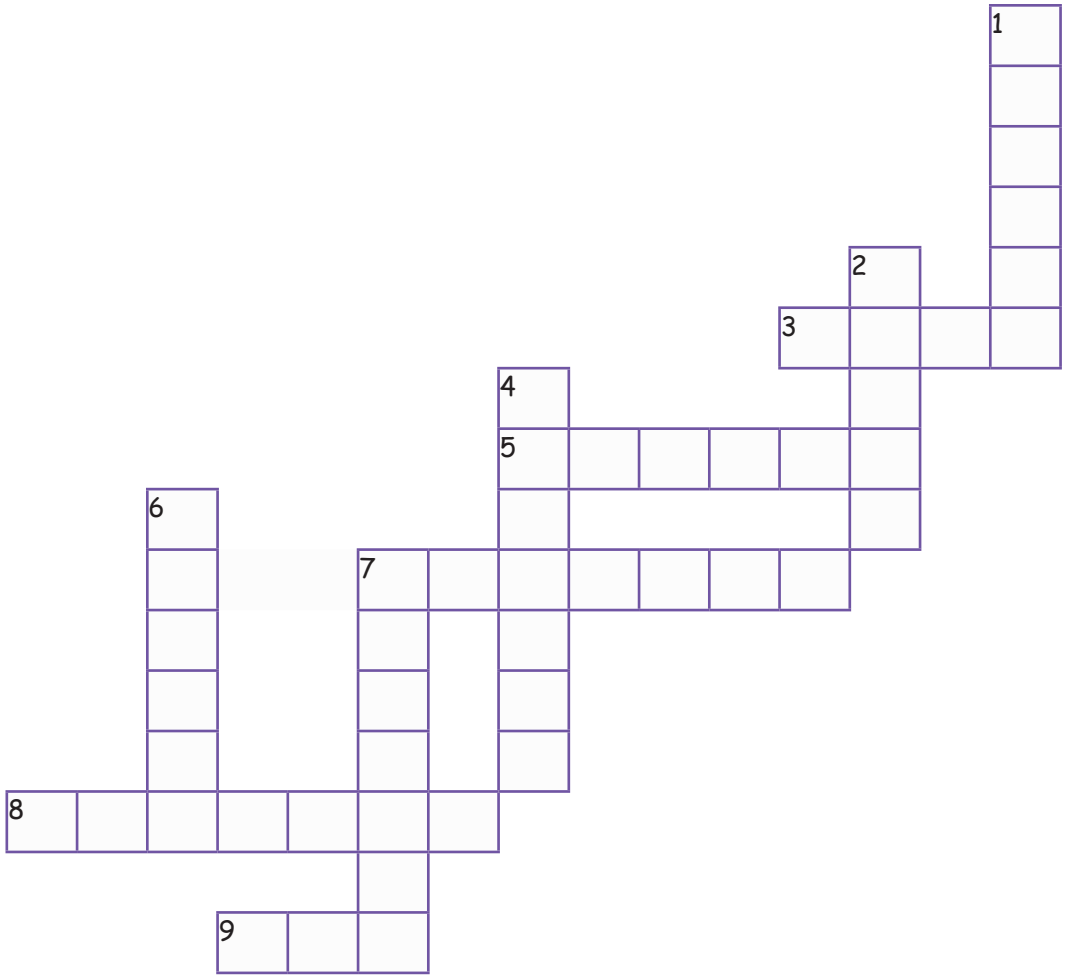
(A) Read the paragraph below. Replace the underlined words with suitable synonyms.

Anthony, the captain of the Berbice Braves, opened the first inning. All was **quiet** as he stood before the wicket. Keisha **whispered** that he was the **best** player. The ball skilfully left the bowler's hand. "Twack!" My eyes followed as the ball flew in the air. It seemed a second, and it was over the boundary. A deafening **roar** went up. The fans shouted, "Hurrah!" "What a **magnificent** hit!" The neon signboard lit up with the numeral six.

(B) Now, reread the paragraph to your friend.

C. Let's Play-Cricket

Complete the crossword below



Across

3. A ball bowled far away from the batter

5. Bowling the ball from the wrong place

7. A bat and ball game

8. A player who is currently batting

9. Someone who loves cricket

Down

1. Makes decisions and ensures rules are followed

2. A grassy ground where games are played

4. When all the balls have been played

6. A structure made up of stumps and bails.

7. The leader of a cricket team

READING

A Cricket Experience

As I disembarked the minibus, I was in awe. My sister and I were at the National Stadium. I had never seen such a crowd of people in one place. As I looked around, I could see that the match's spectators were dressed in their favourite teams' colours.

We maneuvered through the crowd to locate our seats, which were the best. A very polite and neatly dressed young lady quickly directed us to our aisle and seats. Our seats indeed showcased the length and breadth of the National Stadium.

It was a lovely day for cricket as the sun was out in its glory. The heat was already making some people uncomfortable. But it did not stop the banter. Over the noise, one voice echoed, "Bai, it's a Braves day today!"

"Nah, like yuh crazy, bai, Warriors all de way," exclaimed a Warriors fan.

"Put yuh money weh yuh mouth deh, Braves all de way," responded the Braves fan.

The voice of the commentator bellowed over the public address system. It was time for the match to begin.

The spectators stood as the Minister of Culture Youth and Sport was invited to make the opening remarks. A primary school boy melodiously sang the National Anthem. I stood like a true patriot.

Both teams quickly entered the ground and greeted one another. There were loud cheers as they waved to their fans. The Berbice Braves won the toss, and the Demerara Warriors took their positions on the field. The batting began.

Anthony, the captain of the Berbice Braves, opened the first inning. All was quiet as he stood before the wicket. Keisha whispered that he was the best player. The ball skilfully left the bowler's hand. "Twack!" My eyes followed as the ball flew in the air. It seemed a second, and it was over the boundary. A deafening roar went up.

The fans shouted, "Hurrah!" "What a magnificent hit!" The neon signboard lit up with the numeral six.

The captain played for half an hour. He sent the ball beyond the boundary many times. At last, the batsman was out. The opponents jumped and hugged each other. He scored sixty-two runs from twenty balls.

The other batsmen batted firmly and swiftly. The team made a total of one hundred and seventy-five runs. The Berbice Braves represented their county well.

It was evident that some spectators knew each other since they greeted and chatted for a while during the halftime. We delved into our lunchboxes seeking the tasty treats our mother had prepared. Keisha, my cricket-loving sister, took the time to give me a quick cricket lesson. I learned why one of the umpires had declared a ball a "no ball" even though the Berbice Braves had scored runs from that ball. She explained the jargon. I now knew what "wide", "leg before wicket", and "leg bye" meant.



As the second inning started, I felt more confident in my ability to interpret the game's jargon. The Demerara Warriors had a bad start. Four wickets fell within ten minutes for only thirty runs!

With the fall of every wicket, the spectators groaned. Fifteen overs and ninety-five runs later, the Demerara Warriors had lost all their wickets. The Warriors' fans had started leaving since the twelfth over. By now, the Berbice Braves fans were dancing, singing, and shouting.

I couldn't believe it was over. My first cricket match was indeed a thrilling experience, just as my sister said it would be.



COMPREHENSION

Think about the information in the story, then answer these questions.

(A) How can you tell the narrator was not a cricket fan?

(B) Why do you think the opponents jumped and hugged each other?

(C) Which team do you think was the favourite? Identify the sentence from the passage that supports your answer.

(D) Explain what the narrator meant by, "I stood like a true patriot."



GRAMMAR

A. Creole and Standard English

Study the information below:

Me nah undastan wah de man seh.	I don't understand what the man said.
Creole	**Standard English**

Note:

- Creole is another form of language spoken by people.
- The type of creole spoken depends on the area/community or race of the speaker.
- Creole is an acceptable form of speaking. However, the speaker must be able to translate this to Standard English.
- Everyone should use Standard English in formal settings.



ON YOUR OWN

Read the conversation between the two cricket fans. Using the table below, convert the conversation from Creole to Standard English

Bai, it's a Braves day today!"
"Nah, like yuh crazy, bai, Warriors all de way," exclaimed a Warriors fan.
"Put yuh money weh yuh mouth deh, Braves all de way," responded the Braves' fan.

Creole	Standard English
Bai, it's a Braves day today	
Nah, like yuh crazy, bai, Warriors all de way	
Put yuh money weh yuh mouth deh, Braves all de way.	

INTEGRATION

(A) Social Studies: Identify the symbols of Nationhood. Tell your friend about the symbol of Nationhood used in the story.

(B) Mathematics: If one over is equal to 6 balls, how many balls will there be in 50 overs?

(C) Art & Craft: Draw a scene depicting a cricket match.

CREATIVE WRITING

Gather information on any cricketer. In your journal, write an essay/ biography about that cricketer.

HOME LINK

Listen to your family members speak and record some creole words used by them. Share with your classmates. Be sure to give the Standard English form for each word.

UNIT 3
ROAD SAFETY

BEFORE YOU READ

Read the Curb Drill below.



CURB DRILL

Look right, look left, look right again and if the road is clear cross quickly. NEVER, EVER dash across the road.

Discuss with your teacher why you should never dash across the road.

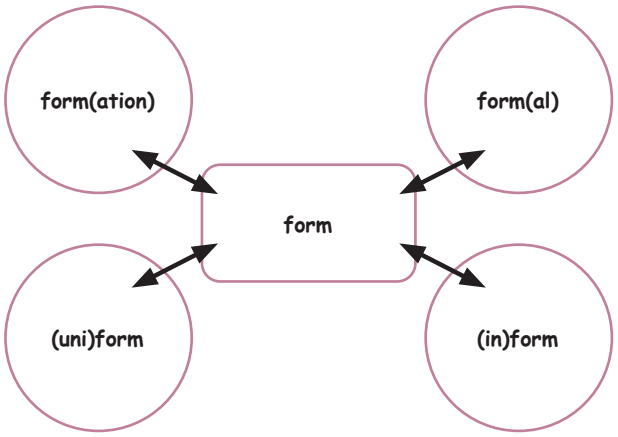
WORD STUDY

A. Say these words

jostled	attempted	briskly
concrete	parapet	pedestrian
attention	delivered	instead
restaurant	cautious	though
airy	screeching	through

B. Root Words

A root is the fundamental part of the word to which someone can add other parts to change the meaning: a prefix (at the beginning) or suffix (at the end).



Say the words below. Identify the root word in each of them.

pavement	smaller
direction	unable

C. Read these words and their meanings, then use them in sentences with a friend in your spare time.

parapet: a bank of the earth at the edge of the road
surge: a sudden forward movement by a crowd
jostled: knocked or bumped against someone



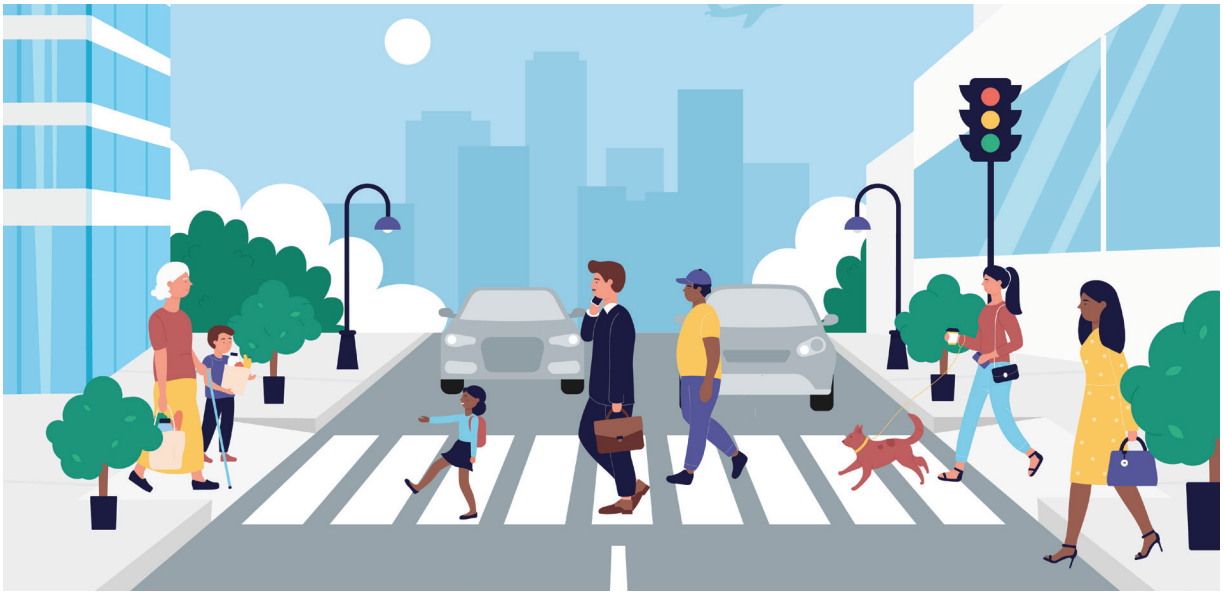
READING

ROAD SAFETY

My school was only four corners away from my home. So, I went home to a hot lunch every day. I came running out of my cool, airy classroom. The first thing that stopped me was the hot blast from the sun. I turned onto the concrete pavement and started on my way. I bumped into a boy who was walking with his head bent. His iPod took up all his attention.

As I walked, I looked at the traffic on the street. The street itself seemed smaller, with lines of traffic going in each direction. Even though cars were allowed to park on one side of the road only, the traffic could not go at more than a crawl.

On my way, I had to pass a restaurant. It was an open-air restaurant with chairs and tables placed on the pavement. Two boys came running and jostled me out of the way. I attempted to step off the pavement but stood still instead. The traffic was moving at a faster rate. I had to be careful.



As my house was in the middle of the block, it was difficult for me to get home directly. I passed my home and headed for the pedestrian crossing at the corner.

The vehicles were now dashing madly along, having given up seventy-five of their precious seconds to the traffic light.

I got to the crossing. The light was red. I stood there with a group of people who were waiting to cross—a young man dashed across the road. The cars continued to speed. Two cars came to a screeching halt as they were unable "to beat" the red light. One stopped so close to a tall, heavyset gentleman that he shook his fist at the driver.

Finally, my group was able to surge across the road as the "green man" came on. The group on the other side walked briskly across to our side. The two groups were careful to get across before the light changed.

I walked the few metres back to my home. There is no pavement on my side of the street, so I walked on the parapet. Luckily, I was cautious. A pizza delivery boy dodged through the traffic to ensure that he

lived up to his motto. The slogan on his motorcycle informed all that he delivered hot pizza.

In another two minutes, I entered my gate and was safely home. My hot lunch awaited.



COMPREHENSION

Remember the details of the story. Now, complete the activities below.

(A) List the boy's actions from when he turned onto the pavement to the time he got home.

(B) Use the information in the passage and create three (3) rules for using the road safely.



GRAMMAR

A. Adjectives

Read these sentences.

1. A **young** man dashed across the road.

2. Two cars came to a **screeching** halt.

The words in bold tell about/describe a person or thing. These words function as **Adjectives**.

ON YOUR OWN

Underline the words that function as adjectives in these sentences.

1. I went home to a hot lunch.
2. The boy turned on to the concrete pavement.
3. It was an open-air restaurant.
4. I headed for the pedestrian crossing.
5. A tall, heavyset gentleman shook his fist at the driver.

INTEGRATION

(A) Social Studies: Use the details in the story to create three safety rules.

(B) Science: Observe and record the weather pattern for two weeks. Say what effects the weather may have on the wooden furniture of the restaurant over three months.

(C) Mathematics: Estimate how many metres the narrator had to walk to get home.

CREATIVE WRITING

For the next week, observe persons as they use the road or trail. Write in your journal the safety rules that persons disobeyed.

HOME LINK

Research the "5 Cs" of safety on the road. Discuss with your family members why it is necessary to observe the "5 Cs."

UNIT 4
PEOPLE

BEFORE YOU READ

Study the pictures of famous Guyanese.

HALL OF FAME



Shivnarine Chanderpaul



Rudy Grant

(A) Say for what the person in each picture is known.

(B) Predict the plot of the story.



WORD STUDY

A. Say these words

migrated
enlisted
established
surveyor
knighted
bestowed
achievements
barrister
magistrate
superintendent
distinguished
tribute
hold
known
laid

B. Diphthongs

A diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another.
Examples of Diphthongs are "au, oi, oo, ou, oy, ow, aw, ew."

Here are some diphthongs and examples of words containing diphthongs. Say these words. Pay attention to the sounds.

Diphthongs	Example of words
ou	loud proud cloud out shout about doubt foul noun house mouse mouth south couch
ow	how cow now allow owl brown down town clown drown crown crowd powder browse
oi	noise voice avoid poison join coin point boil foil oil spoil toil exploit
oy	joy toy boy annoy employ destroy toying loyal royal voyage

EXERCISE A

Select the best word from below to complete each sentence

loyal **voice** **proud** **town** **laws**

(A) Sir David Rose was a _____ servant of Guyana.

(B) It is important to obey the _____ of your country.

(C) The beauty queen described herself as _____, smart and beautiful.

(D) Kate was born in the _____ of New Amsterdam.

(E) "Go to your room," Father said in a stern _____.

EXERCISE B

Skim the story—select words with the following diphthongs. Write two words on your own.

Diphthongs	Two words from the passage	Two new words on your own
oi		
ou		
ow		

Read these words and their meanings. Find them in the story and write the sentence in which each is used.

choirs: organised groups of singers
barrister: someone authorised to practice law; a lawyer
differently-abled: disabled, handicapped, challenged or has special needs.

READING

People

History has recorded great Guyanese leaders. These leaders have left an indelible mark on the lives of many. Here are the stories of three.



A son of Mahaica on the East Coast of Demerara, David James Gardiner Rose was born on April 10, 1923. He migrated to England where he obtained his education. He returned to Guyana after World War II. On his return, he enlisted in the Colonial Police Force and was appointed as an Assistant Police Superintendent. In 1966, he was knighted as Sir David Rose by the queen. In the same year, he became Guyana's first Governor-General.

As he loved singing, he sang in many choirs while a policeman and as the Governor General. After his death, he was bestowed with Guyana's highest National Award, the Order of Excellence. Sir David Rose was also awarded the Colonial Police Medal.

His name lives on in the David Rose Special School, a school for the differently abled; the David Rose Secondary School; and a street in Linden, the Sir David Rose Avenue. On his death in 1969, he was laid to rest at the Place of the Seven Ponds, also called the Place of Heroes, in the Botanical Gardens.



Arthur Raymond Chung was born in Windsor Forest on the West Coast Demerara in 1918. He was a surveyor who studied law in England. Arthur Chung returned to Guyana as a barrister and served as a magistrate in 1954. He later became a judge in 1964.

Arthur Chung helped to shape the history of Guyana. He was the first President of Guyana. His rise to the presidency occurred when Guyana gained Republican Status in 1970. He was elected by the National Assembly. Arthur Chung was bestowed with Guyana's highest National Award, the Order of Excellence in 1980. He will also be remembered as the first Chinese Head of State in a non-Asian country. Arthur Chung served as president for 10 years. On his death in 2008, he was laid to rest at the Place of the Seven Ponds, also called the Place of Heroes, in the Botanical Gardens.



Desiree Bernard was born in 1939. She began a promising career in law after studying in London. Among her many achievements, she will be remembered as the first woman to hold many distinguished positions. Desiree Bernard is Guyana's first female High Court Judge; the first female Justice of Appeal; the first female Chief Justice of Guyana and in the Commonwealth Caribbean; the first female Chancellor of the Judiciary of Guyana and in the Commonwealth Caribbean. In 2005, she became the first female judge of the Caribbean Court of Justice.

In recognition of her many achievements, she was bestowed with Guyana's second and third highest National Awards, the Order of Roraima and the Cacique Crown of Honour. In 2005, she was awarded the Caribbean Triennial Award for Women.

In 2014, a tribute was paid to Justice Desiree Bernard after she demitted office as a Judge of the Caribbean Court of Justice.

COMPREHENSION

Think about the information in the story, then answer these questions.

(A) In which year did Sir David Rose become the Governor-General of Guyana?

(B) What work did Mr. Arthur Chung do before he became a lawyer?

(C) Which of the three persons did not receive Guyana's highest award?

(D) State two similarities between Mr. Chung and Ms. Bernard.

(E) What was the last job Ms. Bernard held?

GRAMMAR

A. Past Tense

You have already learnt that –ed or –d is added to a word working as a verb in order to form the past tense.
e.g. (1) The dog jump**ed** over the gate. (2) We hear**d** the bell ring.

Now read this sentence

He **sang** in many choirs.

Yes. The underlined word is in the Past Tense form. It is the past tense of the word "sing". Some verbs form the past tense by a change in the word e.g.
My parents **teach** at that school.
My grandparents **taught** at that school.

ON YOUR OWN

(A) Find and write out at least four sentences in the story in which a change in the word forms the past tense.

(B) Complete the following sentences by using the Past Tense form of the verb in brackets.

1. They _____ to the library to gather information on famous people. (go)
2. The children _____ that the information on Sir David Rose was very interesting. (think)
3. Spectators _____ souvenirs of famous people. (buy)
4. Jack _____ his vacation in Mahaica. (spend)
5. Arthur Chung _____ up in Windsor Forest. (grow)

INTEGRATION

(A) Social Studies: List the categories of National Awards. Name two other persons who have received the Cacique Crown of Honour.

(B) Mathematics: Sir David Rose was born in 1923. How old would he have been in 2015?

(C) Art & Craft: Create a collage with at least five famous Guyanese.

CREATIVE WRITING

Name a famous Guyanese of your choice. Prepare a biography of that person. You must include the following information in your essay.

- Name
- Age
- Date of Birth
- Place(s) lived and worked
- Notable achievements

HOME LINK

Select any one of the famous persons you read about in the story. Interview family members or community members about each of the three persons to find out at least two bits of information not stated in the report. Be sure to share your information with your classmates.

UNIT 5
THE PRIZE

BEFORE YOU READ

Read the information on the ticket below.



(A) Explain why the raffle is being held.

(B) Say what the winner will get.

(C) Tell about at least two other activities where persons received prizes.



WORD STUDY

A. Say these words

auditorium	significance	geologist
activities	precautions	reflected
recitation	marvelled	seemed
announce	disembarked	while
historical	cascaded	some

B. Word Endings

Read the words below carefully. Pay careful attention to the ending of both words

ride - ri**d**ing

skip - skip**ped**

Rule:

- If a word ends with –**e**, drop the –**e** before adding –**ed** or –**ing**.
- If a word ends with a vowel and a single consonant, double the consonant before adding –**ed or** –**ing**.

Discuss these rules with your teacher. Match the examples given to the correct rule.

Complete the table below.
Use the rules given above to complete the table.

Word	Add –ed	Add -ing
smile		
step		
arrive		
reflect		
marvel		

C. Pronounce these words and read their meanings. Use at least one in a sentence.

cas/càd/ed: poured downwards rapidly in large quantities
self sac/ri/fice: the giving up of one's own life for the good of others
his/tor/i/cal sig/ni/fi/cance: something that happened in the past that affects the present.

READING

THE PRIZE

The bell rang at 08:45h. It was time for assembly, so we all gathered in the auditorium.

The Headteacher smiled broadly. Good news, we thought. We did the usual activities—prayer and recitation of the pledge. Then, Mr. Thompson stepped forward.

He announced, "The pupils of Grade Five have won the National Essay Competition."

There were cheers and congratulations all around. I couldn't contain myself. I knew this meant a trip to the majestic Kaieteur Falls. I thought about going on an aircraft, visiting another region, and how wonderful it would be to see a place of such historical significance.

It was just before Easter and the day had finally arrived. Our teachers discussed all the necessary safety precautions with us.

The school bus took us to the Eugene F. Correia International Airport at Ogle. Our adventure had begun.

We marvelled at the planes flying in and out of the airport. I had never seen so many planes at one time. Some were small and painted blue. Two were a bit larger and were painted gray and white.

Some of them brought passengers, while others were loaded with food, fuel, and machinery. These, we learned, were headed to the interior.



A Cessna plane was the lucky aeroplane that took us to the Potaro. Although the plane ride was an hour-long, it seemed like a few minutes as we tried to view the whole of Guyana from the sky.

As the class disembarked the plane at the Kaieteur Airstrip, we were in awe. There were mountains and trees as far as the eye could see.

Our tour guide, Mr. Oswald Parks, was there to greet us. He escorted us to some jeeps, which is the vehicle of choice for the area.

When we arrived at the Kaieteur Falls, the sight was beyond words. We stood opposite the falls and looked at the water as it cascaded onto the rocks below. The water on the top looked like a sheet of glass. As it fell, it foamed and sprayed. It fell with a roaring sound like thunder

in the distance. On that mountain, we felt like ants in the presence of the majestic Kaieteur. Everyone started "oohing" and "aaahing."

Then, phones started clicking as we jostled one another to get the best view for our picture.

Mr. Parks explained to us the importance and significance of this waterfall.

We learned Charles Barrington Brown, a British geologist, discovered the Kaieteur Falls in 1870. The Amerindians told Brown that the fall was named in memory of Kai, a Chief or Toshao, who acted bravely to save his people. He paddled over the falls in the act of self-sacrifice to Makonaima, the Great Spirit.

Tiredness and awe kept us silent on the plane ride back home. I closed my eyes and reflected on the sheer wonder of the Kaieteur Falls.

COMPREHENSION

(A) Which action tells that Mr. Thompson was pleased?

(B) Explain the phrase **"safety precautions"**.

(C) Identify and explain one simile used in the passage.

(D) Which phrase in the passage means **"acted bravely"**?

(E) How do we know that the children were still in awe on the plane ride back home?



GRAMMAR

Capitalization

Read these sentences. Look carefully at the words that begin with capital letters

1. He announced, "The pupils of Grade 5 have won the National Essay Competition."

2. Charles Barrington Brown, a British geologist, discovered the Falls.

Capital Letters are used when we write:

- the first letter of a word that begins a sentence.
- proper names of people, animals and places.
- the first word of a sentence in a direct quotation.
- titles of persons.



ON YOUR OWN

EXERCISE A

Complete the exercises below.

1. Write the name of your teacher.

2. Write the name of your school.

3. Write out the days of the week.

EXERCISE B

Read the passage below. Rewrite the passage using capital letters where necessary.

Omari exclaimed, "someday when i grow up, i will travel to essequibo. i would want to see the national bird, the canje pheasant. mr. lewis will be my tour guide".



INTEGRATION

(A) Social Studies: On a map of Guyana, locate the Kaieteur Falls and three (3) other falls.

(B) Mathematics: The plane arrived at the Kaieteur Airstrip at 10:28 h. Calculate the time of departure from The Eugene F. Correia International Airport if the plane ride was 1 hour long.

(C) Art & Craft: Create a collage depicting the Kaieteur Falls.



CREATIVE WRITING

Select another place of historical significance in Guyana. In your journal, write a brief history of this place.



HOME LINK

With your family members, use words/phrases from the passage to complete the table below. The first one is done for you.

Word/phrase	Rule that applies	Sentence
The	The first letter of a word that begins a sentence	The bell rang at 08:45h.
	Proper names of people	
	The first word of a sentence in a direct quotation	
	Titles of persons	
	Proper names of places	

UNIT 6
HOBBIES

BEFORE YOU READ

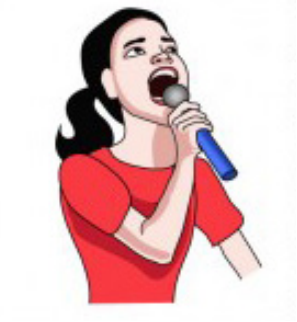
Look at the cartoons below.



fish keeping



playing an instrument



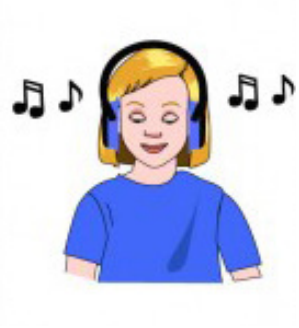
singing



reading



playing computer games



listening to music

Read about what the children are doing. Tell a friend how you spend your "free" time.



WORD STUDY

A. Say these words

In this word search, there are words you may know. Write each word as you find it. Have you found fifteen words? These words were used in the reading passage. Say them with a friend.

E	J	B	O	P	P	O	R	T	U	N	I	T	Y	Q
B	O	O	S	T	I	N	G	R	E	Q	U	I	R	E
H	S	E	G	N	E	L	L	A	H	C	Z	A	Y	Y
E	Y	N	D	X	C	H	Y	F	N	K	Q	L	O	G
H	F	A	Y	W	L	Z	E	Z	C	N	D	A	Y	S
J	I	S	N	S	E	T	V	J	I	N	A	B	T	G
A	N	L	B	L	A	F	U	N	O	L	A	O	I	W
W	A	M	U	T	V	R	E	C	S	E	B	U	S	O
T	N	H	I	A	G	T	E	O	G	S	A	T	O	E
B	C	D	Q	E	E	S	M	Z	I	Z	W	X	I	H
F	E	Q	D	E	L	E	I	S	U	R	E	R	R	D
M	S	T	N	E	M	U	R	T	S	N	I	Z	U	I
C	Z	T	O	O	N	J	Q	Q	P	V	I	Z	C	F
M	H	R	Z	R	A	I	L	I	M	A	F	F	J	E
Z	B	S	M	Z	E	S	P	E	C	I	A	L	L	Y

ON YOUR OWN

Say the words in the picture, they are opposites.



Match each word to its antonym - one was done for you. You can use a thesaurus for help.

	Word	Antonym
1.	best	enemy
2.	love	detest
3.	income	worst
4.	enjoy	hate
5.	friend	expenditure

Read the following passage. Replace the underlined word with a suitable opposite.

My hobby **ended** when I was an **adult**. My parents were tired of reading to me every **day**. Now, I have **stopped** reading for myself. Reading is a **tiring** exercise. I **hate** reading.

B. Read these words and their meanings. In your spare time, use them in sentences with a friend.

īd/ler: a person who avoids work or lazes around
med/i/tate: to think deeply about something
cre/ā/tiv/i/ty: to use your ideas to make things



READING

Hobbies

Every person should have a hobby. Children, especially, should have a hobby. What is a hobby, you may well ask? A hobby is simply anything you do for fun. You do not get paid to do it. It is something you like to do in your free time. The Oxford Dictionary defines a hobby as a favourite activity that a person does for pleasure and not a regular business.

R.L. Stevenson, a writer of the nineteenth century, in his essay 'An apology for Idlers' encouraged his readers to find time to get to a park and relax, enjoy tea, speak to passersby, play a musical instrument, and meditate. In other words, he urged them to do anything that is not 'work.'

You will therefore realize that everyone needs to have a hobby. Engaging in a hobby is the best way to pass your leisure time. The goal of a hobby is to do what you like in your spare time. If you do not as yet have a hobby, you should be thinking of starting one. Try an activity

that you enjoy or are good at doing. You may also choose an activity that challenges you and helps your creativity.



It is a great way to connect and develop friendships with others. It is an opportunity to meet new people, discuss your shared interest, and get involved in different groups.

Having a hobby like dancing or cooking will calm, excite, challenge, and entertain you. It will make you see the world in a new and exciting way.

Having a hobby can also help you set goals while making you a better, healthier person. Activities, such as jogging, can help you be fit and you will also enjoy them.

Hobbies can also help your finances. You can make money while doing what you love. But remember, you should be careful not to turn your hobby into a job.

If you don't have a hobby, here are a few steps you can take to develop one. First, finding a new hobby will require trying new things. Have an open mind and give things a chance. Try something you have no real knowledge about or experience.

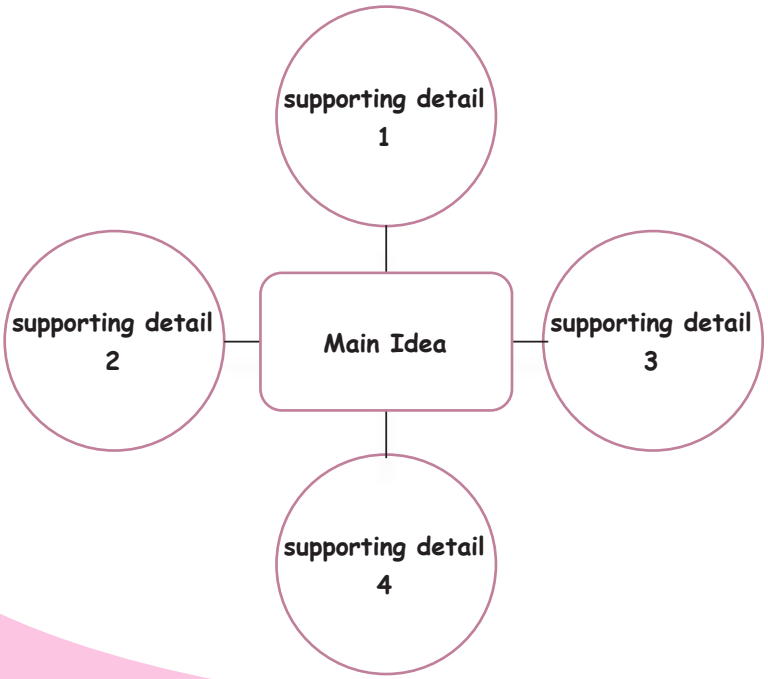
Secondly, develop new interests. Let your curiosity run wild and create more knowledge about the things you don't know or even something that is familiar to you. Read more; that can be a healthy and fun hobby to develop.

Here is something you can try. Every week, write down one thing you want to know about, then read or ask others about this thing, and you might not just learn something but develop a real interest. If it interests you, it can develop into your hobby.

COMPREHENSION

A summary is the retelling of the main ideas and essential details in a passage.

Use the web to summarise the passage above.



Answer these questions.

1. According to the passage, what are three benefits of having a hobby?

2. Give the word from the passage that means the same as 'fun'.

3. Explain the phrase "let your curiosity run wild".



GRAMMAR

A. Read the following sentences with a friend. Identify the verb in each sentence.

1. **Everyone needs a hobby.**

2. **I read novels during my spare time.**

Have you identified **"needs"** and **"read"?** You have done well.
These verbs tell of habitual actions.
The **Simple Present Tense** tells of an action that is usual or happens regularly.

ON YOUR OWN

Answer the following questions in the present tense. The first one is done for you.

3. Which school do you attend?
   I attend Newville Primary School.

4. What do you do in your spare time?

   _____

5. Who is your best friend?

   _____

6. Why do you read books as a hobby?

   _____

B. Use a suitable present tense verb to complete each sentence. You can only use a verb once.

1. I _____ football on Saturdays.
2. We _____ to the National Library.
3. Paul _____ the newspapers every day.
4. My parents_____to collect stamps.
5. They _____riding bicycles.

INTEGRATION

(A) H.F.L.E: Imagine that your best friend has started to follow the wrong crowd. Tell him/her how his/her time can be better spent by engaging in a hobby.

(B) Mathematics: Ask seventeen children in your neighbourhood to name their hobbies. Present the information you have gathered on a tally sheet.

(C) Social Studies: Begin a collection of flags from around the world. At the end of the term, check to see which child in the class has the most flags.

CREATIVE WRITING

Name a hobby you have/would like to have. Write an essay of not less than 120 words on your hobby.
Remember to:

(D) describe the hobby

(E) say when you do it

(F) state benefits of the hobby

(G) tell why you enjoy this activity

HOME LINK

Discuss with your family the benefits of having a hobby.

UNIT 7
RESPECT

BEFORE YOU READ

Look at the poster below. Read the advice given.



Please discuss with a friend why it is necessary to give respect. Give examples of how you show respect to others, such as peers, teachers, and relatives.

WORD STUDY

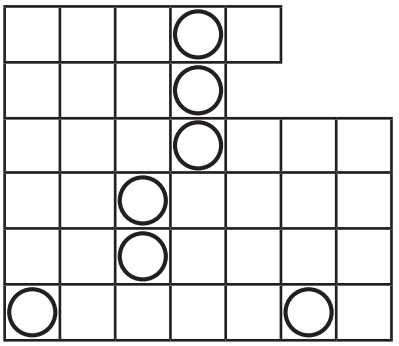
A. Say these words

treated	hydroponics	regard
bulged	proud	career
forehead	stretched	hesitantly
fronds	agriculturist	attitude
extremely	relationship	shiniest

B. Unscramble each word.

Take the letters that appear in ◯ boxes and unscramble them for the final word.

REHWE
MIEL
PEOPDTS
NINGOTH
SNURHIG
CEELAND



☐☐☐☐☐☐☐ — Final Word

C. Suffixes

Read the words below. Tell your teacher what the change is in each word.

treat – treat**ed**
extreme – extreme**ly**
shiny – shinie**st**
Did you say that we added letters to the end? You are correct.
A letter or group of letters added to the end of a word is known as the **suffix**. It forms a new word or an inflectional ending. Adding a suffix to a word can change or add to its meaning.

Suffixes have particular meanings.

EXERCISE A

Read the suffixes and their meanings below. Write one word you know with each suffix listed. One is done for you.

Suffix	Meaning	Word
cracy	rule, power	democracy
arian	a person who	
phobia	fear of	
opsy	examination	
ology	study of	

EXERCISE B

Find out the meaning of the following suffixes. Write one word you know with the suffix named.

Suffix	Meaning	Word
ward		
ment		
or		
log		



READING

RESPECT

Mother always said, "Treat others the way you wish to be treated."

These words came rushing back to my mind as I stood on the street that day. I had run about a mile from our house. I just had to get out of that house, so I started running. I ran until I was tired. I stopped. Then words came pouring out of me.

"You lazy good-for-nothing."

"You towering excuse of a man."

"You poor role model of a father."

Words I did not dare say to my father came rushing to mind. My eyes bulged, my mouth opened wide, and I shook all over.

It took some time, but I finally managed to calm down. I began to think. I thought of all the times I had seen my father in his ragged

clothes, his fingernails full of dirt with an old felt hat pulled down on his forehead. Oh, how I hated that sight! I remembered how he sang and whistled as he cleaned the dried, dead fronds under the banana suckers.

I could not understand how he could clean the manure out of the cow pens and seem happy to do so. My mother, too, seemed extremely happy to live this kind of life.

When I was small, my father used to be an accountant at a hydroponic farm. Everyone was proud of him.

Now just a few years later, he was just another farmer in our community. His crops were the biggest and shiniest, but...

Other farmers came to him for help and advice.

I stopped inviting him to school to talk about his job on "Career Day." Who wanted to hear about farming? The children would be happy to hear about being an accountant, but not about being a farmer. Where is the respect in that?



How can you respect a man in ragged clothes? The clothes make the man. Or so I thought. I thought back to my father's smiling face and my mother's happy singing as she worked around the house. I began to wonder.

I kept thinking. Finally, I spoke with my mother. I was happy that I did.

She helped me see that I made my life more difficult by not showing regard for other persons' likes, views, and abilities.

I thought of how I had missed out on a rich relationship with my father because of my poor attitude. Then, I thought of my friend James. I lost a good friend because I could not respect a decision he made. Even when the decision turned out to be the best for him, I did not change my mind.

The next day though, I did. I went to my father and hesitantly smiled at him. He smiled back. I stretched out my hand to shake his and he pulled me into a bear hug. Finally, I smiled a real smile.

COMPREHENSION

Answer the questions

(A) Why did the narrator leave the house?

(B) What was different about the crops grown by the narrator's father?

(C) According to the passage, what does the word "frond" mean?

(D) Give two consequences of not respecting others.

(E) In two sentences, explain the main idea of the story.

GRAMMAR

A. Direct Speech

Read the words in inverted commas.

Mother always said, **"Treat others the way you wish to be treated."**

The words you have read are the exact words of the mother.

The exact words spoken by a person are referred to as **direct speech.**

Direct speech must use inverted commas " " when recording it.

ON YOUR OWN

Use inverted commas to complete the exercise below. The first one is done for you.

1. **Father said, "I am a farmer."**

2. Tomorrow is Career Day, announced the teacher.

3. How can you respect a man in ragged clothes? I shouted.

4. The boy said, I want to be an agriculturist.

5. Mother told us, On Monday we would visit the farm.

Read the sentences, then identify the exact words spoken. Rewrite the direct words in a sentence to show direct speech. You will need to change a few words to get it done correctly.

1. I said that I was not proud of my father.

2. Ms. Singh reported that we must bring a parent to Career Day.

3. James told me that I did not respect his decision.

INTEGRATION

(A) Social Studies: Identify ways in which Guyanese should show respect for their National Symbols.

(B) Science: Identify the types of soils found in Guyana. Name two crops which are best grown in each.

(C) Mathematics: A farmer planted $\frac{1}{2}$ of his farm with carrots and $\frac{1}{4}$ with peppers. What fraction of his farm was left unplanted?

CREATIVE WRITING

Write an essay on the topic "A day in the life of a farmer."

OR

Imagine your friend was disrespectful to an adult. Write an essay encouraging him/her to respect elders.

HOME LINK

With a parent/sibling/relative, create a poster with the theme 'RESPECT'.

UNIT 8
PEER PRESSURE

BEFORE YOU READ

Study this poster.



(A) Discuss with your teacher the ideas presented in this poster.

(B) Tell about any experience you had with peer pressure.



WORD STUDY

A. Say these words

similarly	extent	disapproved
self-confidence	mode	engage
research	values	much
approval	risky	ever
particular	choices	just

Alphabetical Order

Read the words in groups A and B. Place them in alphabetical order on the lines below.

(A) feel	friend	family	found	fit
(B) drug	drip	drain	drought	drench

B. Unscramble this mystery word puzzle. The clues are related to the poster and the reading passage that follows.

1. A person of the same age group: **erpe**

2. A person who intimidates weaker person: **lylbu**

3. The power or ability to have an effect on someone's actions or beliefs: **uncilefen**

4. The way in which someone or something behaves: **vaurbieho**

5. The use of persuasion or intimidation to make someone do something: **rruseesp**

READING

Peer Pressure

Did you ever feel that your friend was trying to get you to do something you didn't want to do? If you have, then you have experienced peer pressure. As children grow older, acceptance by peers becomes more important; even more important than the family circle.

Young people are likely to want to wear what their friends are wearing even if their parents disapprove. Children have gone to the extent of changing their clothes at a friend's house when they know that their parents would disapprove of a particular mode of dress.

Research has shown that even children who grow up accepting the right morals and values of society will sometimes make poor choices. They engage in risky behaviour just to be a part of the group. Drug and alcohol use has proven to be the most significant problem.

Ryan smoked his first cigarette at eleven. He did not want to, but he wanted to be part of the group. Once he started, he became addicted.

Similarly, Jake started skipping school in Grade 4. He was encouraged by friends from the community to go to the market to steal fruits.

As a result, he did not do well at his Grade 6 Assessment. Now, he is sorry that he skipped school so much.

Other risky behaviours that children may engage in to be accepted by their peers are lying and bullying. Studies show that 76% of boys are more likely to be influenced by their peers.

It is good to note that peer pressure works positively as well. Some peer groups influence children to improve their work in school, be good at sports, and even be a part of church and community work. Also, as their self-confidence increases, children need less approval from groups and begin to make more acceptable choices.

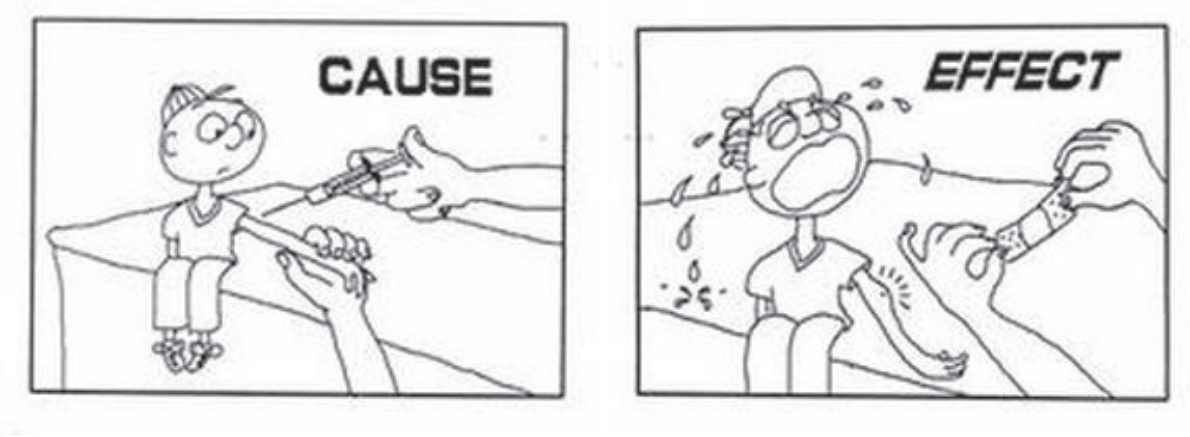
Children are aware that peer pressure is the strong influence from someone your age pushing you to make certain choices – good or bad. This influence can be spoken or unspoken. It can lead to behaviours that put you at risk. It can lead to disapproved or personally unwanted behaviour.

Do not do anything wrong because you want to fit in, be admired, have what others have, be like others, or are afraid of bullying. Remember, you are important - your life counts, you can make a difference in this world, and you do not have to follow the crowd.



COMPREHENSION

Cause and Effect



An action/event or decision that makes something happen.

What happens as a result of the first action.

Complete the cause and effect graphic organizer below. The first one is done for you.

Cause		Effect
Ryan smoked his first cigarette.	→	He became addicted. He could not stop.
Jake started skipping school.	→	
Using drugs and alcohol.	→	



GRAMMAR

A. Commas

You already know that a comma is a punctuation mark used in a sentence to separate words in a list. Here are examples of other ways commas can be used.

1. Some peer groups influence children to improve their work in school, be good at sports, and even be a part of church and community work.

2. As a result, he did not do well at his Grade 6 Assessment. Now, he is sorry that he skipped school so much.

The comma was used

- in the first sentence to separate phrases in a series.
- in the second sentence to separate an introductory phrase.



ON YOUR OWN

- Reread the last paragraph.
- Identify the sentences which have commas.
- Write the sentences in your exercise book.
- Say which rule relates to each sentence.

INTEGRATION

(A) Mathematics: Complete a survey on the types of peer pressure experienced by 15 Grade 5 friends. Use a graph to display the information. The table below can be used as a guide.

Types of Peer Pressure	Number of Pupils
Bullying	
Skulking	
Smoking	
Drinking alcohol	
Using indecent language	

(B) Science: Research the effects of anxiety on the Respiratory System.

(C) H.F.L.E: Imagine Jake from the story is your friend. What advice would you give to him on avoiding peer pressure?

CREATIVE WRITING

Prepare a speech for your school club members to inform them about peer pressure and its adverse effects.

HOME LINK

Share with your family your experiences of peer pressure. Seek their advice and guidance on dealing with it.

UNIT 9
TECHNOLOGY

BEFORE YOU READ



- Pupils talk about a song they have composed.
- Encourage one or two pupils to sing their own compositions.
- Discuss how compositions could be made available for anyone to listen to.



WORD STUDY

A. Say these words

associated	positioning	gramophone
recorded	grooves	cassette
perfected	reproduction	since
happened	laterally	easily
abandoned	invented	readily

B. In each row of letters, a word that is used in the passage is hiding.

Write the word in your personal dictionary. Use at least four of the remaining letters to create a non-word.

restripsaid	claspoolit	endiscry
namethodig	slimproverge	sequalityard

C. Read the following definitions.

Choose the correct word from the list below to match the meanings given.

Long narrow channels made on a surface _____

Made without fault _____

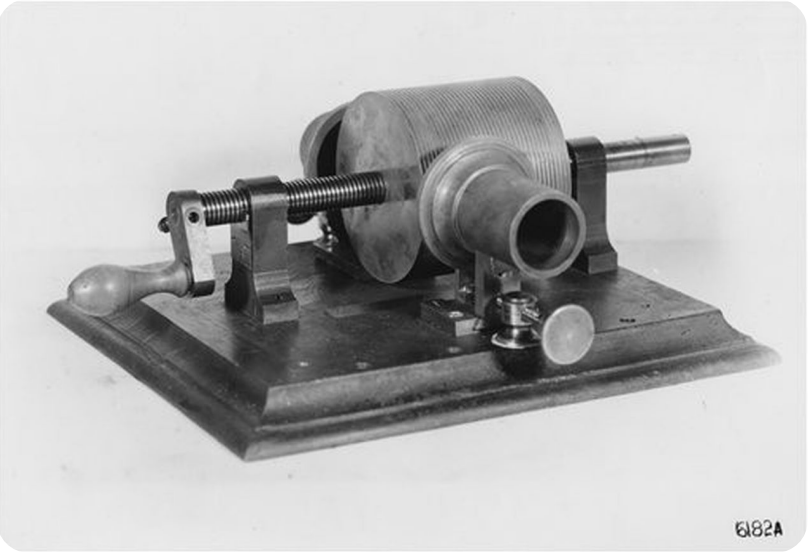
Placed along the side _____

Quickly and easily without hesitation _____

(grooves) **(readily)** **(perfected)** **(laterally)**

READING

PLAY ON



The First Phonograph

"Before CDs, before vinyl LPs and 45s,
before fragile 78 disk records ...
... was the era of wax cylinder records ..."

iPod, iTunes, Mp3! Those are familiar words all associated with listening to recorded music. These days it is easy to even listen to music on a computer. What about a smartphone? Is it useful too? Was it always so easy to get to listen to recorded music?

Would you believe the discovery of how to record music occurred by accident? In 1877, Thomas Edison happened upon a the way to record sound. He soon perfected a means of recording and replaying music.

These records were thin strips of foil wrapped around a four-inch drum.

A drum placed on a phonograph replayed the music. As the drum had to be hand-cranked, the foil soon ripped.



Soon, persons abandoned this method of playing music. In 1888, Chichester Bell, Alexander Graham Bell's brother, improved the reproduction of recorded music. The improvement came about by changing the position of the sound grooves on the cylinder. Sound grooves were placed laterally instead of vertically. It was around this time that Emile Berliner invented the gramophone.

Records made of wax played on the gramophone. These records were in the shape of a flat disc. The discs were seven inches in diameter and played at a speed of seventy-eight rotations per minute (78 rpm). Recorded music played in this way until around 1974.

But, there were new inventions in the way music was recorded and replayed.

By 1943, vinyl discs records appeared. These discs rotated at 33 1/3 rpm. Over time, the quality of the reproduction improved. As a result, the cylinder became outdated but was in usage until around 1919.

Soon, electrical and stereo recordings were developed. By 1934, long-playing records (LPs) emerged.



By 1960, eight-track cassettes were being used instead of single track ones. The invention of the cassette made it convenient to transport recorded music. The cassette was made of vinyl and was about six inches. It had two spools. The music played as the ribbon-like plastic strips were reeled from one spool to the other.



The compact disc, CD, as you would say, was first introduced in 1978. However, in 1983, CDs were officially launched. Sales of CDs were soon greater than those of LPs.

These days, with digital, audio, and the internet, there is the MP3.

As technology continues to improve, well-recorded music is readily and easily available. Significant improvements in the reproduction of music have occurred since its accidental discovery.



COMPREHENSION

In the table below, list the information from the text that will complete the table. You can use pictures where available.

The Development of Recorded Music	
Then	Now

Answer the following questions

1. Why was the use of the cylindrical drum as a format for replaying music abandoned?

2. Which of the inventions made it possible for recorded music to be available anywhere?

GRAMMAR

A. Past Tense

You learned that the past tense of words that function as regular verbs is formed by adding 'd' or 'ed' to the word. **E.g., love – loved; wait - waited**

(A) Group the following list of words according to how we form the past tense — by adding 'd' OR 'ed.'

wash	**care**	**appear**	**divide**
dance	**allow**	**live**	**complete**

"d"	"ed"
_____	_____
_____	_____
_____	_____
_____	_____

Inflectional Endings

By now, there are many words you know that end in the letters 'ed'. Say the following words aloud and listen carefully to the sound of each '-ed.'

warmed
started
reached

You should have heard:
warm/ed/→/ d/
start/ed/→/id/
reach/ed/→/t/

Tips:

- When the word ends in 't' or 'd', the 'ed' sounds like /id/.
- When the sound before the 'ed' does not need noise to make it, the 'ed' sounds like /t/.
- When the sound before the 'ed' is made with some noise, the 'ed' sounds like /d/.



ON YOUR OWN

Say the "You should have heard" words again. Listen carefully to the endings. Complete the table below by writing each 'ed' word in a column based on its sound. The first has been done for you.

tried	**closed**	**jumped**	**painted**
decided	**looked**	**locked**	**spotted**
bolted	**barred**	**laughed**	**warned**

'ed'→/t/	'ed'→/d/	'ed'→/id/
jumped	closed	decided



INTEGRATION

(A) Social Studies: Work in groups and research the type of musical instruments used in the 1950s. Research and prepare a presentation on 'The Orchestra' to be read to the class.

(B) Science: Make models of the cassette and the compact disc.

(C) Mathematics: A sheet of wax is 56" in diameter. How many discs of 7" diameter can we get from one sheet?



CREATIVE WRITING

Write an essay in which you talk about the type of music that you like. Tell how you developed your liking for that type of music. Be sure to use sequence words such as those in the box to help you connect your ideas.

At first	Later
Soon	Now
Next	These days

HOME LINK

Please speak with the older members of your family/persons in the community about how they played music when they were younger. Find out who still has records or a record player. Take pictures and use them in school for your class presentation.

UNIT 10
TRANSPORTATION

BEFORE YOU READ









Past and Present Mode of Transportation

Look at the pictures above. Identify two differences in past and present means of transportation.
Suggest reasons why modes of transportation have been developing.



WORD STUDY

A. Say these words

durability
urbanisation
transportation
canoes
popular
saddle
traverse
waterways
factories
hinterland
vehicles
terrain
aeroplanes
modern
popular

B. Locate words from the word list above in the word search below.

Look out for these words in the passage which begins on page 85.

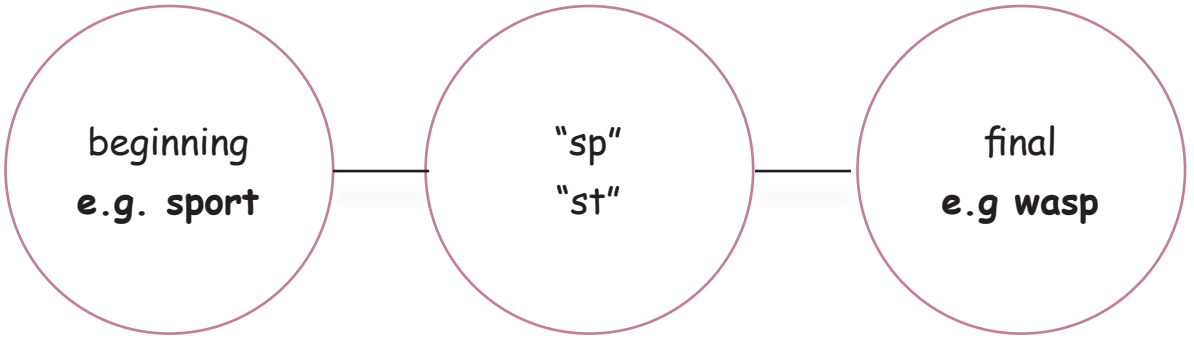
c	n	g	m	o	t	o	r	c	y	c	l	e	e	n
a	e	r	o	p	l	a	n	e	s	a	k	c	s	i
r	s	a	d	d	l	e	s	z	y	r	j	i	r	a
t	m	b	e	t	r	a	v	e	r	s	e	v	o	r
s	o	i	r	n	g	n	i	k	l	a	w	r	h	r
f	d	c	n	r	m	p	l	p	s	c	u	e	i	e
s	e	y	i	i	w	o	t	y	e	p	i	s	n	t
y	r	c	s	d	b	p	e	p	i	k	l	h	t	r
a	n	l	a	i	f	u	d	h	r	i	d	e	e	a
w	s	e	t	n	t	l	s	e	o	n	a	c	r	v
r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

C. Consonant Blends

Consonant blends consist of two or three letters. The sounds are blended. Each letter within the blend is pronounced individually but quickly, so they blend.

Example: **st**op, **sp**ort, **pl**ease, **fl**oat

Write words to show the consonant blends in the beginning and end positions.



EXERCISE A

Read the second paragraph of the story. Identify five words with consonant blends.

EXERCISE B

Use the clues provided to find words containing consonant blends used in the passage.

a place where children are taught_____

huge vehicles_____

unfamiliar _____

a something of cattle_____

a large vehicle used for carrying goods_____

READING

Transportation

Transportation has evolved over the years. The earliest form of transport was, of course, our feet. Over time, we learned to use animals, and then came modern inventions in the form of machines.

Today, transportation in Guyana is still a mixture of ancient and modern means. Although people use modern means now, the ancient practice of walking or using animal-drawn carts exists in some hinterland, rural and urban areas.

Let's look at the hinterland. Do you know that in the Rupununi, there are cowboys? These men, and sometimes women and children, ride horses to get about. They dress like the traditional cowboys seen in movies: with hat, saddle, and boots. They ride around on horses as they herd their cattle.



In other parts of the interior, persons walk along trails to get from one village to the next. Often, this is because the terrain makes it difficult for vehicles to traverse there.



The use of waterways is still primarily practised in the interior. School children paddle in canoes for great distances to get to and from school. Adults, too, use the waterways to get their goods and services from one area to another.

It is not strange to see logs floating along rivers. Loggers employ this method to get their timber to factories where they can be processed.

It is not to say that there are no modern means of transportation in these areas. All-Terrain Vehicles, popularly called ATVs, and those gigantic 'bush' trucks are all used in some hinterland areas. These vehicles, specially built for their durability, can withstand the area's rugged, mountainous nature.

In rural areas, villages on the Low Coastal Plain, animal-drawn vehicles are still seen. Many boys and girls enjoy rides on "horse carts" and "donkey carts." With urbanisation, villages are now becoming like the city and towns. More and more people use bicycles, motorcycles, and cars.

For those who live in the city or towns, a wide variety of transportation is available. While many persons own cars and motorcycles, many others commute by minibus. Depending on the distance of travel, persons also use ships or aeroplanes.

Today, with modernisation, the mode of transportation will depend on preference, location, and availability.



COMPREHENSION

Fact or Opinion

Facts are statements that someone can prove.

Opinions are statements that cannot be proven. They are based on feelings/emotions.

Read the sentences given below. Work in pairs separating those sentences which are facts from those that are opinion.

Sentences

1. Transportation has evolved over the years.
2. The ancient practice of walking or using animal-drawn carts exists.
3. The use of waterways is still primarily practiced in the interior.
4. People who live in the city and towns only use minibuses and cars to get around.

FACT	OPINION

GRAMMAR

A. Adjectives- Positive, Comparative, and Superlative

Look at the words below.

Positive	Comparative	Superlative
small	small**er**	small**est**
beautiful	**more** beautiful	**most** beautiful

Adjectives compare things. We can compare using three degrees, namely the positive, comparative, and superlative.

- A **Positive** degree describes one thing.
- A **Comparative** degree compares two things. We use "er" at the end of one and two-syllable words. When the word has three or more syllables we use "more" before the word.
- A **Superlative** degree compares three or more things. We use "est" at the end of one and two-syllable words. When the word has three or more syllables we use "most" before the word.

ON YOUR OWN

Complete the sentences below using the correct degree of comparison.

1. This car is the _____ I have ever seen.

(fast, faster, fastest)

2. _____ boys than girls ride "donkey carts".

(more, most)

3. Some villages are _____ but towns are _____.

(big, bigger)

4. Of all the vehicles, this is the _____.

(strong, stronger, strongest)

5. _____ cowboys use hats, saddles and boots.

(more, most)

INTEGRATION

(A) Mathematics: A motorcycle has a mass of 5.075 kg, another has a mass of 6100 g. Say which has a greater mass and by how much.

(B) Science: Differentiate between simple and compound machines. Identify two simple machines found on a bicycle.

(C) Social Studies: Name the ethnic groups who came to Guyana. Discuss the mode of transportation used by each group.

CREATIVE WRITING

Imagine you are an ATV. Write about a day in your life.

HOME LINK

With your sibling/siblings, use materials in the environment to create a model of a modern form of transportation.

Use newspaper clippings, magazines, or the internet to create a scrapbook of ancient and modern means of transportation. Share your pictures with your family.

UNIT 11
HEALTHY LIVING

BEFORE YOU READ



Discuss what the picture is depicting. Explain what is humorous about the picture.



WORD STUDY

A. Say these words

disease	immune	anxious
mature	nutrients	focused
essential	infection	maintain
digestive	amounts	system
fibre	endorphins	
minerals	substance	

Repeat the two-syllable Word Study words. Listen for the break in the name. Check to see if the break happens at the cluster of letters with the pattern "VC/CV." For example, the word (maintain) breaks at the cluster 'a(i)n/ta(i). In other words, the break happens at the VC/CV cluster.

Circle the **five** words from the list above that fit the pattern. One has been done for you.

VC/CV→main/tain

READING

Wellness

When is someone genuinely healthy? A person is really in good health only when both body and mind are free from disease. Once you were born a healthy baby, you can remain so your whole life. All you need to do is make the right food choices as you grow and mature. Adding exercise puts you well on your way to enjoy a hale and hearty life.

To remain healthy, the food you eat daily must come from the five essential food groups. Each group has a job to do to help you maintain that sharp mind and healthy body.

You need five to six ounces of carbohydrates daily. Foods such as rice, bread, and cereal are rich in carbohydrates. These foods contain fibre, which helps to keep our digestive tract functioning well. Also, they work together with other foods to provide our energy.

Vitamins and minerals are found in vegetables and fruits. Foods in this group help to prevent cancer and bone loss. Also, they ensure our immune system is working well. Foods such as calaloo, carrot, squash, orange, pear, papaw, and others will give us the necessary nutrients. Further, fruits that contain vitamin C fight infection.

You need dairy foods such as milk, butter, and cheese which are rich in fats for big strong muscles. Foods in this group help the body to absorb nutrients.

Meat, fish, nuts, and beans are rich in protein. They help to repair body tissue.

While eating the right foods in adequate amounts every day is necessary, exercise is equally important. Exercise releases a substance called "endorphins" to the brain. This substance makes you feel good and happy. Further, it keeps your organs strong and healthy.

By now, you would realize that your body is very good at letting you know how it feels. You feel hungry, you feel thirsty, and you get aches. These are some ways in which your body speaks to you.

In the same way, the mind lets you know when it is not well. You may become anxious, have problems remembering or sleeping, or get angry easily. You may be surprised to know that the doctor says that these experiences are all part of being a person. However, if you have these feelings most of the time, you need to see a doctor.

The right foods and exercise make the skin, hair, and nails glow with health. They also keep you focused and ensure that you are successful at school.

The trick to remaining healthy in body and mind is eating right, exercising, and not worrying unnecessarily.



COMPREHENSION

A. Answer these questions.

(A) Why are the five food groups considered essential?

(B) State three benefits of eating the right foods.

(C) What is the main idea of the passage?

B. Context clues

Context clues refer to the special way in which a word is used in the sentence and/or the passage.

Read this sentence: Ray and Rishi rode their **dema** to the park.

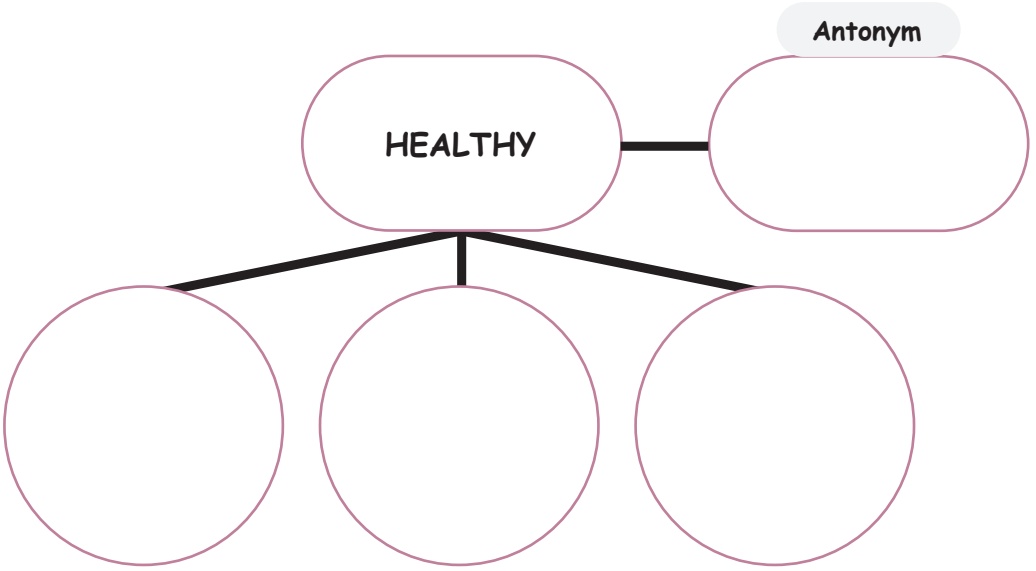
It is clear that 'dema' is not a real word. However, the clues rode, and park allow us to guess that 'dema' must mean bike.

Throughout the passage, there are different words and phrases which mean the same as 'healthy'. For example, the phrase 'hale and hearty' means the same as healthy. We understand this from the way the phrase is used in the sentence.

EXERCISE

Use the clues in the sentences to identify words and phrases from the passage that are **synonyms of 'healthy'**. Write the words /phrases to complete the shape below.

Check the dictionary to fill in the antonym of 'healthy'.





GRAMMAR

A. Possessive Pronoun

You learned about words that work as pronouns. These, you know, are words used in place of a noun, e.g., I, you, he, she, it, we, they.

John is going to school. → **He is going to school**

Now read these sentences:

These books are **mine**.

Those books are **theirs**.

Think about the usage of the highlighted words. You guessed it; they tell us that someone owns something without naming the person.

These words are examples of Possessive Pronouns. A Possessive Pronoun is used to show ownership.

Words such as **mine, hers, his, yours, ours, theirs** are used as **Possessive Pronouns.**

- The money in the bag is **ours**.
- Their mother gets along well with **yours**.
- The new two-flat home is **theirs**.
- The best craft piece in the exhibition is **hers**.



ON YOUR OWN

Use one of the words from the box to complete each sentence.

theirs	his	mine	ours

- Those are Rahim's socks. Those socks are _____.
- That is the student's study room. That study room is _____.
- The computer belongs to Jan and me. The computer is _____.
- My bag is on the table. The bag on the table is _____.

INTEGRATION

(A) Mathematics: Grandma Jane's daily intake of calories is 2240. She got 980 calories from breakfast. If she must have twice as many calories at lunch as at dinner, how many calories could she have for dinner?

(B) Art and Craft: Use items from at least three food groups to make a floral or another type of table decoration.

(C) Social Studies: Research the benefits of rest and sleep, and regular exercise. Prepare a presentation in which you convince your peers to take the right amounts of these.

CREATIVE WRITING

You are the Head Prefect. You have noticed that several children are in the habit of eating sweet and salty snacks at lunchtime.
Prepare a speech to be read at a general assembly in which you persuade the pupils to eat a balanced diet at every meal.

HOME LINK

Prepare a menu for Sunday lunch. Ensure that the meal contains food from each of the food groups. Convince your older brother who does not like vegetables that the meal would be good for him.

UNIT 12
COURAGE

BEFORE YOU READ

Read the quote below



Discuss with your teacher what you know about a lion. Explain to the class what you think the quote means.



WORD STUDY

A. Say these words

courage	pondering	stomach
triumph	motionless	hesitation
annoyed	paralyzed	anywhere
struggled	probably	thought
Timehri	mumbled	several

B. Use the following clues to find words from the list above.

Write your answer on the line provided.

1. spoke in a low indistinct manner_____
2. to delay to act _____
3. more than two but not many _____
4. to be victorious _____
5. inability to act _____

C. Word Families

cap	map	snap
chap	nap	strap
clap	rap	tap
flap	sap	trap
gap	scrap	wrap
lap	slap	

1. Look at the word lists above.
2. Say each word.
3. Tell your teacher what you observed about each word.
4. A word family is a group of words that have the same ending letters and sounds.

Exercise

Use the words in the box to write five words in the same family.

slight	action
_____	_____
_____	_____
_____	_____
_____	_____

READING

Courage

Courage is not the absence of fear but the triumph over it – Nelson Mandela

I woke with a start at the sound of my alarm clock. The sun was just rising. I was annoyed at that clock and had thought several times about throwing it away. I lazily rubbed my eyes and struggled out of bed.

As I waddled down the stairs, I realised that the house was tranquil. Mom should have already been up. I went to the kitchen to see if breakfast was ready. It was not.

"Mom," I shouted, "Where is my breakfast?" There was no answer. Lazily, I went in search of mom. First, I peeked through the kitchen window, and then I checked the front yard. There was no sign of her.

After checking around the house, I decided to check her bedroom. I knocked on the door. "Where could she have gone?" I wondered. I thought of calling my dad, but how would he know? He was at work in Timehri. After some pondering, I decided to enter the bedroom.

On entering the room, I noticed everything was in place just as mom liked it. I didn't see mom anywhere, so I started to leave.

"She probably just went to the shop," I thought.

I was now feeling a little annoyed. "Mom could have left a note," I grumbled.

I was just about to leave the room when I saw a slight movement from the corner of my eyes. Turning in the direction of the movement, I realised it was my mother.



My heart nearly leaped out of my stomach when I saw my mother's lifeless body on the ground. Mom laid there motionless next to the telephone. Fear completely paralyzed my body. I tried to call her, but no word came out.

Some questions raced through my mind; "What has happened to her?"

"Is she dead?"

"Why didn't I hear anything?"

Something inside of me whispered, "Pull yourself together. You have to do something."

Instantly, I remembered the advertisement, "911, what is your emergency?"

Without hesitation, I picked up the telephone and dialed the number. As I waited for an emergency team to arrive, I crept beside my mother and held her hand reassuringly. In what seemed like an eternity but was only about ten minutes, the ambulance and the police arrived. They immediately took my mom to the hospital.

The policemen comforted me and told me that everything would be alright. I gave them my aunt's number, and they called my aunt Rhonda. Aunt Rhonda took me to her house until my father contacted me.

Dad and I visited mom every day until her release from the hospital. Some weeks later, when mom was better, she thanked me for saving her. She told me the doctors said that my quick action saved her life.

For the next couple of weeks, persons everywhere congratulated me and called me a hero for my bravery.

COMPREHENSION

Answer these questions.

1. Why did the narrator want to throw away the alarm clock?
2. What does the phrase "fear paralyzed my body" mean?
3. Why do you think the phone was on the floor near mom?
4. Reread the story. Complete the chart to show the sequence of events in the story.

Title of Story

↓

Beginning

↓

Middle

↓

Ending



GRAMMAR

A. Linking Words

Remember, linking words help you to connect ideas and phrases in a story.



ON YOUR OWN

Use the linking word and phrases in the boxes to complete the sentences below.

in case	unless	due to	as long as	so that

1. The match was cancelled _____ bad weather.
2. _____ you submit your assignment, grades are awarded.
3. Take an umbrella _____ it rains.
4. She arrived early _____ she could help her friends.
5. _____ you put the alarm on, the clock won't work.

INTEGRATION

(A) Social Studies: Make a scrapbook of monuments that represent courage.

(B) Science: The narrator was calling for his mother. Explain to the class how sound travels.

(C) Mathematics: The ambulance took 10 minutes to travel 36 km. Calculate the speed of the ambulance.

CREATIVE WRITING

Write an essay about an accident you witnessed. Remember to use linking words to sequence your ideas.

HOME LINK

Ask your parent/relative to tell you of an act of courage they have heard about or seen.

UNIT 13
EXPERIMENTING

BEFORE YOU READ

Talk about careers in Science. Tell all that you know.





WORD STUDY

A. Say these words

scientist
experiment
process
observations
investigation
statement
hypothesis
chemical
expanded
predictions
theories
resealable
result

B. With a friend, use your dictionary to find the meaning of the word 'scientist'.

Did you discover that it means 'someone whose work is to study and explore the physical world'? Yes, the suffix '-ist' means "someone who…" does something, especially a job.

EXERCISE 1

Circle the "-ist" word if it means "someone who…."

biologist	assist	cyclist
insist	fist	typist
dentist	motorcyclist	twist

EXERCISE 2

Use three of the remaining words in sentences to show their meaning.

EXERCISE 3

Use the letters of the word 'experimentation' to make smaller words, e.g., tent

READING

Science Knows

At five years old, Ronnie said to his parents, "I want to be a scientist." His parents smiled and told him that he could indeed be a scientist. When at eleven years old, Ronnie still insisted that he wanted to be a scientist, his father decided to let him know what being a scientist meant. Ronnie thought he knew because he was always trying to make something. When what he was making did not turn out right, he would laugh and find a name for his creation.



No, said his father. That is not how it is done! A real scientific experiment follows a particular process. The process begins with a question or an idea that you want to prove. From where does this

question come? It comes from your observations and experiences, of course. Whatever causes you to wonder can become the subject of an experiment. However, the question must be a good question that can be answered through investigation rather than by reading a book or researching the internet.

You must be able to put your questions or observations into a statement. Once the hypothesis or statement is formed, you can now make predictions about what you want to find out. The predictions are critical as they form the real part of the experiment. The predictions are tested in various ways. Now you gather data information to test the predictions. The results must match the predictions. After you have checked and proven your idea, you can develop what is known as general theories or ideas that persons can use as facts.

It sounds like an easy job. Well, it might be easy, but there is one important bit that we have not talked about as yet. To prove your idea, you need to have a control group. This group is that part of the experiment that is only used for comparison with the experimental group.

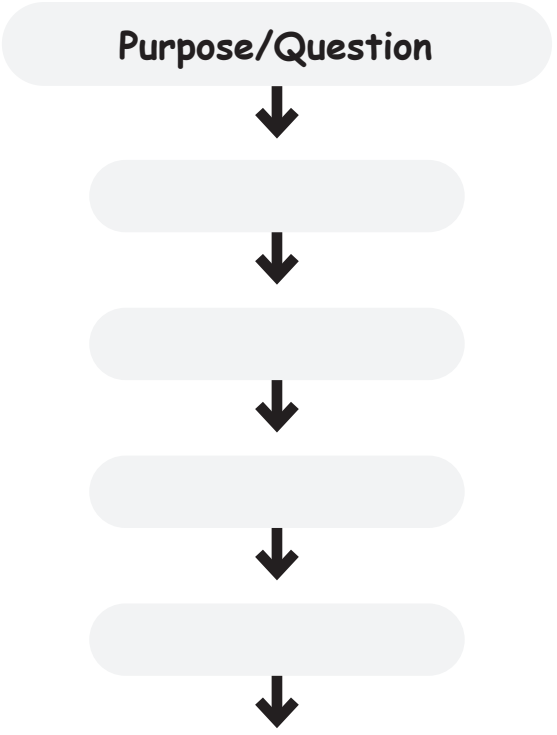
Let's try a simple experiment to see how all this works. Take three slices from the same loaf of bread. Cut each slice in half. Put each piece in its own clear plastic resealable bag and seal it. Put one bag in bright sunlight and one in the dark but with the same temperature. Place one bag in the refrigerator and one in a warm area but with the same kind of lighting as the refrigerator. Sprinkle some water on one of the remaining pieces but leave the other completely dry. Place both bags in the same location. Observe what happens for two weeks. Make daily notes of your observations.

You realize that even though the bags are prepared in pairs, something different is done to one, don't you? That is a control you have set up.

Then you used different locations and conditions so that you can test your idea. You can conclude, based on the analysis or interpretation of the data you have collected at the end of two weeks, that your question was a good one. With eyes wide, Ronnie said, "Now I know how to do a real experiment."

COMPREHENSION

1. Say in your own words what the word experiment means.
2. Explain what a 'hypothesis' is.
3. Why is the last step in the scientific method so important?
4. Use the organizer below to show the process of an experiment.



GRAMMAR

A. Passive Verbs

In most cases, we speak in an "active" sense.

e.g., The children eat ice-cream.

The boy reads a book.

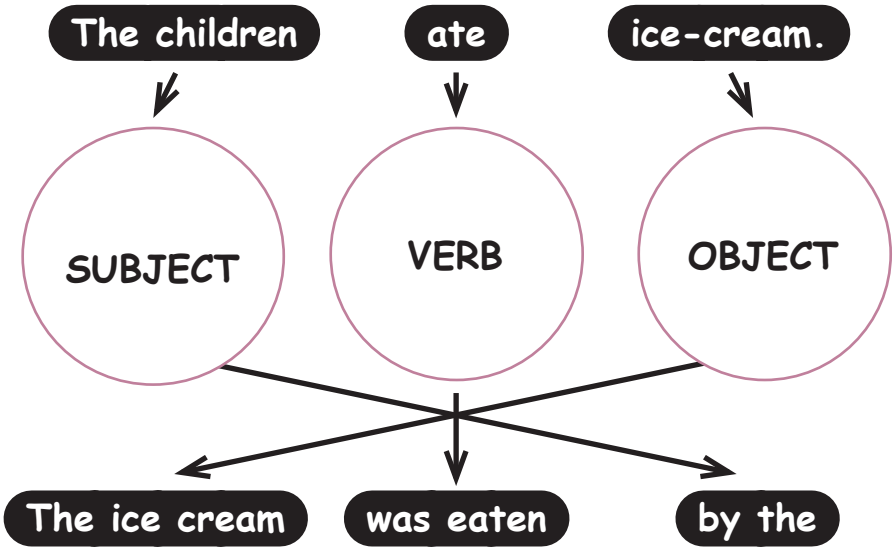
In these sentences, the subject/doer of the action comes at the beginning of the sentences and the object after the verb.

Now read these sentences:

Ice-cream is eaten by the children

The book is read by the boy.

Compare the two sets of sentences. Do you notice the differences?



Differences: The subject now comes after the verb.

The verb is made up of two words.

The second set of sentences is written in the **passive voice**.
We recognise the passive voice because the receiver of the action is placed at the beginning of the sentence.
When there is no subject mentioned, we infer that the subject is "you." However, 'you' is not needed when the sentence changes to the passive voice.
These are sentences taken from the passage. See how they change to the passive voice.

Active Voice	Passive Voice
Put one slice of bread in a plastic bag.	One slice of bread is put in a plastic bag.
Sprinkle some water on a slice of bread.	Water is sprinkled on a slice of bread.



ON YOUR OWN

Reread from "Let's try . . . observations." Write out four sentences that have active verbs. Then, following the examples above, write them in the passive voice.



INTEGRATION

(A) Mathematics: Share 16 cups of sand to boys in the class in the ratio 1:1:2. Calculate the number of cups each boy gets.

(B) Science: Mix sand and water, and salt and water. Observe for ten minutes. Record your observations.

(C) Social Studies: Research and write four rules for being safe in a laboratory.

CREATIVE WRITING

Write and share your ideas with your classmates on the topic "How to make your favourite meal." Remember to write your ideas in steps/ stages.

HOME LINK

Discuss the Scientific method with your parents and siblings. Together, identify two questions based on observations in the home that you can use the scientific method to answer. With your family, conduct an experiment of your choice.

UNIT 14
DRUG ABUSE

BEFORE YOU READ

Read these slogans.

Don't Huff, Don't Puff. Keep away from that stuff.	It isn't cool, it makes you act like a fool
Say nope to dope	Crack is whack

(D) With a friend or your teacher, discuss the slogans.

(E) Make a prediction about the unit.



WORD STUDY

A. Say these words

suspended	illogical	inject
disappointed	aggressive	would
exhaustion	extremely	while
inhale	cigarette	since
composition	substances	when

B. Syllabication

Every syllable has one vowel sound. The number of vowel sounds in a word equals the number of syllables.

Words	Number of syllables	Segmentation
control	2	con/trol
drowsiness	3	drow/si/ness

Repeat your practice words. Work with a friend to count the syllables in each word, then choose any five (5) words and prepare a table like the one above.

C. Read these words and their meanings.

Find them in the story and write the sentence in which each is used.

ex/haus/tion: total loss of strength or energy
il/lo/gi/cal: not using or following good reasoning
com/po/si/tion: the make-up of a product

READING

Drug Abuse

560 Mystic Street
Dutchtown.
March 19, 2015

Dear Lisa,

I was surprised to learn that you were suspended from school since I know you are always well behaved. I know how easy it is to want to do the things your friends are doing. Are you aware that smoking cigarettes is a dangerous thing to do? Tobacco is a dangerous drug.

I was so concerned that I checked up on the effects of drugs. I want to help you not to experiment with drugs again. What I learned would make you concerned as well.

Drugs are substances that change the way the body works. When you swallow, inhale or inject them, they find their way into the bloodstream.

Drugs have different effects. While some drugs are extremely helpful, others are hazardous.

The dangers of drugs such as tobacco will depend on how much and how often one uses the drug. It also depends on the composition and how the drug is taken. Remember, any drug can be dangerous if misused.

It was alarming to learn that the misuse of drugs affects the brain, which is the body's control centre. Can you imagine what would happen to you if you become addicted?

When persons use drugs, the brain gets its signals mixed up and sends a different set of signals to the body. As a result, they see, think, and act very differently.

As they become more and more addicted to drugs, they experience mental confusion and sometimes drowsiness. They either fall asleep due to feelings of exhaustion or remain awake and begin to display abnormal behaviour.



As the drug begins to wear off, addicts may feel shaky, irritable, and nauseous. Can you imagine the sweating and intense headache they develop?

You have seen how aggressive and illogical "junkies" in your community are. They do not only cause harm to themselves, but their actions affect their relationship with others.

Lisa, I'm appealing to you, make wise choices. Do not start on the path to drugs. Know that one cigarette can lead to an addiction.

Do you want to be homeless and wander the streets? Would you want family members to be afraid of having you around?

Now that you are better informed, I hope that you will make better choices. Do not be fooled by friends who tell you that it is "cool" to do drugs! Please remain my smart, beautiful cousin.

Your loving cousin,

Jarrol



COMPREHENSION

Think about the information in the story, then answer these questions.

(A) Write three (3) follow-up questions you would like to ask Lisa.

(B) Use the information from the passage to define these words: **drugs, transports, dangerous, signals.**

(C) Identify four (4) sentences from the passage that tell about emotions/feelings.

(D) What do you think is Jarrol's purpose in writing the letter?



GRAMMAR

A. Kinds of Sentences

Sentences are classified according to the purpose of the speaker or writer. The four types of a sentence are:

1. **Declarative Sentence:** is used to make a statement. It gives information. It ends with a period/full-stop.
   E.g., Guyana has six towns.
   I enjoy playing cricket.

2. **Imperative Sentence:** is used to make a command, request, or give direction. It ends with a period/full-stop, and sometimes an exclamation point.
   E.g., Please, pick up the pencil.
   Put the papers in the garbage bin!

3. **Interrogative Sentence:** is used to ask a question. It ends with a question mark.
   E.g., Have you seen my new cell phone?
   Why are you crying?

4. **Exclamatory Sentence:** is used to express strong feelings. An exclamation point follows it.
   E.g., I just won the lottery!
   Ouch, that really hurts!

ON YOUR OWN

Re-read the passage. Identify at least three (3) different kinds of sentences. Write the sentences you have identified in your exercise books.

INTEGRATION

(A) Social Studies: Identify a harmful drug. Role-play the effects of that drug on the body.

(B) Science: Work in groups. Research illnesses caused by the use of tobacco. Share the information with the class.

(C) H.F.L.E: You are an advocate for a "drug-free school". Create a poster to persuade your schoolmates not to do drugs. Go to each class with your poster and speak to the pupils.

CREATIVE WRITING

Imagine you are Lisa. Reply to Jarrol's letter.

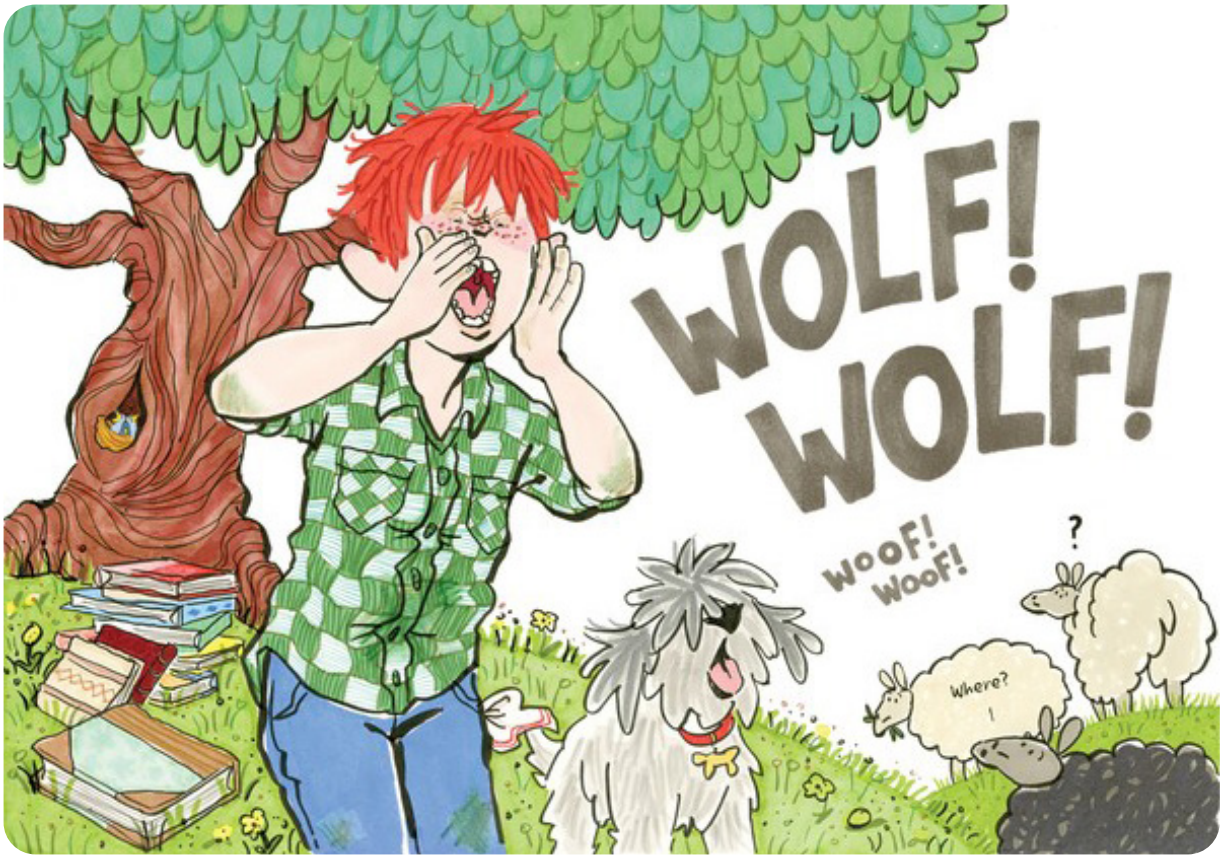
HOME LINK

- Share with your family the information you gained about the adverse effects of drugs.
- With your family, work out guidelines for staying away from using drugs.

UNIT 15
TRUTHFULNESS

BEFORE YOU READ

Look at the cartoon carefully.



Discuss with a friend what is happening in the cartoon. What does the sheep's response tell us about the boy?



WORD STUDY

A. Say these words

generations
virtue
confidence
qualities
integrity
sincerity
recognise
honesty
trustworthiness
character
individual
easier
consequences
although
often

B. Vowel Digraph

Say these words. Listen for the vowel sound, then repeat the vowel sound you hear.

sp**ea**k m**ai**ntain val**ue** **ea**sier

Did you hear /ē/ /ā/ /ū/ /ē/

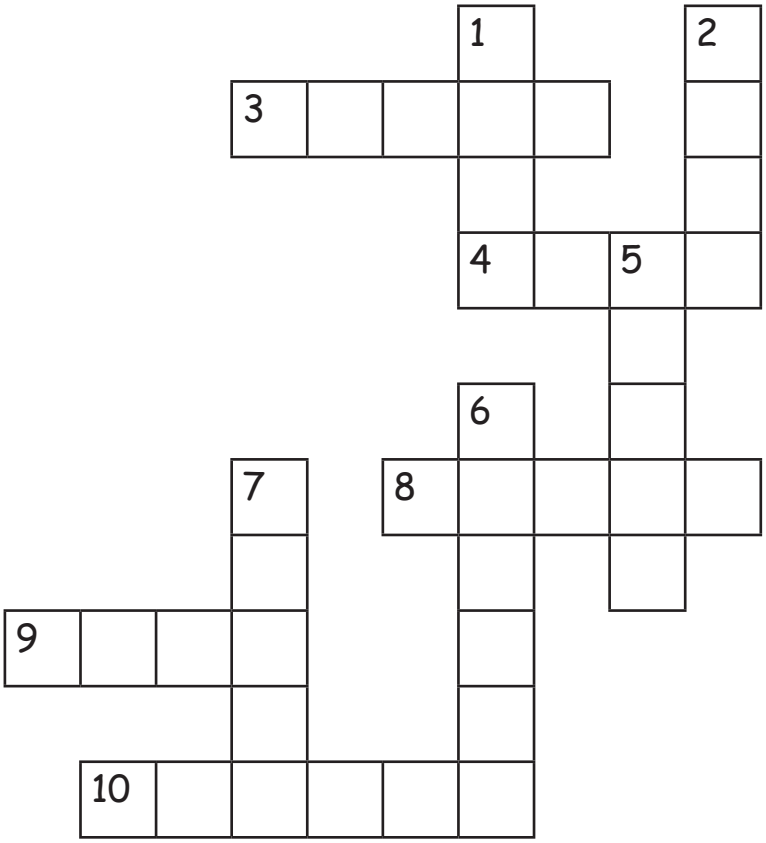
When two vowels make a single sound, a **Vowel Digraph** is formed.

Exercise

Use the clues below to complete the crossword.

Vowel Digraph

Complete the crossword below



Down

1. Joint between the thigh and lower leg
2. The sound the donkey makes
5. To say something
6. Expressing approval
7. A standard of behaviour

Across

3. To lose consciousness
4. Not hard
8. A sound of pain
9. A deep round dish
10. A gentle wind

C. Read these words and their meanings.

Find them in the story and write the sentence in which each is used.

dis/tort/ed: told something that is partly true
char/ac/ter: moral standard
con/se/quenc/es: results of one's actions



READING

Truthfulness

Mel was always bored whenever she was home alone. Today was no different. She watched television for a bit but soon got tired of doing that. Mel thought of what to do next. A "bright" idea popped into her head. She was going to use her bed as a trampoline.

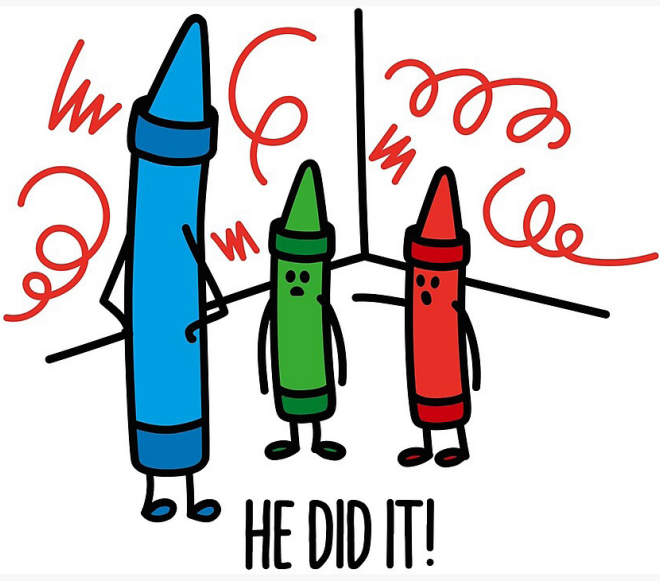
She was enjoying this activity when both she and the bed fell to the ground. Mel immediately remembered her parents' words, "Beds are for sleeping." What was Mel going to tell her parents?

Her grandmother's words instantly came rushing back to her, "Speak the truth, and the truth shall set you free."

This famous saying has been here for generations. Many have heard it, but is it being practiced?

Truthfulness is an important virtue all humanity should possess. It speaks of your character as an individual. When you are truthful, you tell the facts. The honest person is the one who always tells the truth.

Although it may be easier and safer to tell a lie, the truth will always win. When you speak the truth, it helps others to recognise other qualities in you. These qualities include trustworthiness, honesty, integrity, and sincerity.



Mark Twain once said, "If you tell the truth, you don't have to remember anything." It is much easier to remember what happened than to recall a made-up story or a distorted version.

Being truthful can help you to develop and maintain relationships with family and friends. Lying to a friend can ruin a relationship, sometimes instantly. We should always share honestly with each other about our feelings and fears.

Stacy told her friend that she loved the gift she received from her as a birthday present. However, Stacy did not like the gift. When the friend found this out, she was hurt.

When you are untruthful, you can cause yourself unnecessary distress. When you lie to someone, you have to remember what you said and to whom you said it. Lying can cause you to always worry about when the

truth will come out and how others will react when they find out the truth.

Listen to John's story. John told his parent that he had come home late from school because the class teacher had kept him after school. Afterward, John continually worried about his mother visiting the school and finding out the truth.

Telling the truth isn't always easy. Often, informing parents and friends of the truth bring unpleasant consequences. However, telling a lie has far-reaching consequences. It is better if we speak the truth and accepted the penalties. Once we are caught lying, people lose faith and confidence in us.



COMPREHENSION

Answer these questions.

1. What caused Mel's boredom?
2. Why did Mel and the bed fall to the ground?
3. What do you think Mel should tell her parents? Give reasons for your answer.
4. State two reasons why people lie.
5. Explain the phrase "lose faith and confidence".



GRAMMAR

A. Contractions

Look at the words below. Observe how the words are combined.

is not – isn't **we have – we've** **they are – they're**

A contraction is the shortened form of two words.

I'm	who'll	where'll
why's	when's	won't
what'll	I'll	didn't
aren't	hadn't	you'd
where'd	don't	you've
why'll	he'd	who's

ON YOUR OWN

Match these words to the correct contraction

	Words	Contraction
(a)	I am	what'll
(b)	cannot	they're
(c)	what will	I'm
(d)	when is	can't
(e)	they are	when's

Write in expanded form the words that make up the underlined contraction.

1. **She's** home alone. _____
2. **It's** an important virtue to all mankind. _____
3. **We'd** told Stacy the truth. _____
4. You **don't** have to remember everything. _____
5. **They'll** accept the gift. _____

INTEGRATION

(A) H.F.L.E: Imagine you were sent to the shop to purchase bread and the shopkeeper gave you extra change. Tell your classmates what would be the correct thing to do.

(B) Mathematics: Mel told the truth every day for February, March and October. For how many days was Mel truthful?

(C) Art and Craft: Create a cartoon depicting truthfulness.

CREATIVE WRITING

Make a journal entry using the following information.

1. A lie I told
2. Why I lied
3. Consequences of my action
4. How I felt

HOME LINK

Talk with your sibling about the consequences of lying. Encourage your family and friends to always speak the truth.

UNIT 16
EMANCIPATION

BEFORE YOU READ

Read the poem below

Cotton, sugarcane, tobacco too
Picking crops is all I do!
Working hard until I bleed,
My master's words I must heed.
By anonymous

(A) With a friend or your teacher, discuss this poem.

(B) Predict the story.

(C) Which ethnic group do you think the poet wrote about? Give at least two reasons for your answer.



WORD STUDY

A. Say these words

emancipation	ceremonies	commemorate
abandoned	variety	tribute
plantations	serenaded	which
ritual	artistes	main
prominent	performance	bought

B. Homophones

Read the paragraph below. Pay attention to the words in bold.
The **whether maid** it a fine day for cricket. **Too** boys decided **two** play cricket. **Won** of them hit the **bawl** into the **see**. The **bawl** went out of **site**.

Group Work

(A) Rewrite the passage above using the correct homophones.

(B) In the story below, there are at least ten words that are homophones. Find these words with a friend. Be sure to write the homophones of the words.

C. Read these words and their meanings.

Find them in the story and write the sentence in which each is used.

pool/ed: put money together for a common purpose
host/ed: organised an event
con/ser/va/tive: a traditional way of doing things

READING

Emancipation



The Africans gained freedom on August 1, 1838. This day marked the end of a life of enslavement for many African slaves all over the world. It was a momentous day worldwide and was declared Emancipation Day

or Freedom Day. In Guyana, Emancipation Day is a national holiday, celebrated on August 1 every year.

Emancipation brought many changes in Guyana. Villages such as Buxton, Victoria, and Plaisance, all abandoned sugar plantations, were sold. Former slaves pooled money to make up the asking price.

They established homes and started their new life as freed men and women, began planting and growing their foods and selling the excess.

Today in Guyana, Emancipation Day is observed mainly by the Africans. However, Guyanese of all ethnic groups participate in the activities.

Before the Emancipation Day celebrations, it is customary for other activities to be held to commemorate this day. Vigils and Libation ceremonies are two such activities held. These ceremonies are practised mostly in villages that the freed slaves bought. The Vigil is a night filled with speeches by prominent leaders, dancing, and drumming.

During the Vigil, the Libation Ceremony is performed. This ceremony is a ritual conducted on the eve of August 1, where tributes and praying to ancestral spirits are the main features.

Every year, to mark this day, it is customary for thousands of Guyanese to gather in the National Park to participate in the Emancipation celebrations. This event, hosted by the African Cultural and Development Association (ACDA), sees Afro-Guyanese showcase in booths a wide variety of fashion, songs, dances, and foods.

Overseas and local artists entertain with captivating performances in song and dance. The beating of drums also serenades persons attending.

Some persons wear conservative clothing made from West African prints. These prints also make stylish gowns, dashiki, and head wraps. The women adorn themselves in beautiful costume jewelry made from beads, seashells, wood, and even animals' teeth and bones.

A wide range of African dishes such as metagee and conkie are displayed for sampling. Other significant activities of this day are the telling and dramatisation of folklore and playing games.

It is good to see how Guyanese, regardless of race, class, colour, and creed, get together to celebrate this day.

COMPREHENSION

Read this title and content page from a book about Slavery.

Slavery to Emancipation



Illustrations by: C. Clarke
Written by: L. Forde

Table of Contents

Chapter 1 Taken by Force 1
Chapter 2 Life on the Plantation ...4
Chapter 3 Road to Freedom.....10
Chapter 4 A New World.....15
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Answer the questions

(A) Who created the drawings in the book?

(B) Where would be the best place to look for a definition of 'emancipation'?

(C) Which chapter will most likely describe the poor treatment the slaves received?

(D) The slaves fought for their freedom. Which chapter will most likely describe this?

(E) Name the chapter that contains information about being sold into slavery by a villager.



GRAMMAR

A. Conjunctions

Here are some words that may function as conjunctions in sentences if used correctly.

as	either	or
yet	nor	so
neither	although	once
while	for	not
and	than	but

Study the table below. Pay attention to the use of the conjunctions that link the sentences.

Conjunctions	Sentences	Conjunctions linking sentences
and	• They established homes. • They started their new life as freed men and women.	They established homes **and** started their new life as freed men and women.
but	• Kay visited the National Park. • Kay was late.	Kay visited the National Park, **but** she was late.
as	• The spectators took their seats. • The show began.	The spectators took their seats **as** the show began.
because	• People wore African prints. • It was Emancipation Day.	People wore African prints **because** it was Emancipation Day.

Conjunctions are words used to connect or join words, phrases or clauses.

ON YOUR OWN

Select a conjunction from the list below to join the sentences.

and **but** **because** **so** **although**

1. I was on holiday. I attended the Emancipation celebrations.
2. We arrived early at the National Park. The performances had not begun.
3. Prominent persons attended the Libation Ceremony. Prominent persons gave speeches.
4. They were not Africans. They still wore African prints.

INTEGRATION

(A) Social Studies: With your classmates, plan an exhibition showcasing the Africans.

(B) Science: Research at least ten foods planted by the Africans. Say which of these plants have straight veined or net veined leaves.

(C) Art & Craft: Make a piece of costume jewelry worn by African women.

CREATIVE WRITING

Pretend you are a slave boy. Write in your journal about a day of work on the Sugar Plantation.

HOME LINK

Have your family member help you research what happens during the 'Libation Ceremony.' Share the information with your friends.

UNIT 17
CLIMATE CHANGE

BEFORE YOU READ

Read the cartoon below



(D) Talk about the wrong the man is doing.

(E) Say how the man's action can affect the environment.

(F) Predict what the story is about.



WORD STUDY

A. Say these words

predicted	conserve	produced
naturally	electricity	atmosphere
temperature	particular	nothing
curtail	accurately	taught
process	appliances	sometimes

Match the words below to their correct meanings.

curtail **research** **disease** **climatologist**

1. Someone who studies weather patterns over time.
2. To cut short or reduce.
3. An investigation to establish facts and to reach new conclusions.
4. A disorder in a human, animal, or plant, especially one that produces specific symptoms.

READING

Climate Change

Today, the Grade 5 pupils will learn about "Climate Change." Mr. Jones, the class teacher, divided the children into two groups. Each group selected a speaker responsible for presenting the questions or comments on behalf of the group.



They were going to have discussions with a Climatologist from the Environmental Protection Agency.

Here is the discussion the Climatologist had with the children of Grade 5.

Speaker One:	What is Climate change?
Climatologist:	Climate change is the change in weather patterns that occur over time. Such changes may include changes in the earth's temperature, wind patterns, and rainfall. In the past, specific weather patterns persisted at a particular time. However, over time the weather cannot be accurately predicted.
Speaker One:	I heard someone talk about the Greenhouse effect when talking about Climate Change.
Climatologist:	In the atmosphere, there are natural gases such as carbon dioxide, methane, and nitrous oxide. The earth's temperature is controlled naturally by the Greenhouse effect.
Speaker One:	Is it true, that these gases act like the glass walls of a Greenhouse?
Climatologist:	Yes. These glass walls allow some of the sun's rays to enter. Also, the gases reflect harmful energy from the sun. This toxic energy goes back into space and results in the earth being kept warm. This process is known as the Greenhouse effect.
Speaker Two:	During our research, we learned that farming, burning oil and gas for factories, and transportation have contributed to Climate Change. How is this so?

Climatologist: There are many causes for Climate Change; some are natural while some are man-made. Activities such as those you mentioned release more gases into the atmosphere.

Speaker Two: What part does the gas carbon dioxide play in Climate Change?

Climatologist: Carbon dioxide is one of the leading gases that cause changes in the atmosphere. Once released into the atmosphere, the earth's temperature increases.

Speaker Two: Does this mean a forest fire, a moving car, or a smoking factory releases carbon dioxide?

Climatologist: Yes. Carbon dioxide is produced mainly from the burning of wood, gas, coal, or oil. Logging and mining activities also release this gas.

Speaker One: So, once electricity is produced, carbon dioxide is released.

Speaker Two: How are we affected by Climate Change?

Climatologist: Everything on earth will be affected by Climate Change. Man, water, forests, plants, and animals will be affected. Even the sea level rises and may cause flooding and erosion. There may even be loss of life due to the flooding.

Speaker Two: Should we stop farming? Should we close factories, and stop using transportation that needs oil and gas?

Climatologist: There is nothing much we can do to prevent Climate Change. However, we can curtail some activities, and this may help to reduce Climate Change.

Speaker Two: But how can we reduce the release of greenhouse gases into the atmosphere?

Climatologist: We can reduce the cutting down of trees and use less oil, gas, and coal. In this way, less carbon dioxide would be released into the atmosphere.

Speaker One: We need to protect the forest. We were taught that trees make use of carbon dioxide. So for every tree, we cut, should we replant ten?

Climatologist: Yes, that is an excellent idea. You can also make use of solar energy and biofuels. These forms of energy can also reduce the release of carbon dioxide into the atmosphere.

Speaker One: Solar energy? Biofuels? Do you mean the energy we get from the sun and plants and animals?

Climatologist: Yes, I do. Recently, we planted mangrove trees along the coast to prevent erosion and protect us from the rising sea levels.

Climatologist: You can encourage others to reuse and recycle materials such as papers, tyres, tins, and plastic.

Speaker One: We will also encourage others to walk or ride cycles more.

Climatologist: It is also essential that we conserve energy by turning off lights and plugging out electrical appliances.

Speaker Two: We have decided that we will do more to help to reduce the impact of climate change on earth.

Speaker One: Mr. Lee, on behalf of my class teacher, Mr. Jones, and my classmates, I want to thank you for this useful information.



COMPREHENSION

Re-read the story, then answer these questions

(A) Name two natural gases found in the atmosphere.

(B) State two reasons why the earth is experiencing Climate Change.

(C) Why would the children plant ten trees every time someone cuts a tree?

(D) What more can the children do to reduce the impact of Climate Change?

GRAMMAR

A. Compound Words

Study the information below

greenhouse

bookstore

handbag

Open-day

man-made

sister-in-law

Closed Compound Words are made up of two real words that come together to make one word.

Hyphenated Compound Words are made up of two or more real words that have a hyphen in between the words.

Compound words are two or more simple words put together to make a new word. Each word retains its meaning.

EXERCISE A

Match Column A to Column B to make compound words

Column A	Column B
weather	shore
earth	storm
sea	ray
river	man
thunder	quake
sun	banks

Compound words are two or more simple words put together to make a new word. Each word retains its meaning.

EXERCISE B

Use the given compound words in sentences

merry-go-round **daughter-in-law**



INTEGRATION

(A) Social Studies: Research at least three ways Climate Change has been affecting your community. Share findings with your classmates

(B) Science: Recycle unwanted materials from the environment. Display these materials at open-day.

(C) **Art & Craft:** Create a poster depicting how Climate Change can be reduced or prevented.



CREATIVE WRITING

Prepare a flyer listing at least ten ways members of your community can fight against the adverse effects of climate change. The flyer below gives two ways you can use it.

To help fight against the negative effects of Climate Change you can:

- Allow your clothes to dry naturally instead of using the dryer of a washing machine
- Whenever it is possible, ride a bicycle instead of using a motor vehicle.



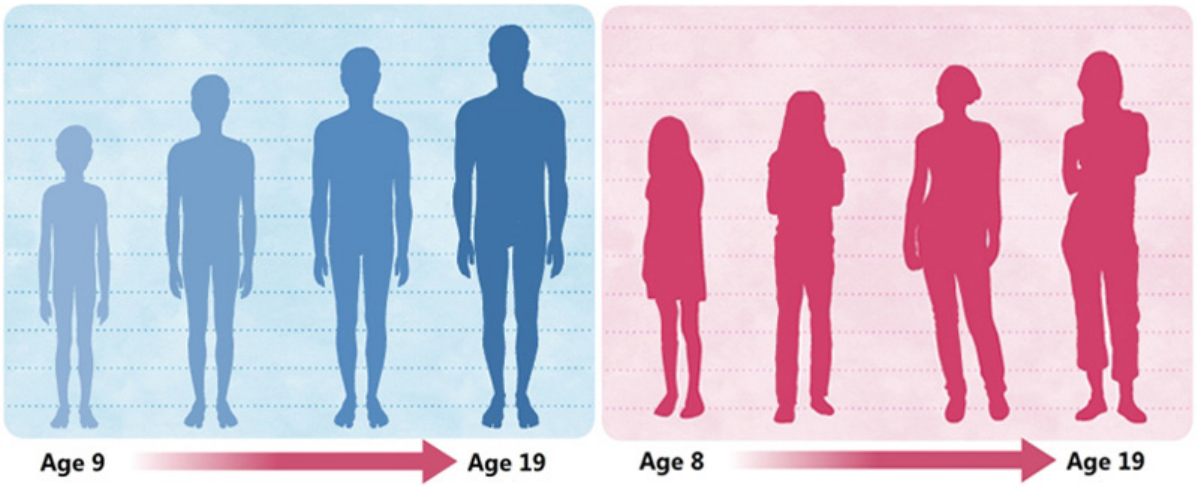
HOME LINK

Share with your family members and at least one neighbour the information learned about Climate Change.

UNIT 18
PUBERTY

BEFORE YOU READ

Study the pictures below



(D) Talk about the pictures with a friend or your teacher.

(E) Discuss the expected physical changes the bodies of the boy and girl will go through.

(F) Predict what the story is about.

FRIEND BLUE
CRICKET SCHOOL
WRITE TEACHER

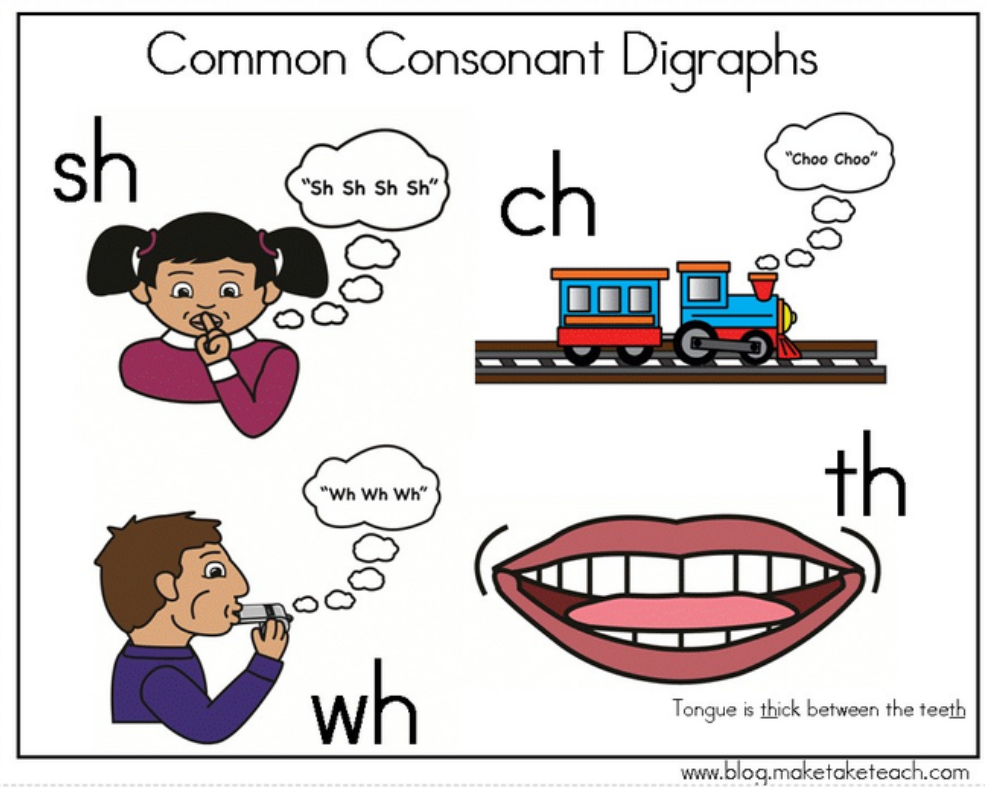
WORD STUDY

A. Say these words

weight	eventually	menstruation
distinct	brittle	ejaculation
muscular	erection	begun
puberty	moustache	twelve
perspiration	testicles	learnt

B. Consonant Digraph

Say the sound made by each digraph.



A consonant digraph is formed when two consonants come together to produce a single sound.
We also have **ph** which produces a single sound **f**
Skim the text and select at least two words containing each digraph listed below

Consonant Digraph	Words
sh	
ch	
th	
wh	
ph	

C. Vocabulary Words

Read these words and their meanings. Find them in the story and write the sentence in which each is used.
ra/pid: very quick
on/set: the start or beginning of something
dis/charge: liquid flowing out



READING

Growing up

Jen and Shurvin were confused. They did not quite understand the changes that their bodies were going through. At ten years old, Jen's perspiration had begun to smell. She was developing body hair in all

the wrong places. Her chest had started to look unusual. She was also concerned about her rapid weight gain. She even appeared to be taller.

Shurvin, her brother, was very disturbed that his sweet baby voice had changed. However, he was thrilled that he was getting very muscular and tall. Shurvin couldn't understand why he was developing hair on his face and private parts at twelve years old.

Their mother took them to the Health Centre for Nurse Singh to talk with them. Nurse Singh explained that it was typical for boys' and girls' bodies to undergo these physical changes. In girls, these changes begin at ages 10-11, while for boys they begin at 11-12. These physical changes eventually result in a child's body maturing into an adult. This process is called puberty.

Nurse Singh explained that the onset of puberty depends on what one eats and the physical activities in which one is engaged.



Puberty brings the development of muscles, sex organs and breasts, hair growth, height, weight, and skin changes. During puberty, both boys and girls experience high body odour and may develop acne. Puberty is complete when the child has developed an adult body.

Nurse Singh told the children that in most cases, the first sign of puberty in girls is the development of breasts. The growth of pubic hair is another phase of puberty. This growth eventually spreads to their thighs, abdomen, and navel. However, in some girls, pubic hair grows before breasts develop.

Another stage of puberty in girls is menstruation, commonly called "period", which begins around ages 11-13. Some girls start to menstruate at a younger age. Menstruation is a discharge of blood and tissue from the uterus through the vagina.

In talking about boys, Nurse Singh explained that a change in boys' voices is a distinct puberty feature. Their voices become deeper, and their Adam's apple becomes larger. Adam's apple is a lump where the jaw and the neck meet. Boys also develop pubic and facial hair- the facial hair first appears on the upper lip and eventually forms a moustache. Hair also grows on the cheeks, chin, and lower part of the face to create a beard.

Nurse Singh told the children that another feature at this stage is when boys naturally begin to experience muscle growth. Their bones also become tougher and more brittle.

Nurse Singh informed them that as boys grow, their penis and testicles increase in size. They also start to have erections. This means that while the penis is soft most of the time, it sometimes becomes hard

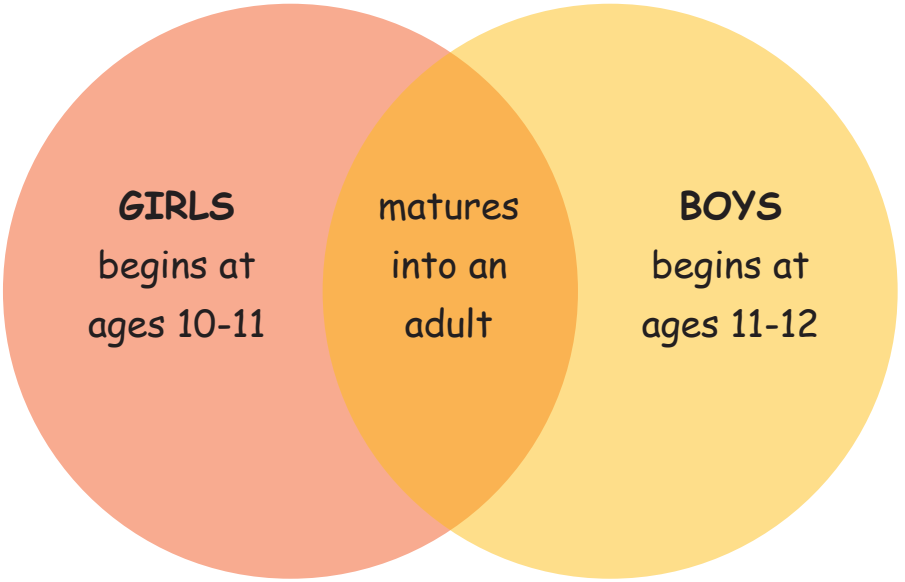
and "stands up". This erection might occur in their sleep and may lead to ejaculation. This occurrence is known as a "wet dream". Shurvin now understood why one night he felt he had urinated on his bed.

The children learned that in fifth grade, at least one in every five girls experiences puberty. However, for boys, it may be one in every ten. The children were pleased to learn that the body changes meant that they were going through the stages of puberty, and they were quite normal.

They thanked Nurse Singh for the talk. She encouraged them to return to learn about how puberty affects children's thoughts and actions.

COMPREHENSION

Think about at least six ways that puberty in boys and girls is different and four ways it is alike. Use the information to complete the Venn diagram to show the comparison and contrast in puberty. An example is done for you.



Answer these questions

(A) Explain what the writer meant by **"She was developing body hair in all the wrong places".**

(B) What did Shurvin like about the physical changes his body was going through?

(C) What is the first sign of puberty in girls?

(D) Which two words would you use to describe the children's mother?

(E) What do you think the children meant when they thought of themselves as "quite normal"?



GRAMMAR

D. Possessive Nouns

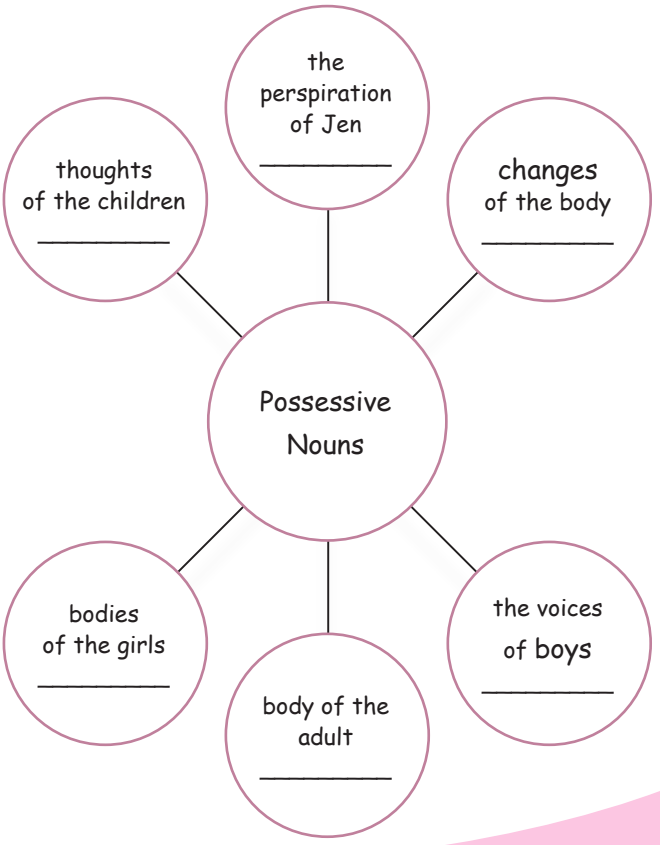
Remember in Grade 4 you learned that:

- to show ownership/possession an apostrophe (') is used after or before (S).
- if the noun is singular, use ('s) e.g. cat's
- if the noun is plural use (s') e.g. cats'
- for irregular plural nouns use ('s) e.g. women's

Here are some examples. With a friend or your teacher, practice reading them.

Phrase	Nouns	Possessive Nouns
the bike of the boy	Boy	the boy**'s** bike
the paws of the cat	Cat	the cat**'s** paws
the hair of the mother	mother	The mother**'s** hair
the letter of Kate	Kate	Kate**'s** letter
the bikes of the boys	boys	the boy**s'** bikes
the paws of the cats	cats	the cat**s'** paws
the hair of the mothers	mothers	the mother**s'** hair
the letters of the farmers	farmers	the farmer**s'** letters
the shoes of men	men	the men**'s** shoes
the teeth of women	women	the women**'s** teeth
the cheese of the mice	mice	The mice**'s** cheese
the owners of the geese	geese	the geese**'s** owners

Complete the web by inserting the possessive forms for the statements given



INTEGRATION

(A) Science: Research the effects of a high-fat diet on puberty.

(B) HFLE: A resource person will visit your school next week to talk to you about puberty. Write three questions you would like to ask him/her.

(C) Mathematics: The table below shows the ages of puberty of 5 boys. Find the average age.

Name	Age of Boys
Sid	12
Ray	10
Phil	12
Bill	10
Roy	11

CREATIVE WRITING

In groups of three, propose or oppose the moot-"Girls cope with puberty easier than boys".

HOME LINK

Interview a family member to find out how he/she coped with the changes of puberty.

Word List

A
abandoned
about
accident
accurately
achievements
activities
aeroplanes
aggressive
agriculturist
airy
although
amounts
announce
annoyed
anxious
anywhere
apologised
appliances
approval
artistes
associated
atmosphere
attempted
attention
attitude
auditorium
available

B
barrister
begun
bestowed
boosting
bought
boundary
breadth
briskly
brittle
bulged

C
canoes
career
cascaded
cassette
cautious
ceremonies
character
chemical
choices
cigarette
commemorate
composition
concrete
confidence
consequences
conserve
courage
curtail

D
delivered
descent
digestive
disappointed
disapproved
disease
disembarked
distinct
distinguished
distracted
durability
during

E
easier
easily
ejaculation
electricity
emancipation
endorphins

engage
enlisted
erection
especially
essential
established
eventually
ever
exhaustion
expanded
experiment
extent
extremely

F

factories
familiar
fiber
focused
forehead
friendship
fronds

G

generations
geologist
gramophone
grooves

H

happened
hesitantly
hesitation
hinterland
historical
hold
honesty
hydroponics
hypothesis

I

illogical
immediately
immune
individual
infection
inhale
inject
instead
integrity
interpret
invented
inventions
investigation

J

jostled
just

K

knew
knighted
known

L

laid
laterally
learned
learnt
leisure
listlessly

M

magistrate
main
maintain
maneuvered
marvelled
mature
melodiously
menstruation
migrated
minerals
mode
morals
motionless
much
mumbled
murmured
muscular
moustache

N

naturally
nothing
nutrients

O

observations
obvious

often
opportunity

P

paralyzed
parapet
particular
patriot
pedestrian
perfected
performance
perspiration
plantations
pondering
popular
positioning
precautions
predicted
predictions
pretended
probably
process
produced
prominent
proud
puberty

Q

qualities

R

readily
realised
recitation
recognise
recorded
reflected
regard
relationship
reproduction
require
resealable
research
restaurant
result
risky
ritual

S

scientist
screeching
seemed
self-confidence
serenaded
several
shiniest
significance
similarly
since
sincerity
skilfully
some
sometimes
spectators
stadium
statement
stomach
stretched
struggled
substances
such
Superintendent
surveyor
suspended
system

T

taught
temperature
terrain
testicles
theories
though
thought
through
Timehri
transportation
traverse
treated
tribute
triumph
trustworthiness
tugging
twelve

U

urbanisation

V

values

variety

vehicles

virtue

W

waterways

weight

which

while

whispered

would

STORIES AND THEIR STANDARDS BENCHMARKS

UNIT 1: FRIENDSHIP

INTRODUCTION

1.15 Recites poems, rhymes, songs, and stories

1.20 Responds to questions expressed in Standard English

1.35 Takes part as speaker and listener in a group discussion or activity

WORD STUDY

3.4 Demonstrates interest in learning new words

3.27 Applies rule of syllabication to identify words with multiple syllables

VOCABULARY

3.21 Identifies words with silent letters

3.44 Identifies words using the beginning, middle, and end sounds

READING – WORD COUNT 439

2.6 Responds to characters or situations in a story

2.11 Reads and demonstrates an understanding of the theme of the author's message in fiction and non-fiction

2.23 Varies the pace and tone of voice to express feelings or to represent character or mood read

COMPREHENSION

4.1 Recognizes that print conveys meaning

4.6 Identifies the main ideas of a given text

4.11 Answers "who," "what," "how," "when," "where" questions about stories read or read aloud by the teacher

GRAMMAR

5.18 Uses adjectives and adverbs appropriately

INTEGRATION

1.34 Asks and responds to questions and comments on what has been said

5.56 Shows in discussion the ability to recognize variations in vocabulary according to purpose, topic, and audience

CREATIVE WRITING

5.1 Plans, composes, and re-reads simple sentences

5.2 Uses grade-level punctuation and capitalization

5.3 Observes appropriate spacing between letters, words, and sentences

HOME LINK

5.12 Composes in various genres such as stories, reports, correspondences, etc

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

UNIT 2: A CRICKET EXPERIENCE

INTRODUCTION

1.2 Speaks fluently, sequentially, independently, and in groups
1.8 Listens and shares opinions
1.9 Listens courteously and takes turn to speak
1.21 Speaks clearly and audibly
1.25 Tells a story with a beginning, middle, and end

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation
3.4 Demonstrates interest in learning new words
3.9 Sounds out regular words, including those with blends and digraphs

VOCABULARY

2.18 Uses contextual and picture clues to determine the meaning of words
3.28 Uses knowledge of synonyms, antonyms, and homographs to determine word meaning
3.37 Identifies unknown words through the use of context clues

READING – WORD COUNT 600

2.14 Reads fluently and with expression any appropriate grade-level text
2.16 Uses contextual and picture clues to determine the meaning of words
2.17 Reads orally and monitors own reading by correcting miscues
4.20 Monitors own reading, and self-corrects misread words

4.21 Re-reads sentences and paragraphs when meaning is not clear

COMPREHENSION

4.11 Answers "who," "what," "how," "when" and "where" questions about stories read or read aloud by the teacher

4.13 Answers comprehension questions based on what has been read independently and at grade level

GRAMMAR

5.28 Distinguishes between creole and standard English usage

5.55 Understands informal language is used for literacy purposes in dialogue, in a story, play or script

ON YOUR OWN

5.13 Demonstrates sensitivity to using formal and informal language as appropriate in own writing

INTEGRATION

6.17 Selects from a range of reference materials using appropriate methods to identify key points

CREATIVE WRITING

5.2 Uses grade-level punctuation and capitalization

5.9 Confers with a teacher to revise, edit, clarify and refine own writing for publication

5.12 Composes in various genres such as stories, reports correspondences, etc

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

HOME LINK

1.6 Recalls information given by others

1.29 Listens with an increased span of concentration to other children and adults

6.13 Uses appropriate methods of finding information when pursuing a line of inquiry

UNIT 3: ROAD SAFETY

INTRODUCTION

1.20 Responds to questions expressed in Standard English

1.35 Takes part as speaker or listener in a group discussion or activity

1.41 Explains with a reason why a particular course is taken

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation

3.5 Reads regular words and nonsense words fluently using print sound correspondence to sound out words

VOCABULARY

3.8 Identifies roots and affixes of words

READING – WORD COUNT 415

3.37 Develops the ability to read, understand and respond to all types of writing

4.28 Reads a range of materials with some independence, fluency, accuracy, and understanding

COMPREHENSION

4.4 Retells or dramatizes story or parts of stories read independently or by the teacher

4.8 Identifies some sequences of events in stories

4.11 Answers "who," "what," "how," "when," "where" questions about stories read or read aloud by a teacher

GRAMMAR

5.18 Uses adjectives and adverbs appropriately

INTEGRATION

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

CREATIVE WRITING

5.39 Makes a list, records observation, and personal experiences

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

HOME LINK

1.32 Gives a detailed oral account of an event or something that has been learnt in the classroom

6.7 Locates information from a dictionary and other reference materials

UNIT 4: PEOPLE

INTRODUCTION

1.8 Listens and shares opinions

1.35 Takes part as speaker and listener in a group discussion or activity

WORD STUDY

3.5 Reads regular words and nonsense words fluently using print sound correspondence to sound out words

3.7 Segments the sounds in printed words

VOCABULARY

3.20 Identifies words with diphthongs ("oi," "oy," "ou," "ow")

3.27 Applies rules of syllabication to identify words with multiple syllables

READING – WORD COUNT 441

2.9 Reads literature to understand places, people, events, and vocabulary

3.14 Reads decodable text accurately and fluently at grade level

4.26 Reads at an independent level and shows an understanding of what is read silently

4.28 Reads a range of materials with some independence, fluency, accuracy, and understanding

COMPREHENSION

4.11 Answers "who," "what," "how," "when," "where" questions about stories read or read aloud by a teacher

4.19 Compares information across non-fiction texts

4.29 Makes a comparison between stories or poems and offers justification for personal experience

GRAMMAR

5.10 Uses the conventions of grammar syntax, capitalisation, and punctuation in written standard English at grade level

5.20 Uses the present, past, future, and present continuous tense correctly

INTEGRATION

6.6 Understands the purposes of reference material

6.7 Locates information from a dictionary and other reference materials

CREATIVE WRITING

6.17 Selects from a range of reference materials using appropriate methods to identify key points

6.22 Shows (with appropriate reference to detail) an understanding of the devices and structures used by the writers

HOME LINK

1.6 Recalls information given by others

1.9 Listens courteously and takes turns to speak

6.18 Uses appropriate methods of finding information when pursuing a line of inquiry

UNIT 5: THE PRIZE

INTRODUCTION

1.42 Uses language to convey information and ideas effectively in a straightforward way

1.45 Takes an active part in group discussions, contributing constructively to the development of an argument

WORD STUDY

3.17 Identifies initial and final consonant sounds short (CVC) and long (CVVC) vowel sounds and blend these sounds to read words

VOCABULARY

5.49 Spells correctly words that display other main patterns of English spelling

READING – WORD COUNT 476

3.14 Reads decodable text accurately and fluently at grade level

4.26 Reads at an independent level and shows an understanding of what is read silently

4.28 Reads a range of materials with some independence, fluency, accuracy, and understanding

4.30 Shows an awareness that words can change in use and meaning

COMPREHENSION

4.1 Recognises that print conveys meaning

4.11 Answers "who," "what," "how," "when," "where" questions about stories read or read aloud by a teacher

4.13 Answers comprehension questions based on what has been read independently at grade level

GRAMMAR

5.2 Uses grade-level punctuation and capitalization

5.10 Uses the conventions of grammar and syntax, capitalization, and punctuation in written Standard English at grade level

INTEGRATION

6.2 Locates and interprets information on a calendar, map, chart, or simple graph

CREATIVE WRITING

5.36 Writes freely in response to stimuli-pictures, objects, stories, songs, poems

5.40 Writes for a variety of purposes, including descriptions, explanations, and narration

6.14 Selects reference books and other information materials

HOME LINK

5.10 Uses the conventions of grammar and syntax, capitalization, and punctuation in written Standard English at grade level

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

UNIT 6: HOBBIES

INTRODUCTION

1.16 Uses age-appropriate descriptive words when speaking

1.42 Uses language to convey information and ideas effectively in a straightforward situation

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation

3.4 Demonstrates interest in learning new words

3.40 Prepares and keeps word dictionary

VOCABULARY

3.28 Uses knowledge of synonyms, antonyms, homographs to determine word meaning

3.34 Uses dictionary, wordbook, and other classroom resources

READING – WORD COUNT 494

3.39 Practices the method of sounding out the letters (syllables) when decoding words

4.27 Reads a range of materials with some independence, fluency, accuracy, and understanding

COMPREHENSION

3.28 Uses knowledge of synonyms, antonyms, homographs to determine word meaning

4.14 Uses context clues to understand a text

4.6 Identifies main ideas of a given text

GRAMMAR

5.2 Uses grade-level punctuation and capitalization

5.20 Uses the present, past, future, and present continuous tenses correctly

INTEGRATION

6.1 Sorts, groups, and sequences a variety of items

6.2 Locates and interprets information on a calendar, map, chart, or simple graph

CREATIVE WRITING

5.4 Uses lines and margins and observes appropriate spacing

5.5 Plans, composes, and re-reads fairly readable first draft

5.33 Uses phonics and word structures to spell phonetically regular words in written composition appropriate to the grade

HOME LINK

1.35 Takes part as speaker and listener in a group discussion or activity

1.41 Gives a well-organized and extensive account of an event, a personal experience, or an activity

UNIT 7: RESPECT

INTRODUCTION

1.11 Expresses opinions on a variety of topics and logically supports opinions

1.17 Stays on topic when speaking

1.28 Conveys a simple message accurately

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation

3.4 Demonstrates interest in learning new words

4.3 Reads and follows simple written instructions

VOCABULARY

3.4 Demonstrates interest in learning new words

3.13 Reads and comprehends affixes

3.34 Uses a dictionary, word book, and other classroom resources

READING – WORD COUNT 486

4.20 Monitors own reading, and self corrects misread words

4.21 Re-reads sentences and paragraphs when meaning is not clear

4.25 Reads aloud and with fluency, text appropriate to the grade level

COMPREHENSION

4.6 Identifies the main idea of a given text

4.11 Answers "who," "what," "how," "when," "where" questions about stories read or read aloud by a teacher

GRAMMAR

5.10 Uses the conventions of grammar syntax, capitalisation, and punctuation in written standard English at grade level

5.58 Punctuates writing so that meaning and structure are clear to the writer

INTEGRATION

5.39 Makes lists, records observation, and personal experiences

6.14 Selects reference books and other information materials

CREATIVE WRITING

5.37 Creates paragraphs to include a topic sentence, supporting details, and concluding sentence

5.59 Chooses vocabulary which conveys attitudes, responses, and emotions

HOME LINK

5.12 Composes in various genres such as story, reports, correspondences, etc

5.35 Uses pre-writing strategies to generate and organize ideas

UNIT 8: PEER PRESSURE

INTRODUCTION

1.7 Expresses feelings using appropriate descriptive words

1.11 Expresses opinions on a variety of topics and logically supports opinions

1.26 Recounts a series of related incidents that happened at home or in the community

WORD STUDY

2.4 Understands that the sequence of letters in a written word represents the sequence of sound in a spoken word

3.9 Sounds out regular words, including those with blends, digraphs, etc

VOCABULARY

3.1 Identifies all alphabet letters readily out of sequence (dictionary skill)

3.4 Demonstrates interest in learning new words

READING – WORD COUNT 413

3.14 Reads decodable text accurately and fluently at grade level

4.27 Reads a range of materials with some independence, fluency, accuracy, and understanding

COMPREHENSION

1.33 Explains with reasons why a particular course of action has been taken

4.5 Recalls facts and details of a text

GRAMMAR

5.10 Uses the conventions of grammar and syntax, capitalization, and punctuation in written standard English at grade level

INTEGRATION

6.6 Understands the purposes of reference materials

6.13 Uses appropriate methods of finding information when pursuing a line of inquiry

CREATIVE WRITING

1.37 Participates in a presentation

1.42 Uses language to convey information and ideas effectively in a straightforward situation

HOME LINK

1.7 Expresses feelings using appropriative descriptive words

1.26 Recounts a series of related incidents that happened at home or in the community.

UNIT 9: TECHNOLOGY

INTRODUCTION

1.21 Speaks clearly and audibly

2.3 Participates in rhymes, chant, and song activities

WORD STUDY

3.5 Reads regular words and nonsense words fluently using print sound correspondence to sound out words

3.7 Segments the sounds in printed words

VOCABULARY

4.44 Identifies words using the beginning, middle, and ending sounds

3.8 Sounds out correctly regular one-syllable words and nonsense words fluently

READING – WORD COUNT 458

4.34 Reads texts which content, length, organization, or language makes demands on the teacher

4.37 Develops the ability to read, understand and respond to all types of writing

COMPREHENSION

4.38 Develops the ability to read, understand, and respond to all types of writing

6.10 Classifies items to a given category

GRAMMAR

3.36 Recognises words with inflectional ending suffixes "ed" and "ing"

5.20 Uses the present, past, future, and present continuous tenses correctly

INTEGRATION

6.14 Uses appropriate methods of finding information when pursuing a line of inquiry

6.7 Locates information from a dictionary and other reference materials

CREATIVE WRITING

5.38 Uses an appropriate form of paragraphing consistently

5.57 Uses word order for emphasis or deliberately repeats a word or sentence patterns

HOME LINK

1.3 Speaks effectively and confidently to deliver speeches for a variety of purposes

1.6 Recalls information given

1.23 Makes a short planned oral presentation using Standard English

UNIT 10: TRANSPORTATION

INTRODUCTION

1.36 Expresses a personal view and comments constructively on what is being discussed or experienced

2.7 Identifies and reads words that appeal to the senses or that involve direct and indirect comparisons

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation

3.5 Reads regular words and nonsense words fluently using print word correspondence to sound out words fluently.

VOCABULARY

3.9 Sounds out regular words, including those with blends and digraphs, etc

3.22 Identifies consonant blends (2 and 3 letters) in the initial and final position in words

READING - WORD COUNT 393

2.22 Reads aloud expressively, from a range of familiar literature

3.39 Uses syllabication techniques to break words into smaller units for quick identification

4.18 Understands that there are various types of text such as narrative/fiction, non-fiction, informative texts, and poems

4.19 Compares information across non-fiction texts

4.34 Reads texts which content, length, organization or language makes demand on the teacher

COMPREHENSION

4.5 Recalls facts and details

4.16 Relates text to real-life information

4.19 Compares information across non-fiction texts

4.37 Develops the ability to read, understand and respond to all types of writing

GRAMMAR

5.26 Uses comparative and superlative forms of adjectives

5.31 Uses correct spelling to complete tasks

INTEGRATION

6.18 Understands that there are different types of text such as narrative/ fiction, non-fiction informative texts, and poems

CREATIVE WRITING

5.35 Uses pre-writing strategies to generate and organise ideas

5.40 Writes for a variety of purposes, including description, explanation, and narration

HOME LINK

6.17 Decides what information is required for a project and locates it by reference to chapter titles, subheading type, preface, symbol keys

UNIT 11: HEALTHY LIVING

INTRODUCTION

1.9 Listens courteously and takes turn to speak

1.11 Expresses opinions on a variety of topics and logically supports opinions

1.30 Asks and responds to questions and comments on what has been said

4.27 Demonstrates understanding in talking about stories and poems, using inference, deduction, and previous reading experience to find and appreciate meaning beyond the literal

WORD STUDY

3.4 Demonstrates interest in learning new words

3.7 Segments the sounds in printed words

3.9 Sounds out regular words, including those with blends and digraphs

VOCABULARY

3.17 Identifies initial and final consonant sounds short (CVC) and long (CVVC) vowel sounds and blends these sounds to read words

3.18 Identifies words with vowel digraphs (CVVC)

3.27 Applies rules of syllabication to identify words with multiple syllables

READING – WORD COUNT 432

3.42 Recognizes the various inflectional endings when reading

3.45 Applies the appropriate principles of syllabication when faced with unknown words in reading and spelling

4.20 Monitors own reading, and self-corrects misread words

4.37 Develops the ability to read, understand and respond to all types of writing

COMPREHENSION

4.5 Recalls facts and details of a text

4.6 Identifies the main idea of a given text

4.15 Uses context clues to understand a text

GRAMMAR

5.27 Uses passive verbs correctly

INTEGRATION

6.18 Selects from a range of reference materials using appropriate methods to identify key points

CREATIVE WRITING

1.2 Speaks fluently, sequentially, independently, and in groups

2.13 Demonstrates appropriate use of vocabulary and sentence structure

5.59 Chooses vocabulary which conveys attitudes, responses, and emotions

6.14 Selects reference books and other information materials

HOME LINK

5.46 Uses format appropriate for writing (e.g., letter, notice, menu, poem, chart, email)

6.1 Sorts, groups, and sequences a variety of items

UNIT 12: COURAGE

INTRODUCTION

1.2 Speaks fluently, sequentially, independently, and in groups
1.8 Listens and shares opinions
1.16 Uses age-appropriate descriptive words when speaking
1.17 Stays on the topic while speaking
1.21 Speaks clearly and audibly
1.35 Takes part as speaker and listener in a group discussion or activity
3.3 Extends vocabulary in own speech

WORD WORK

2.12 Reads basic grade-level sight words in context and isolation
3.4 Demonstrates interest in learning new words
3.9 Sounds out regular words, including those with blends, digraph, etc
3.37 Identifies unknown words through the use of context clues
3.45 Applies the appropriate principles of syllabication when faced with unknown words in reading and spelling

VOCABULARY

3.4 Demonstrates interest in learning new words
3.10 Builds and easily reads word families
3.33 Shows a growing awareness of word families and their relationships

READING – WORD COUNT 496

4.1 Recognizes that print conveys meaning

4.18 Understands that there are different types of text such as narrative/ fiction, non-fiction informative texts, and poems

4.20 Monitors own reading, and self-corrects misread words

4.26 Reads at an independent level and shows an understanding of what is read silently

4.37 Develops the ability to read, understand and respond to all types of writing

COMPREHENSION

4.8 Identifies some sequences of events in stories

4.9 Retells main events of a text in a proper sequence

4.11 Answers 'who,' 'what,' 'how,' 'when' and where' questions about stories read or read aloud by the teacher

GRAMMAR

5.19 Uses appropriate link words to join sentences

INTEGRATION

1.21 Speaks clearly and audibly

1.23 Tells a story with a beginning, middle, and end

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

6.6 Understands the purposes of reference materials

CREATIVE WRITING

5.7 Uses process/steps when writing

5.9 Confers with a teacher to revise, edit, clarify and refine own writing for publication

5.38 Uses an appropriate form of paragraphing consistently

5.59 Chooses vocabulary, which conveys attitudes, responses, and emotions.

HOME LINK

1.6 Recalls information given by others

1.9 Listens courteously and takes turn to speak

6.18 Uses appropriate methods of finding information when pursuing a line of inquiry

6.13 Uses appropriate methods of finding information when pursuing a line of inquiry.

UNIT 13: EXPERIMENTING

INTRODUCTION

1.6 Recalls information given by others
1.8 Listens and shares opinions
1.16 Uses age-appropriate descriptive words when speaking
1.46 Takes an active part in group discussion, contributing constructively to the development of an argument

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation
3.4 Demonstrates interest in learning new words
3.45 Applies the appropriate principles of syllabication when faced with unknown words in reading and spelling

VOCABULARY

2.7 Identifies and reads words that appeal to the senses or that involve direct or indirect comparisons
3.4 Demonstrates interest in learning new words
3.44 Identifies words using the beginning, middle, and ending sounds
3.46 Applies the use of affixes to identify meanings of words when necessary
4.3 Reads and follows simple written instructions
4.34 Uses a dictionary, word book, and other classroom resources
5.6 Spells correctly previously taught irregular words in own writing

READING – WORD COUNT 521

2.9 Reads literature to understand places, people, events, and vocabulary

2.14 Reads fluently and with expression any appropriate grade-level text

2.16 Reads aloud with fluency and with natural speech, expository and narrative text appropriate to the grade

COMPREHENSION

4.3 Reads and follows simple written instructions

4.5 Recalls facts and details of the text

4.8 Identifies some sequences of events in stories

4.13 Answers comprehension questions based on what has been read independently at grade level

GRAMMAR

5.27 Uses passive verbs correctly

INTEGRATION

6.18 Uses appropriate methods of finding information when pursuing a line of inquiry

CREATIVE WRITING

5.2 Uses grade-level punctuation and capitalization

5.5 Plans, composes, and re-reads fairly readable first draft

5.8 Discusses ways to refine own writing

5.9 Confers with a teacher to revise, edit, clarify and refine own writing for publication

5.38 Uses an appropriate form of paragraphing consistently

5.48 Revises and redrafts own writing and checks accuracy of spelling

6.14 Selects reference books and other information material

6.16 Decides what information is required for a project and locates it by reference to chapter titles, subheading type, preface, symbol keys

6.18 Uses appropriate methods of finding information when pursuing a line of inquiry

HOME LINK

6.7 Locates information from a dictionary and other reference materials

6.18 Uses appropriate methods of finding information when pursuing a line of inquiry

UNIT 14: DRUG ABUSE

INTRODUCTION

1.8 Listens and shares opinions

1.12 Listens critically and predicts outcomes

1.35 Takes part as speaker and listener in a group discussion or activity

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation

3.4 Demonstrates interest in learning new words

3.5 Reads regular words and nonsense words fluently using print-sound correspondence to sound out words fluently

VOCABULARY

3.2 Counts syllables in words accurately

3.7 Segments the sounds in printed words

3.39 Uses syllabication techniques to break words into smaller units for quicker identification

3.45 Applies the appropriate principles of syllabication when faced with unknown words in reading and spelling

READING – WORD COUNT 403

4.17 Connects life to text and text to life experiences in stories read independently or by the teacher

4.20 Monitors own reading, and self-corrects misread words

4.26 Reads at an independent level and shows an understanding of what is read silently

COMPREHENSION

4.5 Recalls facts and details of a text

4.13 Answers comprehension questions based on what has been read independently at grade-level

4.18 Understands that there are different types of text such as narratives/fiction, non-fiction, informative texts, and poems

4.37 Develops the ability to read, understand and respond to all types of writing

GRAMMAR

5.2 Uses grade-level punctuation and capitalization

5.34 Demonstrates a literal understanding of the topic

INTEGRATION

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

6.7 Locates information from a dictionary and other reference materials

6.13 Uses appropriate methods of finding information when pursuing a line of inquiry

CREATIVE WRITING

5.36 Writes freely in response to stimuli - pictures, objects, stories, songs, poems

5.46 Uses format appropriate for writing (e.g., letter, notice, menu, poem, chart, email)

5.58 Punctuates writing so that meaning and structure are clear to the reader

HOME LINK

1.32 Gives a detailed oral account of an event or something that has been learnt in the classroom

5.31 Uses correct spelling to complete written tasks

5.46 Uses format appropriate for writing

6.15 Uses research reading to contribute to an inquiry into health and safety at school or in the home

UNIT 15: TRUTHFULNESS

INTRODUCTION

1.11 Expresses opinions on a variety of topics and logically supports opinions

1.16 Uses age-appropriate descriptive words when speaking

1.28 Conveys a simple message accurately

WORD STUDY

2.12 Reads basic grade-level sight words in context and isolation

2.13 Demonstrates appropriate use of vocabulary and sentence structure

VOCABULARY

3.7 Segments the sounds in printed words

3.9 Sounds out regular words, including those with blends, digraphs, etc

3.18 Identifies words with vowel digraphs (CVVC)

READING – WORD COUNT 441

2.11 Reads and demonstrates an understanding of the theme or the author's message in fiction and non-fiction

2.14 Reads fluently and with expression any grade level text

4.23 Uses details to predict outcomes

4.31 Reads aloud expressively, fluently, and with confidence from a range of familiar literature

4.33 Shows involvement and independent choice over a range of genres

COMPREHENSION

4.5 Recalls facts and details of a text

4.12 Answers 'why' and 'what if' questions to discuss a text

4.13 Answers comprehension questions based on what has been read independently at grade level

4.17 Connects life to text and text to life experiences in stories read independently or by the teacher

GRAMMAR

5.23 Identifies and uses contractions correctly

5.31 Uses correct spelling to complete written tasks

INTEGRATION

1.30 Asks and responds to questions and comments on what has been said

1.33 Explains with reasons why a particular course of action has been taken

2.6 Responds to characters or situations in a story read

CREATIVE WRITING

5.1 Plans, composes, and re-reads simple sentences

5.7 Uses process/steps when writing

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc

HOME LINK

1.8 Listens and shares opinions

1.17 Stays on topic when speaking

1.21 Speaks clearly and audibly

UNIT 16: EMANCIPATION

INTRODUCTION

1.11 Expresses opinion on a variety of topics and logically supports the opinions

1.15 Recites poems, rhymes, songs, and stories

2. 23 Varies the pace and tone of voice to express feelings or to represent character or mood

WORD STUDY

3.40 Practices the method of sounding out the letters (phonemes, syllables) when decoding words

3.41 Prepares and keeps word dictionaries

3.45 Applies the appropriate principles of syllabication when faced with unknown words in reading and spelling

VOCABULARY

3.34 Uses a dictionary, word book, and other classroom resources

3.38 Uses knowledge of synonyms, antonyms, homographs to determine word meaning

READING – WORD COUNT 401

3.37 Identifies unknown words through the use of context clues

4.16 Relates story information to real-life experiences

4.19 Compares information across nonfiction text

COMPREHENSION

4.1 Recognises that print conveys meaning.

4.13 Answers comprehension questions based on what has been read independently at grade level

4.37 Develops the ability to read, understand and respond to all types of writing

GRAMMAR

5.19 Uses appropriate link words to join sentences

INTEGRATION

6.20 Selects, retrieves, evaluates, and combines information from a wide range of reference materials

6.25 Reads letters, diaries, and autobiographies from different cultures

CREATIVE WRITING

5.7 Uses process/steps when writing

5.35 Uses pre-writing strategies to generate and organize ideas

5.41 Uses the dictionary to help in the spelling of polysyllabic words

6.3 Records information in a variety of formats such as logs, journals, tables, charts, etc.

HOME LINK

6.13 Uses appropriate methods of finding information when pursuing a line of inquiry

UNIT 17: CLIMATE CHANGE

INTRODUCTION

1.11 Expresses opinions on a variety of topics and logically supports an opinion

1.36 Expresses a personal view and comments constructively on what is being discussed or experienced

WORD STUDY

2.14 Understands that the sequence of letters in a written word represents the sequence of sound in a spoken word

3.15 Identifies initial and final consonant (single and double) sounds and blends them to read words

VOCABULARY

2.18 Uses contextual and picture clues to determine the meaning of words

3.14 Prepares and keeps word dictionaries

READING – WORD COUNT 735

1.34 Asks and responds to questions in a range of situations with increased confidence

1.46 Takes an active part in group discussion, displays sensitivity, listening critically, and being self-critical

3.37 Identifies unknown words through the use of context clues

4.22 Employs specific comprehension strategies when difficulties are encountered

COMPREHENSION

4.13 Answers comprehension questions based on what has been read independently at grade level

4.17 Connects life to text and text to life experiences in stories read independently or by the teacher

GRAMMAR

3.26 Identifies compound words and separates them into their constituent parts

5.1 Plans, composes, and rereads simple sentences

INTEGRATION

6.18 Uses appropriate methods of finding information when pursuing a line of inquiry

CREATIVE WRITING

5.45 Labels where appropriate, and uses visual representations to reinforce the message

5.46 Uses format appropriate for writing (e.g., letter, notice, menu, poem, chart, email)

HOME LINK

6.16 Decides what information is required for a project and locates it by reference to chapter titles, subheading type, preface, symbol keys

UNIT 18: GROWING UP

INTRODUCTION

1.17 Stays on topic when speaking

1.35 Takes part as speaker and listener in a group discussion or activity

WORD STUDY

1.19 Builds oral vocabulary independently

3.7 Segments the sounds in printed words

VOCABULARY

3.4 Demonstrates interest in learning new words

3.23 Identifies consonant digraphs in the initial and final positions in words and uses them to read words

3.37 Identifies unknown words through the use of context clues

READING – WORD COUNT 441

3.42 Recognizes the various inflectional endings when reading

4.16 Relates story information to real-life experiences

4.17 Connects life to text and text to life experiences in stories read independently or by teacher

4.18 Understands that there are different types of text such as narrative/fiction, non-fiction informative texts, and poems

COMPREHENSION

4.5 Recalls facts and details of a text

4.6 Identifies and discusses similarities and differences in story elements

4.26 Reads at an independent level and shows an understanding of what is read silently

GRAMMAR

5.15 Identifies and uses plural and possessive forms of nouns correctly

5.24 Identifies and uses singular possessive nouns correctly

INTEGRATION

1.30 Asks and responds to questions and comments on what has been said

6.7 Locates information from a dictionary and other reference materials

6.8 Locates information using a table of content, titles, chapter, headings, glossary, and indexes

CREATIVE WRITING

1.3 Speaks effectively and confidently to deliver speeches for a variety of purposes

1.5 Listens, then extracts the main ideas for presentations

1.9 Listens courteously and takes turn to speak

1.21 Speaks clearly and audibly

5.5 Plans, composes, and re-reads fairly readable first draft

5.7 Uses process/steps when writing

HOME LINK

1.6 Recalls information given by others



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