ATLANTIC
READER

ATLANTIC READER

6 BOOK SIX





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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 6 is a combination of the reader and workbook and is the sixth book in the Atlantic Reader series of Reading Texts for the Primary level. Atlantic Reader 6 is a combination of a reader and workbook in one. This book is a tool designed to help pupils to develop and master literacy skills. As such, Atlantic Reader Book 6 presents activities in thinking, listening, speaking, reading and writing in a variety of contexts and for a variety of purposes.

Atlantic Reader Book 6 allows pupils and teachers to integrate and build skills in the five critical elements that are necessary for reading success. The content is quite suitable for pupils of all learning styles, abilities and interests. This book will help learners to successfully:

- blend letter sounds and word parts to sound out words (Phonemic Awareness)
- master letter sound/symbols relationships (Phonics)
- build word attack skills (Vocabulary)
- read fluently (Fluency)
- think critically and develop evaluation skills
- build and master comprehension and research skills (Comprehension)

The layout of the book supports the use of the reading process as pupils build and master skills. As such, each unit is flowed with activities for before, during and after reading.

Before Reading

Each unit begins with an introduction or background to the topic to be studied. Learners are encouraged to engage in vocabulary building

activities to become familiar with unknown or unfamiliar words. This opportunity for Word Work provides for the continued development of word-building, word attack and sentence building skills which are necessary for improvement in automaticity, which builds fluency in reading.

During Reading

The reading for each unit is based on familiar themes that capture and maintain learners' interest. Reading Fluency must be emphasized for deeper understanding of the text.

Strategies employed during reading allow for the use of the Modes of reading- Read Aloud (Modelled), Shared Reading, Guided Reading, and Independent Reading.

After Reading

Each unit provides opportunities for learners to interact and respond to the reading material. The many activities offer opportunities for individual, peer and group work through comprehension, linking the grammar, creative writing, integration and home link. Teachers can modify any of the activities, while maintaining emphasis on the specific skill (s) being developed.

The material presented in this text offers a range of possibilities in the teaching-learning process. It introduces and reinforces some effective strategies, thereby ensuring that all learners 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
SPORTS

BEFORE YOU READ

BACKGROUND TO THE TEXT

Read and discuss the contents of the letter below.

12, Stanleytown,
West Bank Demerara
Guyana.
October 6, 2014

Dear Alex,

How are you? I hope that all is well with you and your family. Say hello to your mom and dad for me. How is everything in Lethem? I am updating you with good news.

Last week, my school held its Inter-House Athletics Sports and I participated in four events, I placed first. Can you imagine? Me! I am so excited! This morning, I was so amazed when my name was announced at the General Assembly for Overall Male Sports Pupil of the school!

I am definitely participating in the upcoming Inter-School Athletics Sports! I was even more surprised when the teachers presented me with four medals too, just like the Olympics! When you come to visit for the holidays you will definitely see the medals.

I hope you reply soon. I have to go now. Mom is calling for me to walk the dog. She says all I talk about is sports. Looking forward to spending Christmas vacation with you. Bye and take care.

Your friend,

Anil



WORD STUDY

A. Let's learn new words

Read these words to your friend.

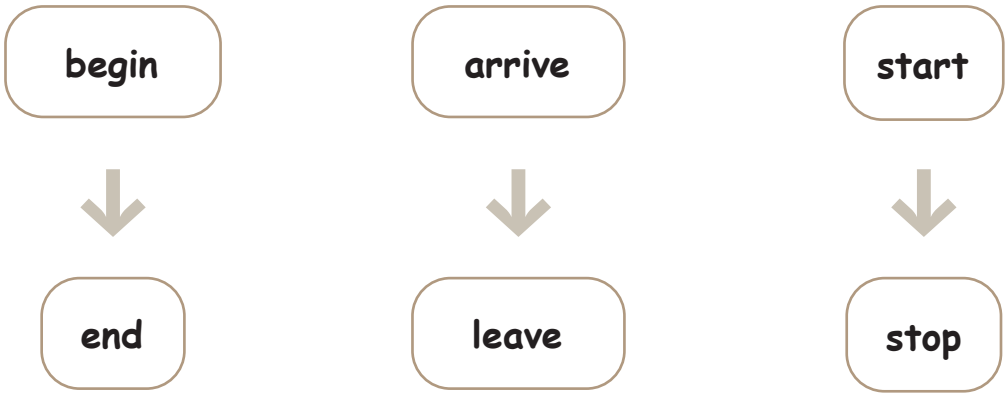
athletics	participator	participants
championship	equilibrium	anxiety
Providence	adrenalin	nauseousness
district	glimpse	participating
insurmountable	contingent	

B. Let's learn more about words

Antonyms

Antonyms are words that are opposite in meaning.

Examples from the passage:



On your own, find the opposite of these words taken from the passage. As you read the passage, find other suitable antonyms for the words below.

* end
* in
* far
* hot
* before
* win
* taking

SPORTS

National Schools' Athletics Championship or Nationals as it is popularly known, is held annually in November. Most children are thrilled around this time of the year as these events give them insurmountable joy. The participants understand that an integral part of Nationals is routine and disciplined practice. They are made aware that rules play a vital role in their behavior on and off the tracks.

The prelude to this significant event starts at each school. Before Nationals begin, Inter-House, Inter-Schools, and Inter-Branch are held countrywide to select the best athletes in various track and field events. The Lenora Synthetic Track, located at Lenora, West Coast Demerara, has been the venue for this mega event for the past three years.

Athletes from fifteen or more participating districts are usually housed at the Saint Joseph High School in Georgetown. Each district is allowed one hundred ten persons in its contingent. Each contingent arrives on the Sunday or the Monday and leaves at the end of the week after the events. Imagine making new friends, and sometimes waking up in the middle of the night to find toothpaste on your face. That was funny only when the face with the toothpaste was not yours. Some stayed awake all night to discuss what transpired the previous day.

"Nationals" takes a week because of all the track and field events which must be completed. Track events are sprint and long-distance races. Field events are throws, which are; discus, javelin, shotput, and jumps-high, broad, and triple. Some other events held, are swimming and

cycling. Before Nationals, teachers and sports officials would have been instrumental in making sure athletes fulfill age requirements for each event. This task ensures that an athlete who wins a race is not disqualified because of being over-aged. Athletes know that rules play an integral part in their behaviour on the tracks.

Finally! The country's athletic giants clash! But before the clash, there is a "March Pass," which signals the start of the championship. During the "March Pass", the excitement of displaying each district's banner in the lines, with the band playing in the background, is memorable. The athletes look intently at the medals on exhibit, which they hope to win as they compete.

The championship begins! The starter takes his position; the athletes are at the mark, each fighting back feelings of nervousness, nauseousness, and anxiety as they wait for the cue. The starter gives the signal. Ready, Set, Go! If the weather is favourable, each event as scheduled is completed under the hot sun, cool breeze, and beautiful skyline.

The crowds cheer wildly, screaming for their favourite district. With a sense of pride and the adrenalin coursing through their determined bodies, each competitor musters the final will to complete the challenge. The thrill and excitement of the games, coupled with the ambition to win, play an essential part in the sportsmanship displayed by the athletes in each event! The games have ended. Thousands of spectators wait in anticipation as the announcement is made. As winners are announced, and they receive their medals, you can hear loud cheers and applause. The district with the athletes who received the most medals emerges as the victors.



In the end, whether recipients of medals or not, athletes leave with a wealth of experience. For the ones who performed excellently, the red carpet awaits these outstanding and gifted individuals at CARIFTA games in the Caribbean.

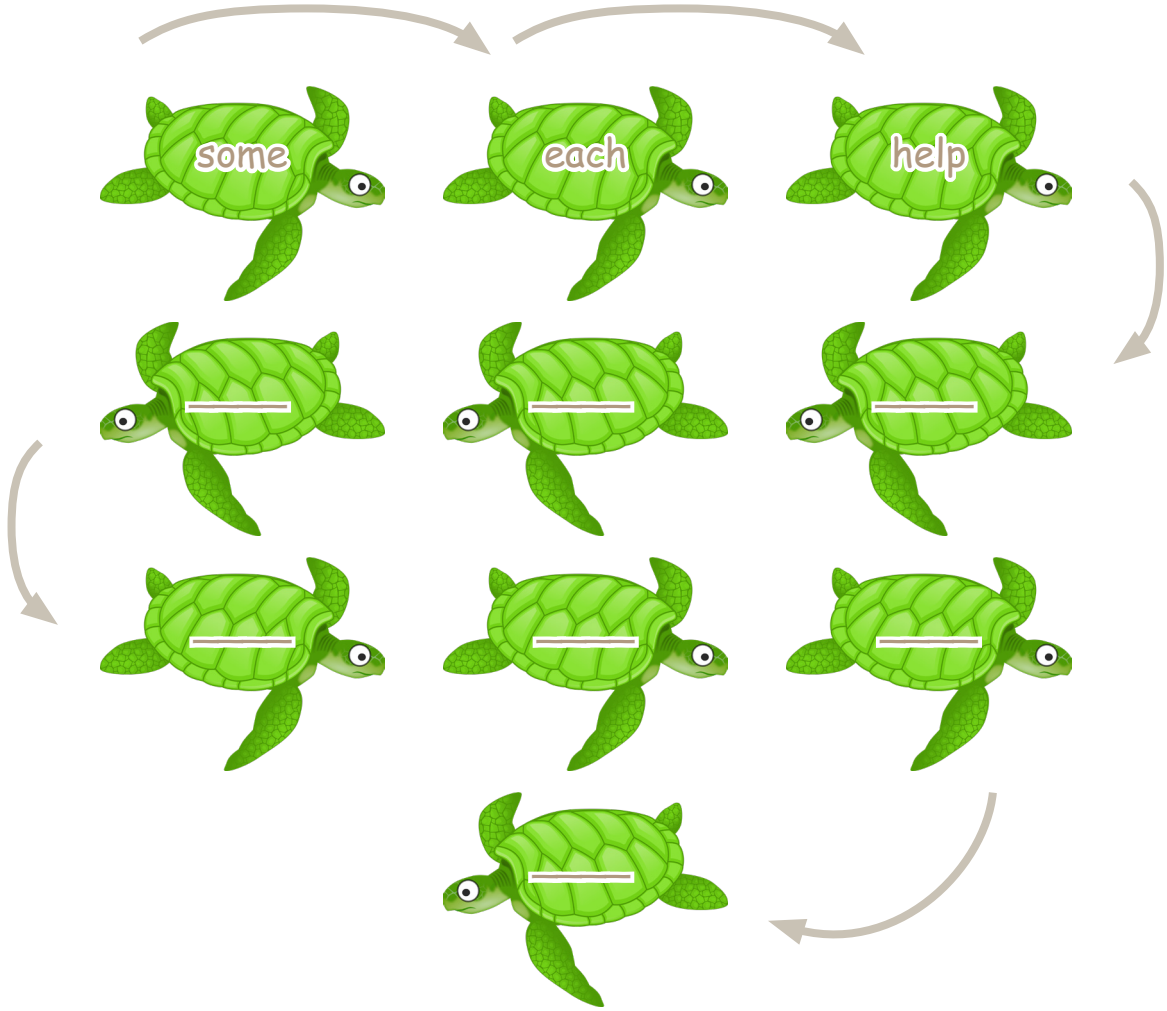
LET'S RESPOND TO THE TEXT

WORD STUDY

Fun with words

Complete the pattern using words from the passage. Words inserted must begin with the last letter of the previous word.

UP TO 10 TURTLE PATTERN



COMPREHENSION

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

(2) When is the event held?

(3) What are four qualities of a good athlete?

(4) Where is this mega event held?

(5) What happens if an athlete is overaged and runs for an event?

(6) What are two main events done during "Nationals"?

LINKING THE GRAMMAR

Subject / Verb Agreement

When the subject of the sentence is plural, there is no inflection on the verb.

Examples from the passage:

(a) The country's athletic ***giants*** **clash**.

(a) The ***athletes*** **look** intently at the medals.

Now try these:

(1) The participants (know, knows) the rules.

(2) The crowds (cheer, cheers) wildly.

(3) These events (give, gives) insurmountable joy.

INTEGRATION

Social Studies: Weather Conditions

Make a weather chart of the five day period during "Nationals" using the clues given.

Monday - sunny

Tuesday - partly cloudy

Wednesday - sunny

Thursday - slight drizzle, partly sunny

Friday - sunny

Mathematics: Proportion

If four teachers took five days to mark the field, how long would it take two teachers to mark the same field?

Physical Education: 'Nationals'

List some of the events done at "Nationals".

CREATIVE WRITING

Write an account of a Sports day experience.

HOME LINK

Think of a game.

Write the rules of the game.

UNIT 2
HOLIDAYS

BEFORE YOU READ

BACKGROUND TO THE STORY

"Flip me over and find me out"

Make at least fifteen colourful flags of CARICOM countries using 6" x 4"cardboard. Turn the flags face down. Work with a peer to take turns to flip the cards over and name the country. The child or group which accurately names the most flags wins.

FOCUS ON WORDS

A. Clap the parts you hear as you say these words

acronym	established	sprawling
accomplish	secretariat	cultural
federation	treaty	Liliendaal
signatories	Chaguaramas	modernized
functioning	economical	political

B. Count the syllables you hear in each word above.



READING IS FUN, LET US READ

Islands and Mainland

16 Parkview Lane
Upper Demerara
2014 – 03- 12

Dear Friends of Grade 6:

It is a good thing to get to know you better. I am your friend from Region 10. I would like to tell you about CARICOM, our Regional Community. CARICOM is an acronym that has a special meaning. CARI -stands for Caribbean and COM- stands for Community. Come with me as we journey through the years. We'll begin in 1973.

I know that none of you was born around that time. Do you know anyone who was? It would be fun to look at what some of our great leaders back then were able to accomplish for us and what we still enjoy as a community.

It all started when the West Indian Federation stopped functioning in 1962.[1] The Caribbean Community was established eleven years later, in 1973. There was an agreement signed in Trinidad on July 4th to make this group legal. The agreement was called the Treaty of Chaguaramas.

The first four signatories were leaders of Guyana, Mr. Forbes Burnham; Barbados, Mr. Errol Barrow; Trinidad and Tobago, Mr. Eric Williams; and Jamaica, Mr. Michael Manley.

Excitement was in the Region; cultural, economical, educational and political. They were a close-knit family looking out for each other. The Caribbean had a bright future. People on the islands and mainland could engage themselves in more ways than one.



As the years rolled by, other nations heard of CARICOM and liked what they saw, and joined. I am certain that you were able to name those countries when you played "Flip me over and find me out." Let's name them again, Guyana, Belize, St Lucia, Montserrat, Dominica, Antigua and Barbuda, St Kitts and Nevis, Bahamas, Trinidad and Tobago, Jamaica, Barbados, Suriname; St Vincent and the Grenadines, Grenada and Haiti. These countries joined at different times.[2] Haiti being the last to associate with this growing group. They became a full-body member on 2nd July, 2002.[3]

[1] Guyana Our Country Our Home Page 15.
[2] Guyana Our Country Our Home 5 and 6 Page 19
[3] www.caricom.org

Can you identify the countries which are islands and those which are on the mainland?

CARICOM, like any organization, has objectives or reasons why it exists. Three main objectives of CARICOM are:-

1. Economic co-operation through the Caribbean Common Market
2. Coordination of foreign policy among the independent states.
3. Common service and co-operation in matters such as Health, Education and Cultural Communications, and Industrial Relationship.

These objectives serve to give the Organisation clear focus. In so doing, they provide numerous benefits for their people.

Objective (3) three allows our skilled workers to enjoy living just as well, in any of our sister countries. A Guyanese can go to Barbados and work as a teacher and be comfortable. So can nurses, carpenters or lawyers.

Caribbean Examination Council (CXC) is a Regional Examination which is recognized throughout CARICOM. I am confident that you plan to work very hard to get excellent grades when you write that examination in the next five (5) or six (6) years.

[4] Guyana our Country our Home 5 and 6 Page 16

LET'S RESPOND TO THE TEXT

FOCUS ON WORDS

A. Let's learn more words

Vowel Digraphs

A vowel digraph

A vowel digraph is formed when two vowels come together, but you only hear one of the vowels.

Find at least four (4) words from the story which contain a vowel digraph pattern. e.g., l**ea**f

COMPREHENSION

(1) In what year did the West Indies Federation end?

(2) Give two details of the Jamaica Flag.

(3) Name two of the first leaders of CARICOM?

(4) Why was the CARICOM Secretariat relocated?

(5) Identify one word from the letter which tells of the way people in the Caribbean felt about CARICOM



LINKING THE GRAMMAR

Subject and Verb Agreement

Select the word from the cloud to correctly complete each sentence

Subject-Verb Agreement

1. None of you (were, was) here early today.
2. Anyone who (was, were) taught to sing can join our group.
3. March, like four other months, (has, have) National Holidays.
4. We hope that you (has, have) enjoyed your stay.



CREATIVE WRITING

Write your opinion about the success or failure of CARICOM.

INTEGRATION

Physical Education: Game – "Now you hear me, now you don't"

Similar to "In the pond" and "On the Bank"

The leader says the names of countries. If the players hear a CARICOM country they move in or out of the circle. You only move when you hear the name of a CARICOM country.

Needle Craft

Recreate the CARICOM Flag using embroidery/skein thread or yarn.

Individually, small or large groups

Poetry

Write a poem about CARICOM.

HOME LINK

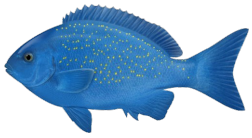
Using the Caribbean Map in your book, identify all of the CARICOM countries.

UNIT 3
OUR ENVIRONMENT

BEFORE YOU READ

BACKGROUND TO THE TEXT

A. Match the animals to their habitats.

ANIMALS	HABITATS
	
	
	
	

B. Dramatize the movements of these animals:

(1) penguin **(2)** turtle **(3)** frog



WORD STUDY

A. Word search

Cross off the words as you find them.

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

fish
newts
keep
seas
oceans
seals
fresh
goat
toads
cow
porpoise
sheep

B. Let's learn new words

Look at the words below and say them to your friend.

habitat	porpoises	aviary
environment	vertebrate	ostrich
crocodiles	naturally	newts
amphibians	platypus	
patwah	creatures	

READING IS FUN, LET US READ

HABITAT

Everyone was excited in the Grade Six class because today they had to present their homework. Some of the pupils had been given pieces of paper, and each had to provide habitats of the vertebrates listed on the paper.

Today, the teacher will listen to each pupil's presentation on the animals that live in a particular place or environment. The boys and girls were to identify and list animals that share the same habitat.



Teacher Good morning, my pupils!



Pupils Good morning, Teacher Sandra.



Teacher Did anyone find out what a habitat is?



Anjanie Yes, Miss! A habitat is a place where an animal or plant lives naturally.



Teacher Good job, Anjanie. Who will begin with the habitats of some of the vertebrates listed?



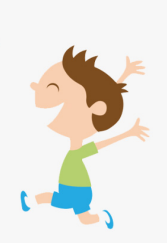
Sonny I am ready, Miss Sandra!



Teacher Go right ahead, Sonny.



Sonny Reptiles are my favourite animals in the world. Some reptiles are snakes, alligators, turtles and crocodiles.These animals live mostly in ponds and swamps.Do you know that turtles live in their shells? Oh yes, they do!



Jomal Well, I love water mammals. Some of these mammals are manatees, whales, dolphins, otters, and seals. Platypus, walruses, and porpoises are also water mammals. These animals live in seas and oceans.



Stefon I love amphibians. They live both on land and in water. Some amphibians are frogs, toads, and newts.



Taruna Here are my pictures of some land mammals. Some of these animals we keep as pets. Cats, dogs, rabbits, donkeys, horses, cows, goats and sheep are land mammals.

These mammals live among us in our environment. Tigers, jaguars and lions are some that live in the jungle. The camel lives in the desert. Their bodies are covered with hair, fur and wool.



Teacher Very well Taruna, but did you find out the name of the mammal that can fly?



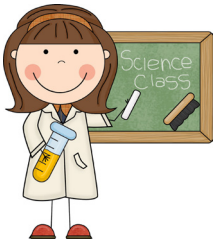
Taruna Yes Miss! The bat is the mammal that flies.



Teacher Very Good! Now is there anyone else who would like to share?



Ryan Yes Miss Sandra. Fishes are the most interesting creatures. They have a unique body part called the gill that allows them to breathe in water. There are freshwater and saltwater fishes. Some freshwater fishes are hassar and patwah. Some saltwater fishes are banga mary, snapper, and trout.



Dipa Birds are amazing. Oh, how they fly! And this is because of their wings. Birds live in nests in trees around our homes, communities and in the forest. Some people have an aviary which is a large cage or building for keeping many, many birds. The largest bird in the world is the ostrich, but the ostrich cannot fly.



Teacher These are fascinating findings my children. Very good presentations indeed. For our next Science lesson, we will look at the habitats of different plants. Thank you very much.

LET'S RESPOND TO THE TEXT



WORD STUDY

C. Learning More about Words

Rhyming Words

Read the words below. Use the passage to find a rhyming word for each of the following.

(1) learning _____

(2) camp _____

(3) slant _____

(4) habit _____

(5) steady _____

(6) log _____

(7) potion _____

(8) dishes _____

(9) take _____

(10) purple _____

COMPREHENSION

(1) Why do you think each group of animals can survive in their own habitat?

(2) If you were a giraffe, do you think you could live with the penguins? Say why.

(3) Which reptile has a name which rhymes with the sea mammal named 'porpoise'?

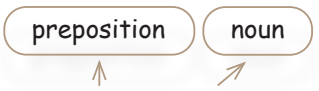
(4) How do you think Taruna felt when the teacher asked about the flying mammal?

LINKING THE GRAMMAR

Prepositions

A preposition is a word that shows the relationship between a noun or pronoun and another word in a sentence to show place, position, time or means.

Examples:



The fish is **in water**. 'In' is used as a preposition of place.

The bird's eggs will hatch **on Sunday**. 'On' is used as a preposition of **time**.

Write a sentence to show the use of the following words as prepositions of time, place, means, and position.

on in at

CREATIVE WRITING

Pretend to be an animal in the story and write about a day in your life.

INTEGRATION

Science: How animals affect humans and the environment

Find two uses for animals

(1) we use some animals as food

(2) we use some animals for clothing

Mathematics: Measurement

(1) If a giraffe's neck measures 200 centimeters, what will be the measurements in meters.

(2) If a parrot weighs 2.45 kilograms, how much will six parrots weigh?

Social Studies: Climatic Conditions

Discuss the climatic conditions under which these animals live in different parts of the world.

penguin

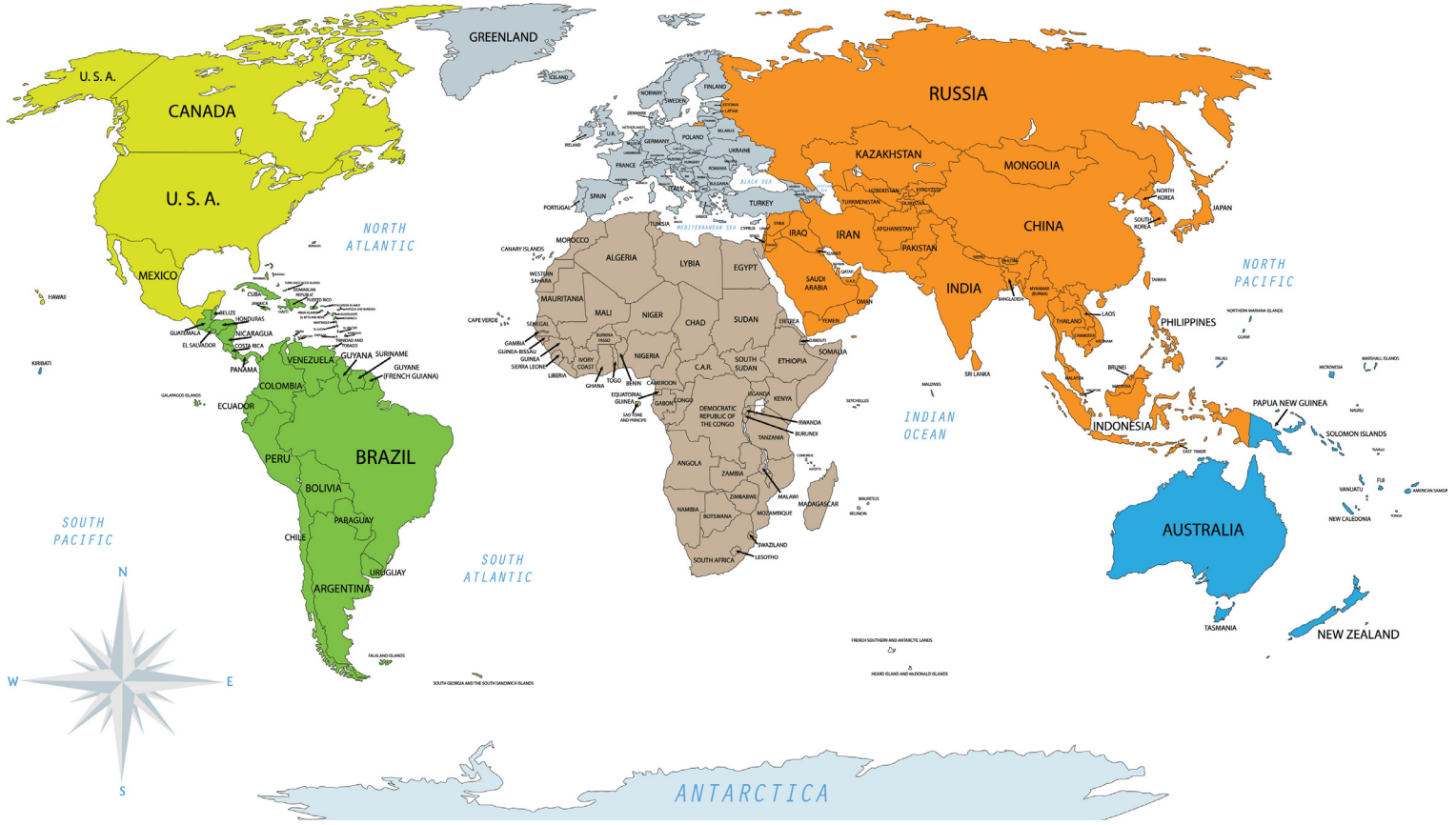
walrus

grizzly bear

parrots

HOME LINK

Insert the names of the animals given in the appropriate zones on the map of the world.



Make a scrapbook of animals in their habitats.

BEFORE YOU READ

BACKGROUND TO THE TEXT

A. Hokey Pokey (Song)

Sing the song.

The Hokey Pokey

You put your right hand in,
You put your right hand out,
You put your right hand in,
And you shake it all about,

You do the hokey pokey
and you turn yourself around
That what it's all about.

The Hokey Pokey can be any funny dance or movement you want to do.

1) right hand
2) left hand
3) right foot
4) left foot
5) head
6) butt
7) whole self

Body Facts Worm

Use a **die** with buttons to play the game. When you land on a space with a body part, you have to state a fact about it. Use the ladder to go up or down.





WORD STUDY

A. Sound me and find me out

Say the individual sounds in each word. Count the number of sounds you hear. Colour the number of stars to match the sounds in the word.

WORDS	NUMBER OF SOUNDS
Sweet	☆☆☆☆☆
Sour	☆☆☆☆☆
Hip	☆☆☆☆☆
Bone	☆☆☆☆☆
Tiny	☆☆☆☆☆
Shape	☆☆☆☆☆
Eye	☆☆☆☆☆
Scent	☆☆☆☆☆
Nose	☆☆☆☆☆
Beats	☆☆☆☆☆

B. Let's learn new words

Say the words below.

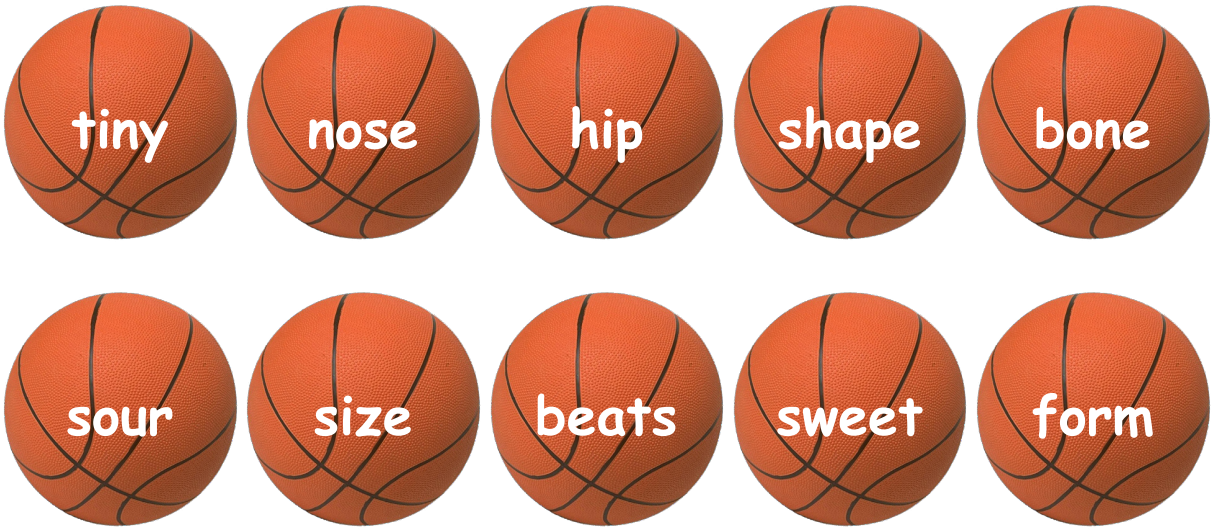
connects	savory	associated
decibels	consists	receptors
approximately	cochlea	transmit
sensors	clenched	aromas
molecules	umami	

C. Learning More about Words

CVCV Words

CVCV words are words that have a consonant-vowel-consonant-vowel pattern. For example, give.

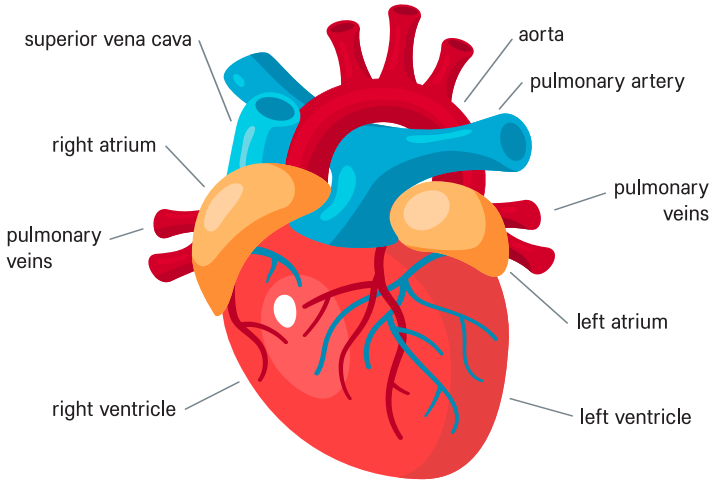
Mark X on the balls which contain the CVCV pattern. Write the pattern under the word.



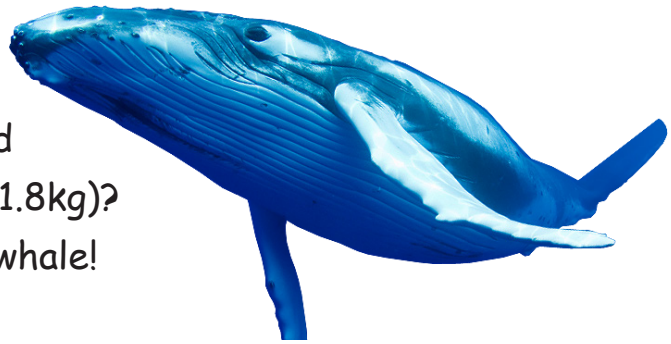
Amazing Facts about an Interesting Body

The Human Heart

Did you know the heart of a child is about the size of one clenched fist and, an adult's heart is about the size of two clenched fists? The heart is part of the circulatory system and pumps one and a half gallons (5. litres) to two gallons (7.57) of blood in one minute. It also beats about seventy to one hundred (70-100) times each minute. The rate of beating increases during an activity or excitement; it can rise to well over one hundred beats (100) per minute.

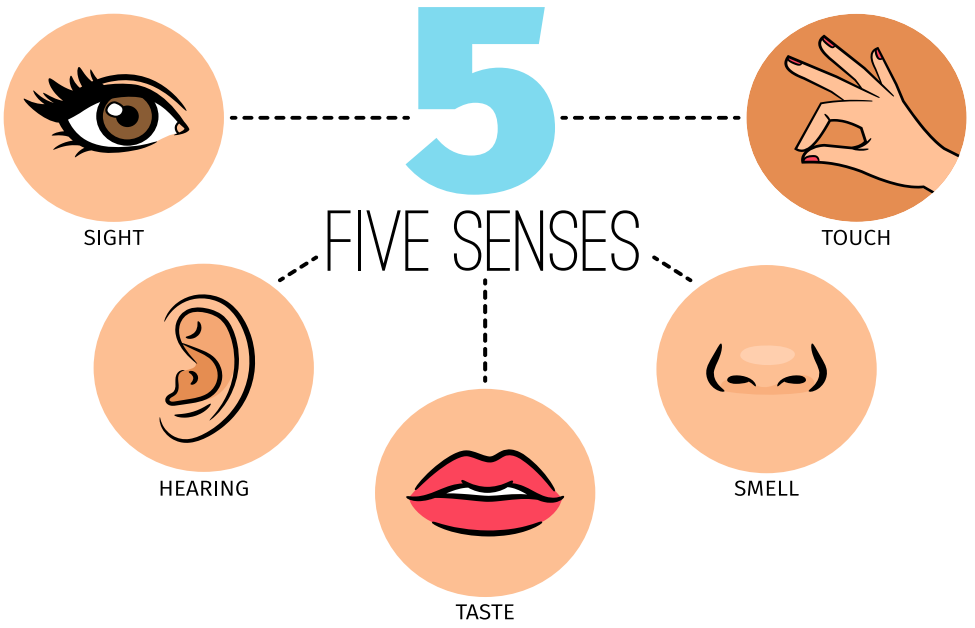


Did you know that the largest heart weighs over one thousand five hundred (1500) pounds/six hundred eighty-one point eight kilograms (681.8kg)? Can you guess whose? It's the blue whale!



Did you know that diet, exercise, and managing stress can control heart health? So, start exercising and eating the right types of food to keep the heart pumping and beating well.

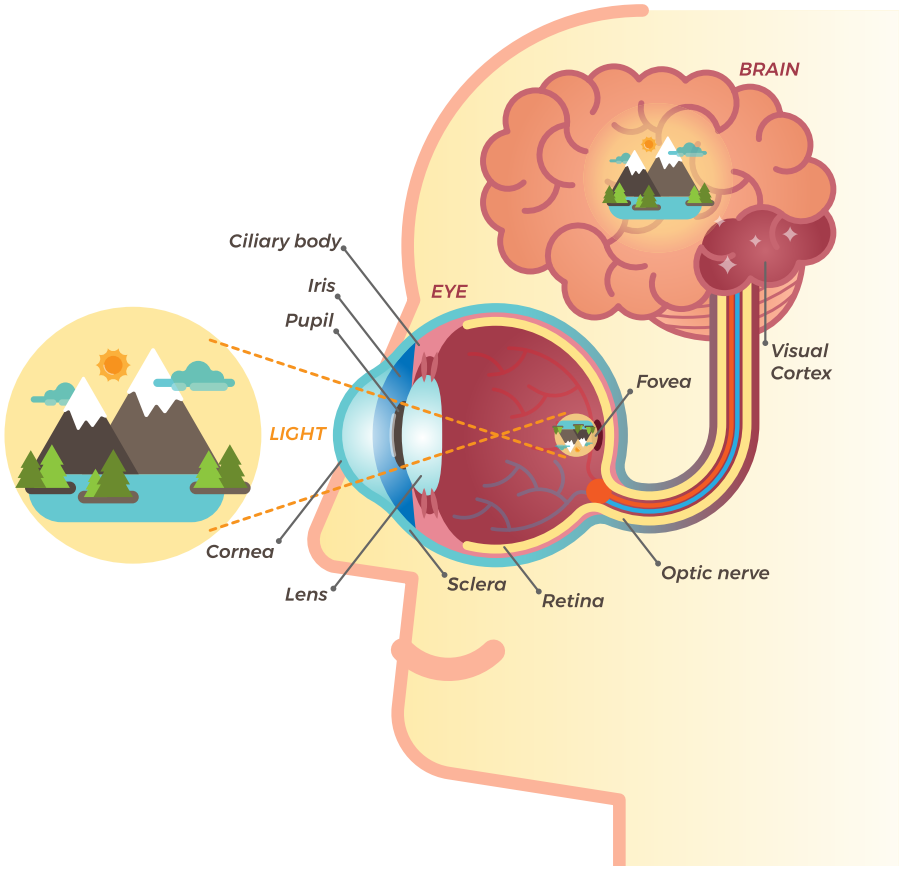
The Five Senses



Seeing

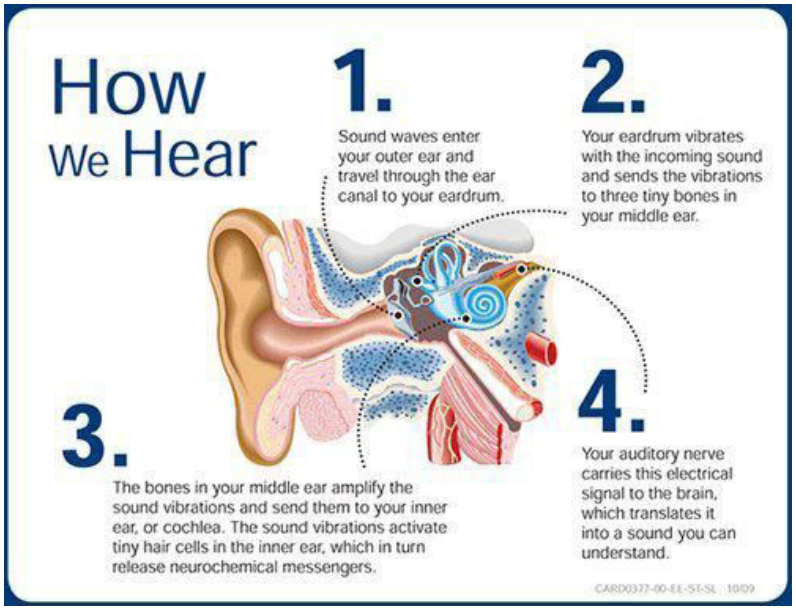
Did you know that your eyes are the windows through which you see the world? You can see things because light bounces off them and goes into your eyes. Your eyes send the message to your brain, which turns them into images you can see. The cells in your eyes are shaped in different ways. Rod-shaped cells allow you to see shapes, and cone-shaped cells allow you to see colour.

Did you know that the eye weighs about 0.25 ounces or seven thousand eighty-seven point four milligrams (7087.4mg) and is about one inch (1") in width? A person blinks up to twelve times per minute

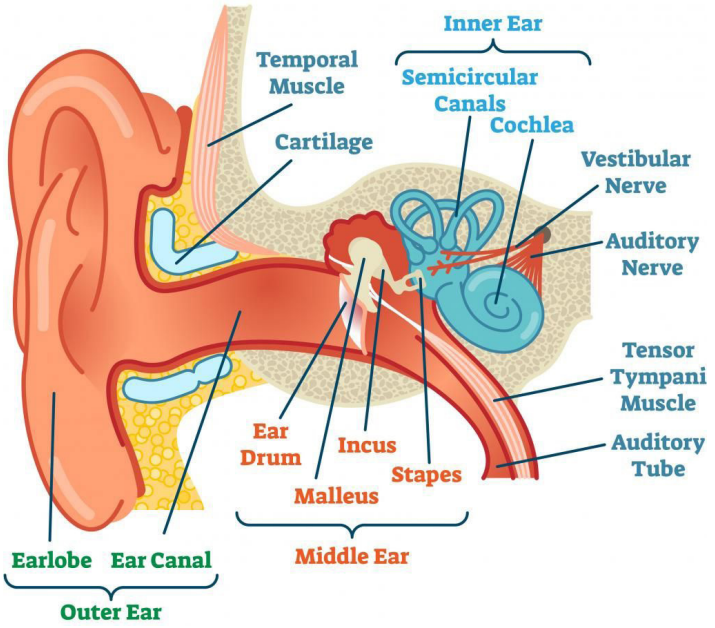


Hearing

Did you know that the ear consists of three parts: the inner, outer, and middle ear? The inner ear is also called the cochlea. The small bones in your ears are the hammer, anvil, and stirrup. All three can fit on a five-dollar coin. The ear helps us to keep our balance.

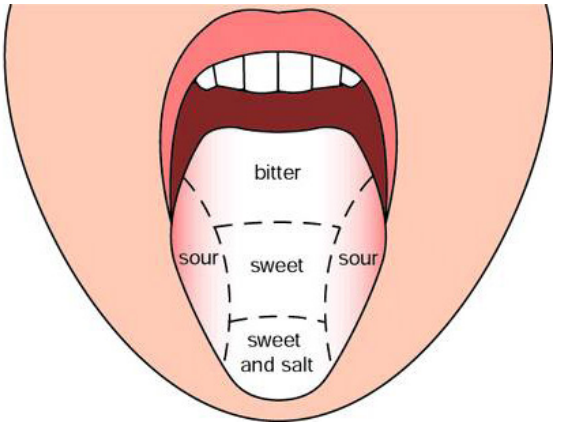


Did you know that you can damage your hearing within less than eight minutes by listening to extremely loud music of up to 120 decibels? You can hear even in your sleep as the ear continues to hear.



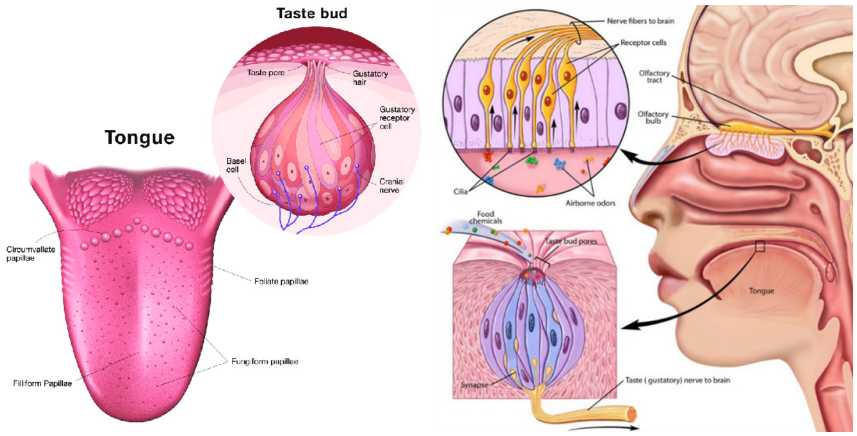
Tasting

Did you know there are approximately ten thousand tiny bumps on your tongue? Inside these bumps are taste buds. When you place something in your mouth, the taste buds send a message to the brain to give you information about whether the food is salty, bitter, sweet, sour or umami (a savoury taste associated with

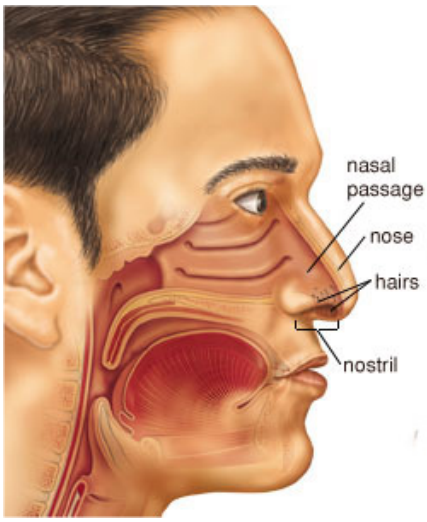


meat). Taste buds are also called flavor receptors, and they transmit the message to the brain.

Did you know food tastes better when it is hot as the heat causes the pleasant smell to rise in the nose?



Smelling



Did you know smell is a direct sense? Things around you give off molecules that float to your nose. The molecules that travel to the patch of tiny hair-like nerve cells in the nose are trapped. The nerve cells send a message to your brain. A human brain can process up to ten thousand smells in an area the size of a postal stamp.

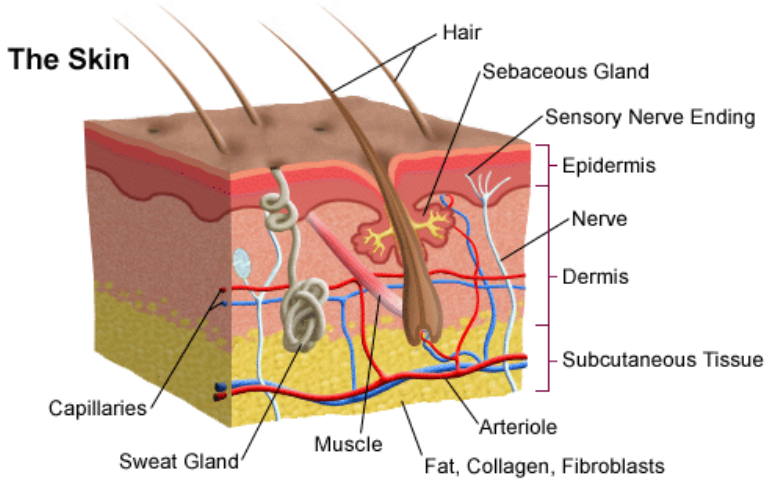
Did you know scents are renewed every twenty-eight days, so every four weeks you get a "new nose". The sense of smell is the first sense to be developed. It gets bored, that is why you quickly adjust to various scents, and after a while, you cannot smell the different aromas around you.

The Sense of Touch

Did you know the sense of touch is regulated by millions of tiny nerve endings or sensors found under the skin? The sensors are very sensitive and help you to be able to:

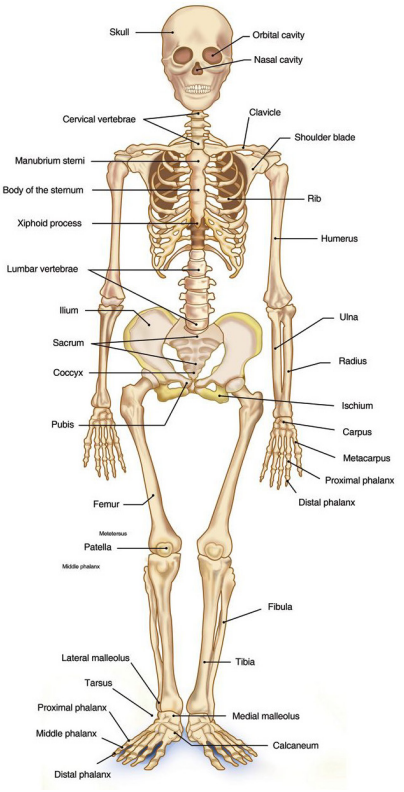
1. Apply a gentle touch to experience soft or smooth touches.
2. Apply a stronger pressure to experience hard, rough, or squashy textures.
3. Feel temperatures so you can detect when something is hot or cold.
4. Feel pain so you know when you have been hurt.

Did you know fingertips have more than three thousand sensors?



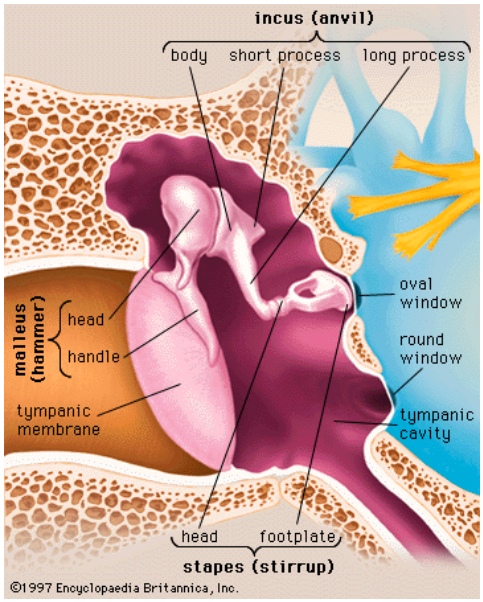
The Skeleton

Did you know the body is made up of over two hundred bones? A baby is born with about three hundred bones but, as he/she grows older, some bones join together or fuse. Adults have

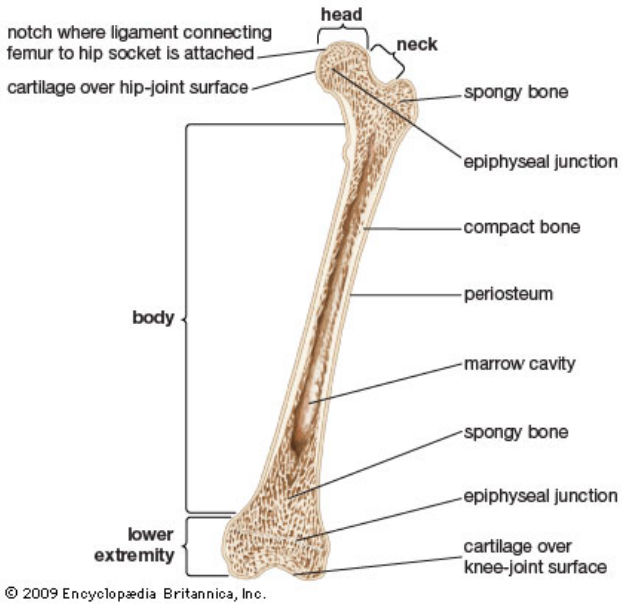


approximately two hundred six bones. The skeleton gives the body its shape, and without it, you would be a shapeless blob. The largest bone in the body is the thigh bone. It connects the top of your hip to your knee.

The smallest bones in your body are the three tiny bones in your ears. Can you remember the names? The anvil, the hammer, and the stirrup! Bones take the form of different sizes and shapes, but most have a hard solid outside.



The Human Ear and the bones



The Human Thigh bone

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COMPREHENSION

(1) What kind of text is this piece of writing?

(2) Complete the table below to show the differences between this type of text and a narrative.

	Non-Fictional	Narrative
Purpose	to give information	
Format		
Types		

(3) Create three questions to ask a friend about any of the facts presented in the piece of writing.

LINKING THE GRAMMAR

End marks/Punctuation marks

There are three kinds of end punctuation marks. They are the

. ! ?

Insert the correct end mark in each sentence below.

(1) I am so excited

(2) Are the smallest bones in the body found in the ears

(3) My heart pumps seven point five litres of blood per minute

(4) This is so delicious

(5) Three thousand sensors are found on your fingertips



CREATIVE WRITING

Write a description of the eye.



INTEGRATION

Poetry

Write a funny poem (limerick) about any organ using the facts from the story.

Physical Education: Pulse Count

Run on the spot and count to fifty or complete ten jumping jacks.

Record your pulse per minute before and

after the activity. Discuss the difference

you have observed

Mathematics: Units of Measurement

Complete the table below.

Imperial	Metric System
gallons	
	milligrams
	kilograms

How many litres of blood can the heart pump in two hours?



HOME LINK

Share any three facts you have learnt today with someone in your home or community.

UNIT 5

CHILD LABOUR

BEFORE YOU READ

BACKGROUND TO THE STORY

Study the poster below.

Points for discussion

- Look at the children in the picture. How do you think they are feeling?
- What is the message of the poster?
- Say what type of job each child is doing.





WORD STUDY

A. Word families 'ink'

Make a list of words with the 'ink' family, e.g., th**ink** p**ink**

B. Let's learn new words

Practice pronouncing the words below.

reminisce	underdeveloped	access
assignments	muscles	data
orchard	broiling	informed
decision	wrath	retrieve
investment	domestic	

C. Word Meanings

Re-write the sentences below, substituting a word from the list for the words underlined.

orchard **reminisce** **retrieve** **homework**

1. I sit and **think of the days** when we thought that we knew what we were doing.
2. The children did their **assignments**.
3. They eat the fruits from Mr. Basil's **garden of fruit trees.**

The Years I Took for Granted"

Prologue- Two boys who went to Primary School together many years ago are now meeting again for the first time after more than twenty years.

James: "Hello, is that Rohan? How are you?"

Rohan: "Yes, it is Rohan. Oh my goodness! James, James Phillips."

James: "Yes, boy! Good to see you after all those years my friend. How are you?"

Rohan: "I am doing quite well. I sit and think many times of the days when we thought that we knew what we were doing."

James: "Now is a good time to talk about those days. I too reminisce, how we tried to make fun of our classmates who were attentive and did their assignments every day."

Rohan: "At first, it was easy, not that our teacher was much fun in the class anyhow. After a while, you could tell just what she was going to say next."

"...take out your reading book and find page whatever..."

James: "It was more fun catching bush fish from the black water trench or climbing fruit trees. We could smell the smoke from the fireside as we cooked the freshly caught Patwah and Huri. We enjoyed the tasty fruits from Mr. Basil's orchard."



Rohan: "I am telling you! That was one way of getting away from Miss Mandy's boring classroom."

James: "So, it was no hard decision to leave the school scene at Grade Five and head to the fields with Mr. Paylater. We did it at the drop of a hat. We were very young, but the money made all the difference in the entire world. Those were years we took for granted."

James: "Years we can't retrieve."

Rohan: "Yes, years we cannot get back. Mr. Paylater put us to work with those older men who had no mercy."

"We worked long, hard hours, and though the money was good at first, later it was more work for the same money. How we longed to be in the classroom with friends we had grown up with."

James: "I remember when my two little hands were sore from pulling out the unwanted weeds from around the young plants on the farm. My underdeveloped muscles ached as the broiling hot sun beat down on my exposed skinny back. I wanted to cry like a baby; I dare not since crying would bring down the wrath of Mr. Paylater."

Rohan: "There was another boy who went with a kind rich man to work. His job was easy. He too was young. He was able to make a lot of money."

James: "I remember, Lindy, he couldn't read or count too well. The money he made was soon spent with no investment. I saw him sometime last year." "He told me that he is married and has children. He is begging them to stay in school."

Rohan: "My wife Sophie was telling me of a girl she knew who was put to work in a home with small children. She had a hard life and never got to be a child to enjoy school."



James: "Being a domestic at nine is no fun. How I wish I didn't take my years at school for granted."

Rohan: "We'll catch up again sometime, but what are you doing these days?"

James: "I am going back to school, evening classes. I have learnt to read and write better so I can access more data to make informed decisions in life."

Rohan: "What! You know many big words, access, data, and information. I was listening carefully to you from the beginning you were talking about retrieve, orchard, reminisce."

James: "Ha! Ha! Ha! Yes man, the classes are great. Come join me; it would be like when we were in class at Primary School". "Only this time, we will stay and finish."

Rohan: "Deal!!"

James: "Good, see you soon."

Epilogue: Boys and girls of Grade Six stay in school, listen to your teachers, parents, and concerned adults around. Make your classroom warm and friendly so you would want to come to school every day.

LET'S RESPOND TO THE TEXT



WORD STUDY

(1) Use one word to represent each phrase below:

No.	Phrase	One Word
1.	had no money	
2.	friends we have grown up with	
3.	a lot of	
4.	less and less	
5.	more and more	
6.	drop of a hat	

(2) ING Words

a. From the story, make a list of five (5) different words with the 'ing' ending where there has been no change to the original word.

b. Write a word from the story with 'ing' where the final consonant is doubled before adding 'ing.' Find three (3) more of these words on your own.

COMPREHENSION

1. Give two reasons why children drop out of school.

2. Discuss the use of 'school' in the sentence, "So, it was no hard decision to leave the school scene at Grade Five and head to the fields with Mr. Paylater."

3. Explain why you think the writer used the word 'underdeveloped' to describe his muscles.

4. Why did James and Rohan leave school in Grade Five?

5. What might have been the outcome for the three boys if Ms. Mandy's class was not boring?

LINKING THE GRAMMAR

Adjectives

An adjective is a word that describes a noun.

Read the sentence and examine the nouns and the adjectives used to describe same. The words labelled A are used as adjectives and the words labelled B are used as Nouns.

A B A B

E.g., It was more fun to catch **bush** fish from the **black** water trench or climb **fruit** trees.

A B

Use these words to function as adjectives in sentences. Evening, bush water, hard, unwanted

CREATIVE WRITING

If you were Rohan, would you take up James' offer to return to classes? Why? Write your response.

INTEGRATION

Health & Family Life Education: Coping with difficult situations

Your friend wants you to get away from school for half-day to go swimming would you go? Explain the reason for your decision.

Mathematics: Money-Problem Solving

If Lindy works for $600 a day for 7 days and James works for $2500 a week, who makes more money at the end of the week?

Social-Studies: Rules

What rules did the boys break when they dropped out of Primary School?

HOME LINK

(1) Make a scrapbook showing reported cases of child labour over a period of three months.

(2) Prepare five (5) questions to ask someone who was engaged in child labour.

Use the questions to interview that person and report your findings to your teacher.

UNIT 6
BE SAFE

BEFORE YOU READ

BACKGROUND TO THE TEXT

Sing the song below, then discuss whether the touch was appropriate or inappropriate.

SONG: "DADDY DON'T TOUCH ME THERE...!" by QUEEN IFRICA

Intro:

Stop it daddy

Daddy stop it nuh

A going to tell on you nuh

Chorus:

Daddy don't touch mi there

I'm gonna tell on you one day I swear

Can't you see I'm scared

You suppose to be ma father (repeat)

Verse 1:

Every day a wonder why ma daddy had to be di one

to take away my innocence

Oh sometimes a wanna die feels

like no one cares for me and it's evident

That something must be wrong with me

I'm not as happy as I seem to be

The long showers I take don't wash away the memories

Why do I have to face these tragedies

We go thru struggles in life, I'm aware

But to have ma daddy touching me, that's just not fair

Stop him from destroying ma future

Believe me he's behaving like a creature



Verse 2:

All you mothers out there

Give a listening ear

Pay attention even if di man a pastor

Yuh affi mek sure before yuh trust him wid yuh daughta

Plus him will even try fi tek yuh son as brawta

Watch it mek mi duck him wid some dutty watah

Yuh cyaah hide nuh more now yuh affi meet yuh karma

If yuh know seh it a gwaan and turn a blind eye

Den yuh judgment ago pile up bout a mile high

Get suicidal if yuh tink it ago save yuh

Because mi sure seh yuh naah guh get fi si di saviour

Mi just cyaah find a name fi yuh behaviour

Is a lucky ting wi got a nosey neighbour

Verse 3:

When yuh feel like giving up

Just shake it off and live it up

Di most high will deliver you

Cyaah jump di rope if yuh nuh try

Suh wipe da tears deh from yuh eye

Get di wings of confidence fi mek yuh fly

Tribulations a just fi mek yuh stronga

Love yuh self and it will help yuh fi get ova

Any flesh weh hurt a likkle yute will neva prospa

A passing on di message from di masta



WORD STUDY

A. Let's learn new words

paedophile
eradicate
perpetrator
anonymous
bizarre
acquaintance
horrid
heinous
molestation
offender
prevalent
traumas
emphasizes
interventions
gratification
hesitation

B. Learning more about words

(1) Context Clues

Read the sentences below. Using clues, discuss what each underlined word means in the context in which it is used.

The **paedophile** was lurking in the park, admiring the minors in unacceptable ways as they played.

The Ministry of Education strives to **eradicate** or wipe out illiteracy in Guyana.

The **perpetrator** or suspect was caught and jailed.

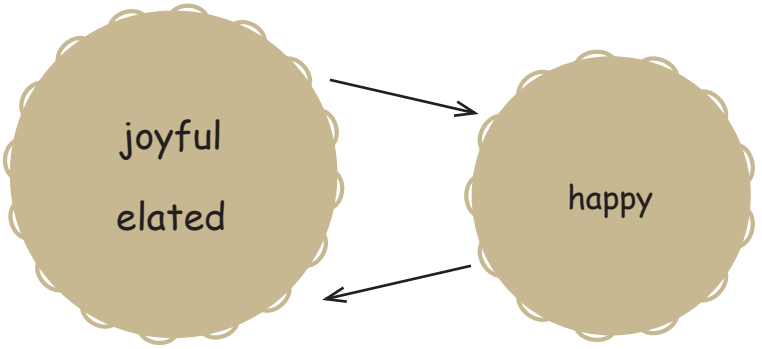
The police received an **anonymous** call from a lady who refused to give her name about a crime committed.

He committed a **dreadful** or unspeakable act and had to pay the penalty.

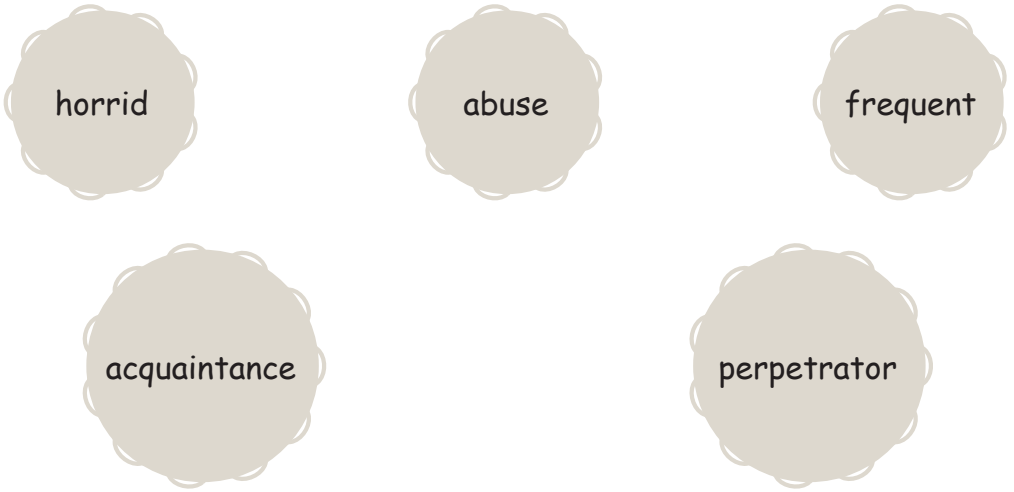
(2) Synonyms

A synonym is a word that has the same meaning as another word.

Example:



Write synonyms for these words.



Time for 'The Talk'

Good afternoon teachers, parents, and pupils. My name is Miss Julie Sukhdeo, and I am from Help and Shelter. I am pleased to be here today at your PTA Meeting to talk about sexual abuse. Our children are vulnerable, and we need to look out for them.

Do you know what sexual abuse is?

Let me begin by saying that sexual abuse is the general name given for any unwanted sexual behaviour inflicted upon a child or adult. At this point, I will talk about child sexual abuse. Do you know that child sexual abuse is very prevalent in our society today?

This form of abuse is considered a dreadful act! Yes, it is so, and any human being who engages in this act commits a criminal offence. Sexual abuse is a criminal act. There is always a victim, the person who is being sexually abused, and the sexual predator or sex offender. If there is ongoing assault or molestation on a child by a family member, this is called incest. In most cases, the person who does these heinous acts is a close relative or family member such as an aunt or the father. In other cases, it is maybe an acquaintance of the family, a caregiver, or a trusted neighbour.

These individuals look for sexual gratification in children and are referred to as paedophiles. These sexual offenders usually use threats. These threats bring about fear, and the victim becomes scared to talk about the abuse.

Last week, the country's newspapers carried a story of a boy who was sexually molested. He was subsequently killed. Two months ago, my neighbour's eight-year-old cousin was found to be a victim of sexual abuse. Daily, my colleagues and I hear horrid stories of the sexual abuse of our innocent children. Recent statistics have shown that more and more children are sexually abused daily by people they trust.



We all need to come together and stamp out this crime. It is already difficult as it is, since these victims suffer stress, anxiety, fear, and low self-esteem. They also feel that they are responsible in some way for the crime committed against them.

As I take my leave, I implore you, parents and teachers, do not underestimate these occurrences of sexual abuse. Without hesitation, report these perpetrators to any law enforcement agency or place an anonymous call to Help and Shelter. Encourage your children to talk about anything unusual, such as an inappropriate touch, 'cat calling' and so on. Reinforce the "Tell Scheme" in the classrooms, which emphasizes safe and unsafe touches.

When these steps are taken, only then can immediate interventions be made for these victims to receive the help and support they need.

Parents and teachers, you would agree with me that sexual abuse is prevalent in our society and must be eradicated. The time to speak with your children is NOW! Please do not put it off. You can prevent sexual abuse. I will be making follow-up visits to your school. Thank you.



LET'S RESPOND TO THE TEXT



COMPREHENSION

(1) What do you think is the main purpose of Miss Julie's message to the teachers and parents?

(2) List two facts in this story.

(3) If you have a smaller brother/sister and you find out he/she is being abused:

a. What would be your reaction?

b. How would you try to help him/her?

(4) Would you like to have the job that Miss Julie has? Say why.

(5) Describe the **mood** of the passage.

LINKING THE GRAMMAR

Plural Form of Nouns

A noun is the name of a person, place, or thing.

Some nouns can be made plural by adding 's' at the end of the word.

Examples from the passage are:

In other ***cases***, it is usually an acquaintance of the family, a caregiver, or a trusted neighbour.

As I take my leave, I implore you, parents and ***teachers***, do not underestimate these ***occurrences*** of sexual abuse.

Now, find other sentences in the passage with examples of plural forms of nouns.

CREATIVE WRITING

Write a letter to your friend in another region telling him/her what you have learnt about child sexual abuse in the PTA Meeting.

INTEGRATION

Social Studies: Rules regarding safe/unsafe touching

Create two classroom /school rules about safe and unsafe touching.

Art and Craft: Saying NO and meaning it!

Make a poster to say no to sexual abuse.

Science: Human Reproductive Organs

Draw and label the male and female reproductive organs.

HOME LINK

Read the letter that you wrote:

- to yourself,
- to your parents.

Ask your parents questions about the topic: sexual abuse.

UNIT 7
HOBBIES



BEFORE YOU READ

BACKGROUND TO THE STORY

A. Below is a list of the favourite pastimes of people.

Match the scrambled word to the correct spelling.

ngcandi	travelling
tuihngn	hunting
gingisn	singing
shignfi	dancing
tvellragni	writing
wngrtii	fishing

Ask your friends to share their three favourite hobbies. Do you have hobbies in common with them? Which ones?

FOCUS ON WORDS

(1) /Th/ words

Play the /th/ tic tac word below. The game is played by using coloured pens. You say a selected word and write -th on it. Then the other player takes a turn and does the same. The first player to have –th on three words diagonally, vertically, or horizontally wins.

thought	thinking	this
that	with	their
through	they	them

(2) Word family - Write as many words ending with –ness in the duck.



B. Let's learn new words

Say the words below.

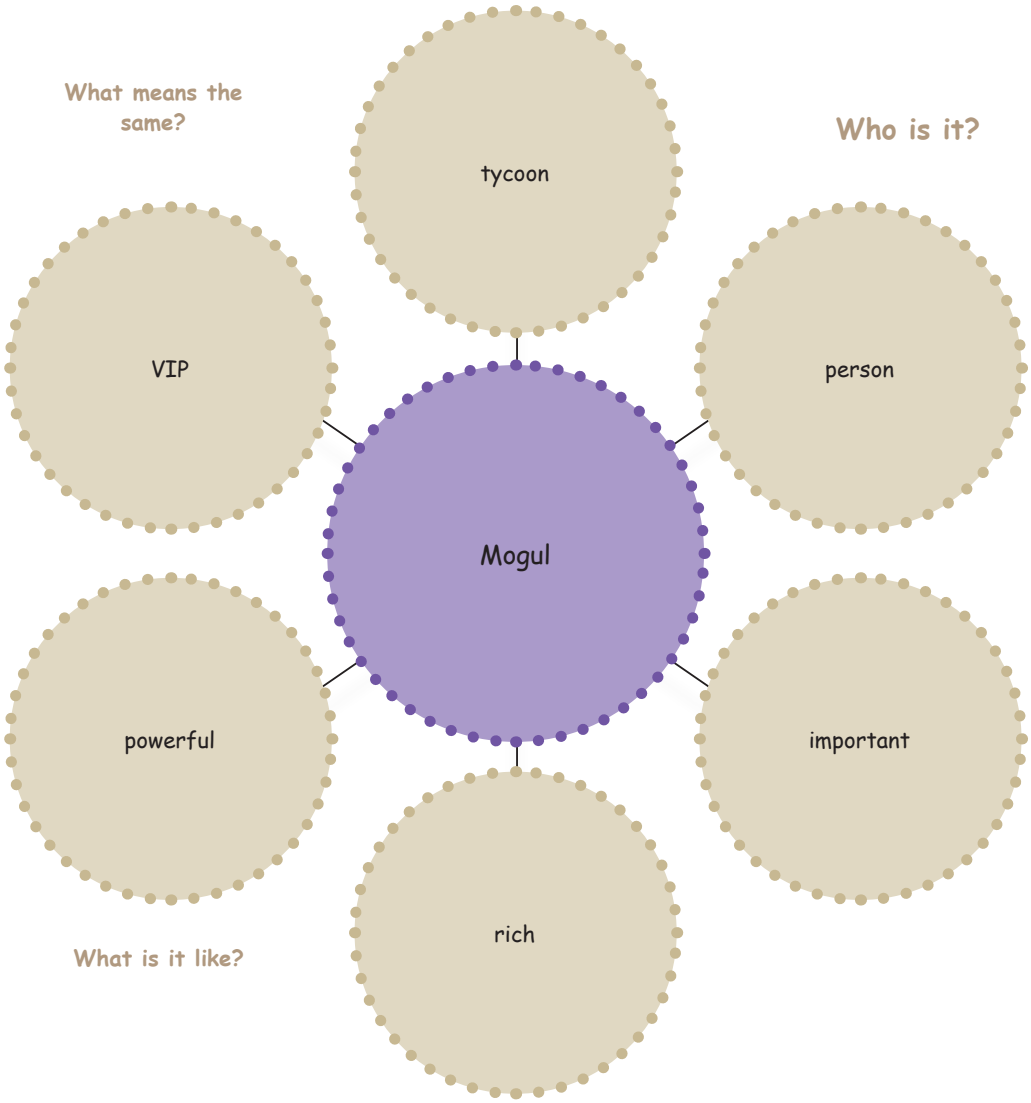
regularly	imagine	sympathy	tolerant
traits	adventures	mystery	exploration
mogul	devour	mistreated	non-fiction
overwhelming	knowledgeable	empathy	morals

C. Learning More about Words

(1) **Vocabulary Anchor** – Study the clues for 'Mogul'

Now write your definition of Mogul using the clues from the vocabulary anchor. Compare your definition with the one in your dictionary.

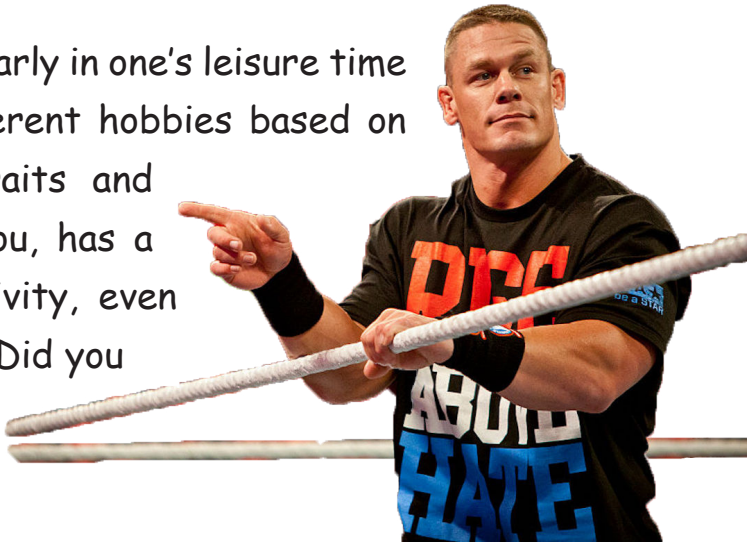
(2) Concept Map Mogul say mow gl



Write a definition for the word mogul using the clues above.

READING IS FUN, LET US READ

Hobbies



Hobbies are activities done regularly in one's leisure time for pleasure. Persons have different hobbies based on their character, personality traits and interests. Everyone, including you, has a hobby, a favourite pastime activity, even the rich and famous superstars. Did you know that pro wrestler John Cena's favourite hobbies are playing sports and working out? No wonder he is such a mogul in the wrestling hall of fame. Did you know that famous footballer Neymar likes beating drums and playing sports? It is good to have time for leisure and to do the things you enjoy the most. It helps you to create a balance in life. Everyone enjoys different hobbies, but, I believe that reading is the best hobby. Everyone should read. I can hear you thinking and saying that reading is boring, but hold that thought. After reading this creation you will agree with me that reading is fun.



Reading is the gateway through which you view the world. Sometimes, when you read any article or piece of writing, you can be taken on a magical exploration to other places unknown. Places near and far and familiar or unknown. For example, the story, The Milky Way, takes you on a mystical journey to the solar system. You can explore the galaxies and the realm beyond planet earth and inquire of the other



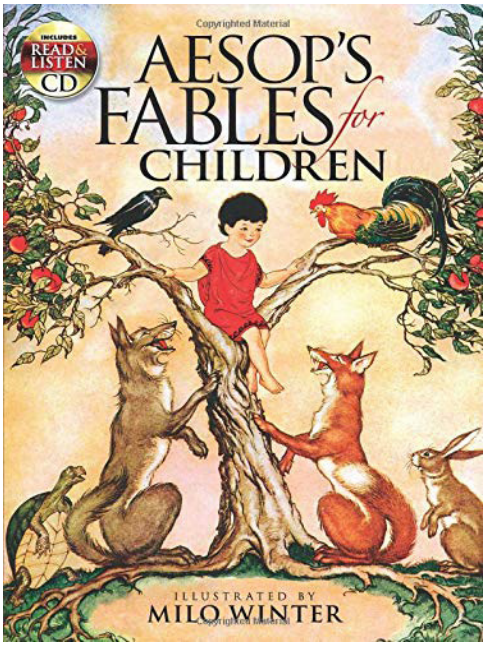
components that exist in the universe with mankind. A journey through the Milky Way lets you feel the hotness of Mercury or see the many rings around Saturn. You may even experience an overwhelming feeling of tininess when you land on Jupiter.

Can you imagine dancing on the magic carpet with Aladdin, or roaming through the forest with Goldilocks or sleeping in a palace for one hundred years with Sleeping Beauty? Sometimes you can travel to countries like China and see the Chinese lamps as in Aladdin or Africa and see the huge elephants and massive jungle as in The Jungle Book. Wow, reading sure takes us on some wild adventures!



Reading exposes you to many things. When you read as a hobby you get an opportunity to view, share and participate in the lives of the characters

you read about. You can learn about the cultures, lifestyles and customs of other peoples around you. This helps you to share feelings of sympathy and empathy. Sometimes we cry with the characters and sometimes we smile at the funny things they say and do. Do you remember sharing Cinderella's sorrows when her stepsisters mistreated her? Perhaps you can remember being scared for the first little pig when the wolf blew his house down and tried to devour him. Or maybe you cheered for the Tortoise when he beat the hare in a race. You can become a better person if you read for fun because you get an understanding of the different kinds of people, their beliefs and why they act or think the way they do. This helps you to be tolerant and respectful of other people's feelings and you are better able to relate to others around you in more positive ways.



Reading is a great way to gain information and to learn new things. You can learn about how things work, what is new (inventions) and what is happening around you. If reading is your hobby, then you become well informed and knowledgeable. Being knowledgeable will help you to do well at school and to become a good student. You will be able to share ideas with others and sometimes tell of the amazing things you have learnt. For example, when you read about sharks and sea reptiles as a hobby and your teacher is doing a science lesson on Reptiles, you can share a lot of information with your class. Wouldn't it be awesome for your friends to see you as a genius who knows things? Imagine, being able to read about subjects or topics you are interested in. For

example, if you like beating drums like Neymar, you can read more stories and books about it. Or if you like working out like John Cena, you can read about the right types of food to keep you strong and fit. You can read any type of material, the fairy tales, the fiction, mystery, non-fiction and stories with morals. The joy you can get from gaining and sharing knowledge is priceless.

So, are you a reader? Do you want to travel to different worlds without going on a plane? Do you want to gain insights into the people of the universe? Can you see yourself learning new things? If your answer is yes to these questions, then make reading your hobby. Reading is fun!



LET'S RESPOND TO THE TEXT



WORD STUDY

D. Word Building

Complete the table below to create as many words using the base/root word given.

Base Word	2 letters added	3 letters added	4 letters added	5 letters added	6 letters added
treat	treat**ed**	**Mis**treat	treat**ment**	treat**ments** **mis**treat**ed**	**mis**treat**ing**
relax					
joy					
cheer					

COMPREHENSION

(1) Which hobby is the writer supporting?

(2) What arguments did the writer put forward to support his point of view?

(3) Some hobbies are also considered as jobs. Neymar's hobby is also his job. Say how these words can be used to describe jobs or hobbies.

gardening cricketer hunter fishing

LINKING THE GRAMMAR

Degrees of Adjectives

Adjectives can exist in three forms/degrees: positive, comparative, and superlative.

The Positive form is used when there is no comparison, for example: This is a **thin** book.

Comparative adjectives are used to compare a noun to another noun, for example: This book is **thinner** than yours.

Superlative adjectives are used to compare three or more nouns and show which is best, for example: This is the **thinnest** book in the library.

Underline the word that is functioning as an adjective, then say which form/degree it is.

e.g., Reading is a **great** way to gain information and to learn **new** things.

Positive

(1) It is good to have time for leisure.

(2) If you like beating drums like Neymar, you can read more stories and books about it.

(3) I believe that reading is the best hobby.



CREATIVE WRITING

Debate the moot: "Teaching is a job, not a hobby in today's society." Write an essay to propose or oppose this moot.



INTEGRATION

Science: Earth and the Moon

Read about the phases of the moon, then answer these questions.

1. What is a moon phase?

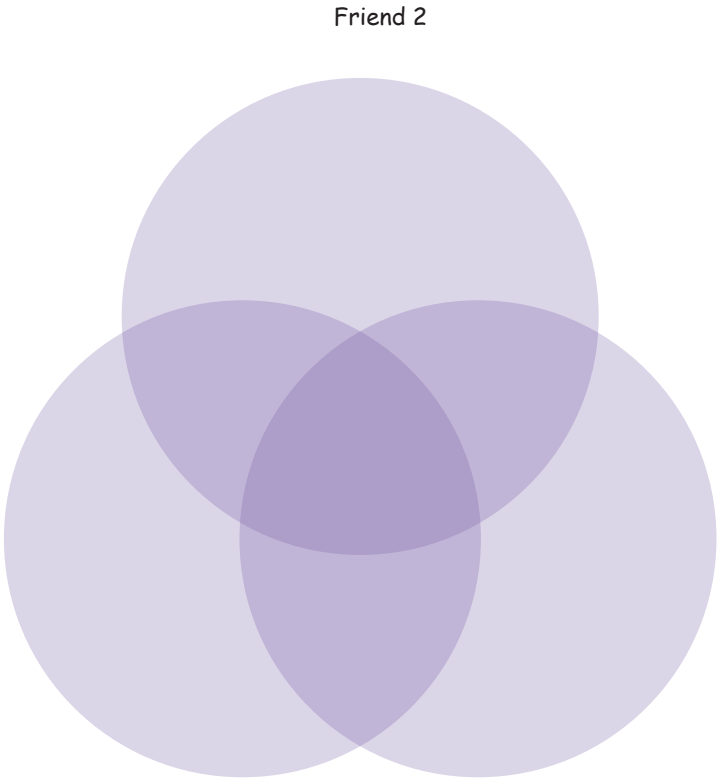
2. What causes part of the moon to be lit up?

3. What are the different phases of the moon?

Mathematics: Graphs

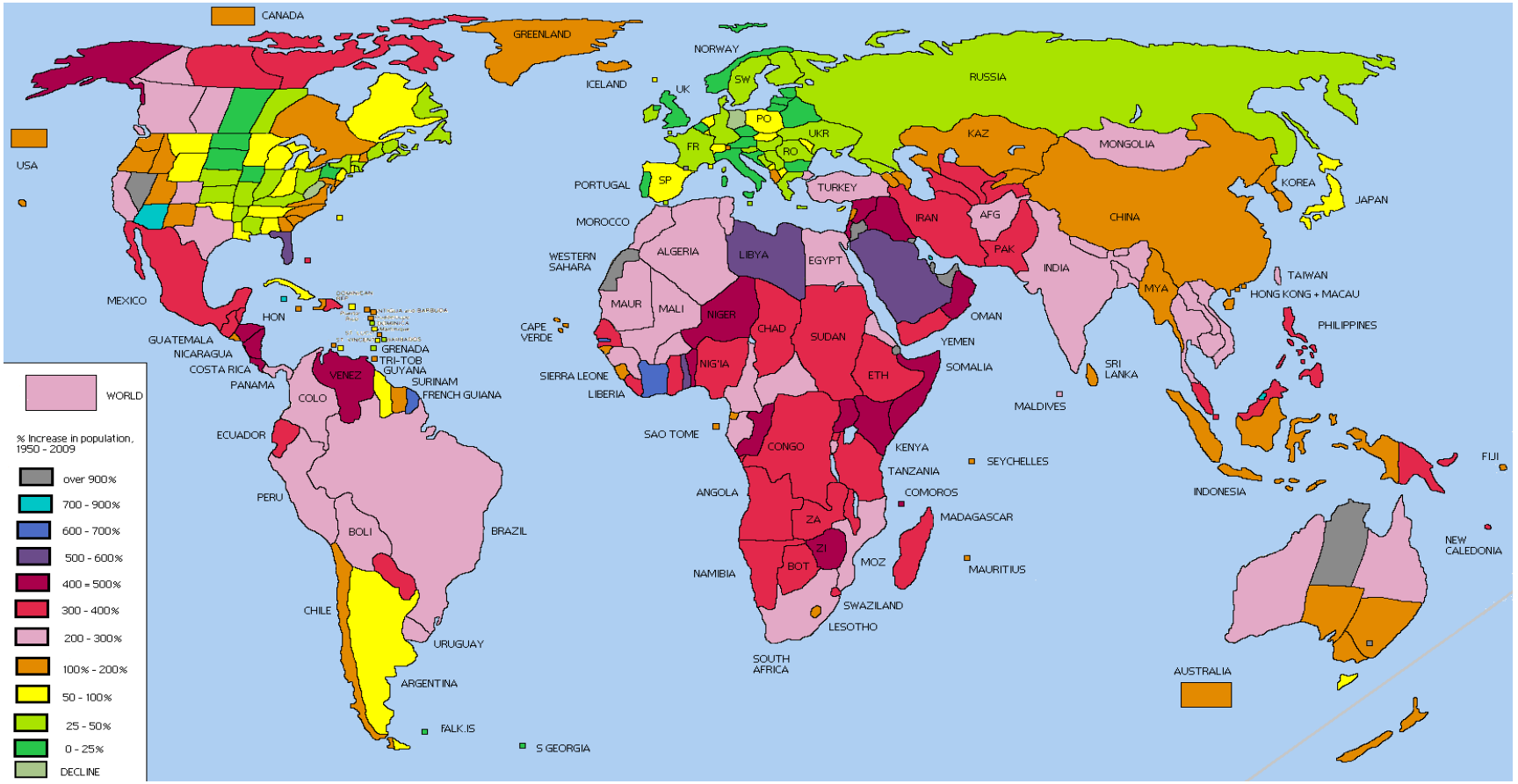
Ask three friends to tell you three of their hobbies.

Complete the Venn Diagram below to show the information you have collected.



Social Studies

Neymar is from Sao Paulo, Brazil. Find Brazil on the map and circle it. Circle other populated countries like India, USA and England. Name two populated cities in each country.



HOME LINK

Ask three persons in your community or school to tell you about the favourite part of a story they have read for fun. Be sure to look at their facial expression and gestures as they talk. Write the name of their stories and say whether you would like to read them and why?

UNIT 8
TECHNOLOGY



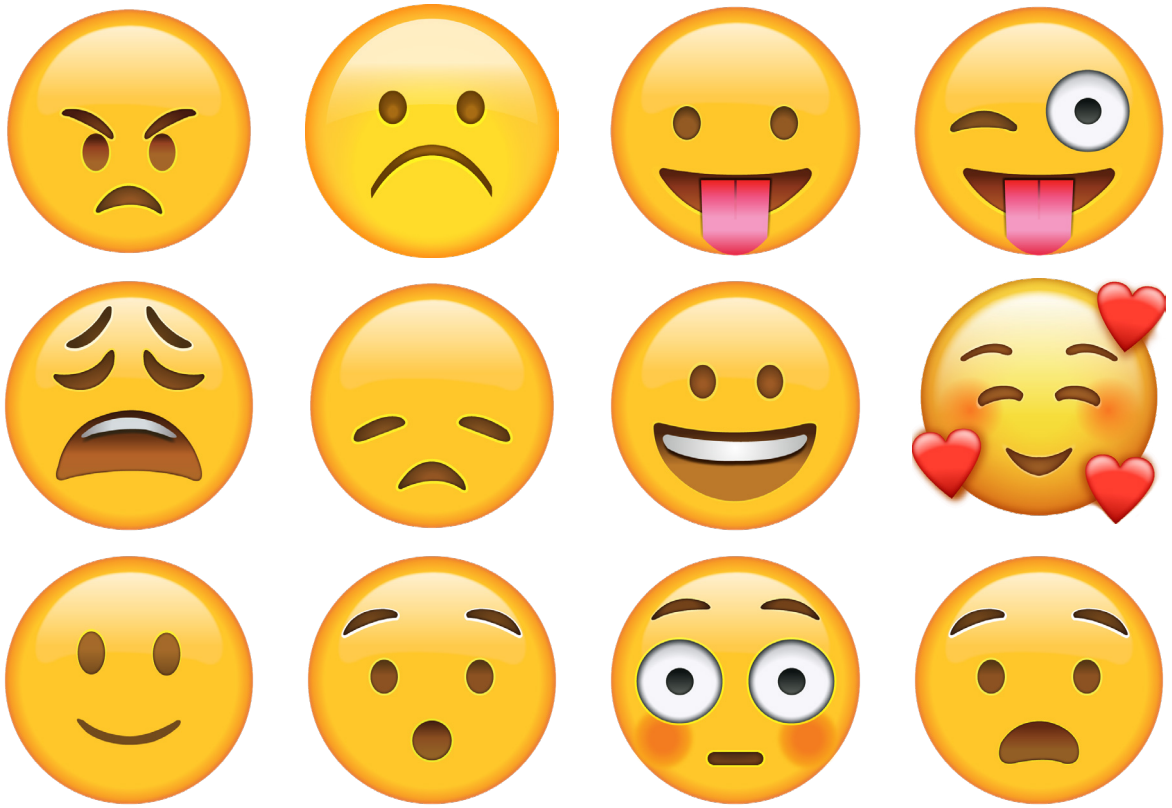
BEFORE YOU READ

BACKGROUND TO THE TEXT

A. Exchange greetings – say Good morning in as many languages/dialects that you know.

LANGUAGE/DIALECT	PRONUNCIATION GUIDE	GREETING
English		Good morning
Spanish	Bo/n/os/dee/as	Buenos dias
Dutch	Good/mor/gen	Goedemorgen
Italian	bun/jor/no	buongiorn
Hindi	na/mas/te	namaste
French	bon/jor/	Bonjour
Portuguese	bomb/dia	Bomdia
Arawak	ha/lay/co/bah	halacobah
Carib	jup/a/ror/p/o	Duparorepo

B. Mark an X on the emoticon which shows how you feel right now.





WORD STUDY

A. Let's learn new words

Say these words.

civilization
papyrus
era
scientific
cuneiform
gadget
technology
Mesopotamia
impressive
inscribed
spectacular
homing
hieroglyphics
mimicked
Egyptian
clarity
emoticons

Look at what has happened over the years

The ability of mankind to recreate has served us all very well throughout the years that civilization has existed. Man has applied scientific knowledge about things, people, services, and society to impact our lives. The use of technology has been most impressive in the world of industry, specifically in communication.

Communication was done face to face. People enjoyed meeting up and talking. In this way, they could experience firsthand; the warmth in the voices, see the satisfaction or frustration in the eyes of other persons as they chatted.

Face to face contact has several challenges. People lived far away, and seeing each other became increasingly difficult. Sending a message was convenient. The North American Indians used smoke signals to communicate[1]. These signals were usually puffs of smoke released from under a wet blanket. The number, size, and interval of the puffs conveyed the message. Two puffs meant that all was well[2]. The Egyptians used hieroglyphics. Hieroglyphics is a writing style that used pictures, objects, actions, and ideas to convey meaning written on papyrus (paper)[3]. The writing was easier – bulky, yet easier.

The papyrus was then strapped to homing pigeons that carried these messages tied to the tiny feet far and wide. Messenger pigeons were specially trained for this spectacular task.

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1 How stuff works.com
2 How to send a smoke signal by Charles Byrant
3 pen.museum

Cuneiform, a Mesopotamia type of script, used wedged-shaped characters impressed on clay tablets to write and send messages. Yes, the tablet! So, the Samsung tablet you are sporting was an idea that was around a long, long time ago. You are correct! The Ten Commandments were also inscribed on a tablet.

Writing has been our main form of communication for centuries. All of the methods identified above have been modified over time and with the advent of technology.

Do we send messages from place to place as the homing pigeon did? We do! Whenever we send a postcard, letter, bill, or piece of writing through the mail, we would have mimicked the messenger bird.

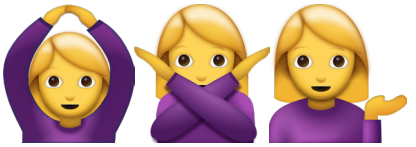
What about Hieroglyphics, do we still use it? Have you ever read a story like this?

A  and his  went for a walk to the  . They found a  and two 

The friends sailed all the way  together.

Or have you sent a text message using symbols and emoticons? Do these resemble Hieroglyphics?

 Good job!

See you at dance practice.

The telephone became one way to talk with our friends and relatives more often and with greater clarity. Sometimes, a symbol or a picture sent may convey a different thought from that which the writer intended. This was eliminated by using the telephone, since the speaker can clear up any part of a conversation immediately.

The payphones which we still use were very useful in remote areas. A call could be made when you put a coin of a specific value in the machine. We still use the payphone as such, only this time, we use a card instead of coin.

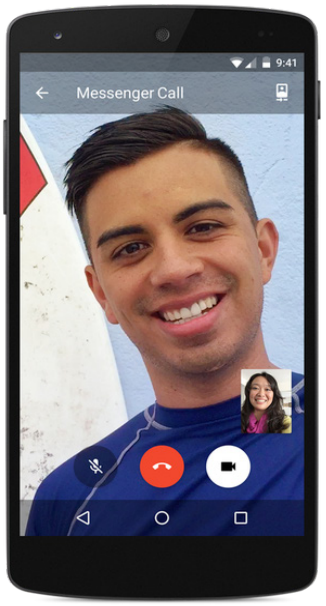


Technology has afforded us the privilege of talking face to face again, which is the best way to communicate. We could video chat on skype or ichat, chat on, facetime, iCloud, Whatsapp, zoom etc.

The Smartphone is the gadget of choice now. We may have a technological upgrade that can take pictures and send emails or a "mango pelter" that can only send and receive calls and messages.

Technology has indeed made our lives more manageable, don't you think so?





LET'S RESPOND TO THE TEXT

B. Let's learn more about words

(1) Compound words

Compound words are two or more words joined together to make a new word, while each word used retains its original meaning, e.g., postcard, a card that you post

Find compound words in the passage. Make two more.

(2) Main patterns in English Spelling i.e.

- i before e, except after c or when sounding like ay

Place these words in the correct column.

brief friends piece neighbour receipt

receive vein conceive thief weigh

achieve

when sounding like ay	i before e	except after c



COMPREHENSION

(1) After reading the piece of writing, what would you conclude to be its most important message?

(2) Which aspect of communication **process** can you least identify with, state reasons for your answer?



LINKING THE GRAMMAR

Verb Phrase/Past Perfect Continuous Tense

The past perfect continuous tense is used to describe an action that started in the past continued up until another time in the past.

e.g., 1. The use of technology **has been most impressive** in communication.

Use the structures – 'has been' or 'have been' to create sentences to show the past perfect continuous tense.



CREATIVE WRITING

Write a story using hieroglyphics.

INTEGRATION

Social Studies: Communication

Name three types of communication and give an example of each.

Science: Materials and their uses

List the names of as many different materials, we use to write letters.

Art and Craft: Using discarded materials, create a collage of any one of the agents of communication used in the passage.

HOME LINK

Using two cans/bottles and string, make and use the "telephone" - Talk with your friend.

UNIT 9
HISTORY

BEFORE YOU READ

BACKGROUND TO THE TEXT

Study the pictures below, then name the kind of communities or places where they can be found.













WORD STUDY

A. Create a mini dictionary.

Find and write the meanings of the words below in your mini-dictionary.

Make sure to write the words in Alphabetical Order.

riverain
mountain
indigenous
guitar
habitat
frequently
resource
precious
transportation
robes
metropolitan
oasis
nomads
skyscraper
spectacular
unhygienic

B. Let's learn new words

Read these words.

nomads
precious
metropolitan
turbans
resource
continuously
oasis
fortified
inhabit
skyscrapers
habitable
innovative
Eskimos
unhygienic

Explore the world of people and their dwellings

It is amazing to learn where different people live around the world. Some live in mountainous and riverain areas, in the deserts, ghettos, and the countryside. On the other hand, others live in urban and metropolitan cities. Whether it's by choice or by birth, people settle and strive to make the best living in these places.

In Guyana, some of the indigenous people called the Amerindians, live on the "Kurukubaru" mountain. This mountain is found in Potaro – Siparuni, Region 8. These Amerindians live a very simple life. Their diet consists of staples and meat. They plant nuts and staple foods such as cassava, sweet potatoes, and eddoes. They also hunt meat and fish. They move about the village on foot. They spend time playing the guitar, singing, and telling stories. The mountains are icy at night.





Just as the Amerindians are simple people and adjust well to their mountainous habitat, the Sahara nomads love their lives in the desert. These people living in the deserts frequently move in search of water, which is a scarce and precious resource. This desert is one of the

harshest environments on the planet. It is made up primarily of barren plateau.





The nomad's mode of transportation is the camel. These animals can withstand the heat and go without water for days, making them ideal for transportation purposes. The nomads wear long, flowing robes. They also wear headpieces called "turbans" to protect their heads and eyes from the blazing sun and frequent sand storms. Deserts have oases. An oasis is a fertile place in the desert where trees grow. It is also a trading place for wool, animal skins, and live animals. Through the years, many oases have grown into fortified villages, and the settlers adapt well to their surroundings.

Tokyo, a metropolitan city with millions of inhabitants, is the largest city in Japan. This city is the home of hundreds of huge skyscrapers that can go up to fifty floors or storeys. Imagine living way up in the sky! These skyscrapers are continuously habitable because of the availability of jobs. This city never sleeps. The inhabitants are always 'on the go' in this spectacular part of the world. The primary means of transportation are by modern trains and the latest model vehicles.





Even though many countries have their aesthetics, there are still places that are displeasing to the eyes. These places are called slums or ghettos. There is one such slum in Mumbai, India called Dharavi.





It is home to millions of inhabitants who work hard but are paid nominal wages. While this slum lacks basic necessities like clean water and electricity, the people have learnt to live a life of contentment. Life is hard, and it is not a pretty sight with never-ending dirty streets, small shacks as homes, no proper toilet facilities, and an unhygienic environment. Lives are constantly at risk because there is no alternative but to drink contaminated water and dwell in polluted and unsanitary conditions. However, life goes on for the people who live there.

Into the cold we go as we move to Alaska, situated on the North American continent. The community of Barrow, the largest Eskimo village, is located above the coast of the Arctic Ocean. The Eskimos in this region do not see the sun during some months in winter. During

the summer, the sun remains seen for some months. Eskimos depend on fish and marine mammals for food, and the only way out of this community is by boat. The people in the community are at greater risk due to the devasting effects of climate change. There is also a constant battle with pollution from an oil spill. Generally, though, the people are dedicated and work to develop their community.



Whether it is a beautiful mountainside, a busy metropolitan city, an overcrowded slum, an icy community, or the hot scorching desert, these places will always be in existence. This is so, because mankind has been so innovative in making anywhere in the world home.

LET'S RESPOND TO THE TEXT

COMPREHENSION

(1) What are some places mentioned in the story?

(2) Do you know of other metropolitan cities like Tokyo? Name two other such cities.

(3) Which group of people use the boat as a means of transportation?

(4) Why do you think the desert people are called "nomads"?

Complete the table below by putting in the correct means of transportation:

PLACES	MEANS OF TRANSPORTATION
Dharavi	
Tokyo	
Kurukubaru	
Sahara desert	
Barrow	



LINKING THE GRAMMAR

Adjectives

An adjective is a word used to describe a noun or pronoun.

Examples:

(1) This city is the home of hundreds of **huge** skyscrapers.

(2) In Guyana, some **indigenous** people **called the Amerindians** live near the Kurukubaru mountains.

Circle the words functioning as adjectives in the sentences below.

(1) Whether it is a beautiful mountainside, a busy metropolitan city, an overcrowded slum, an icy community, or the hot scorching desert, these places will always be in existence.

(2) The nomads wear long, flowing robes.

(3) Through the years, many oases have grown into fortified villages.



CREATIVE WRITING

Write a composition on one of the following topics:

My Home near The Mountain

My Life in the Desert

Living in a Busy City

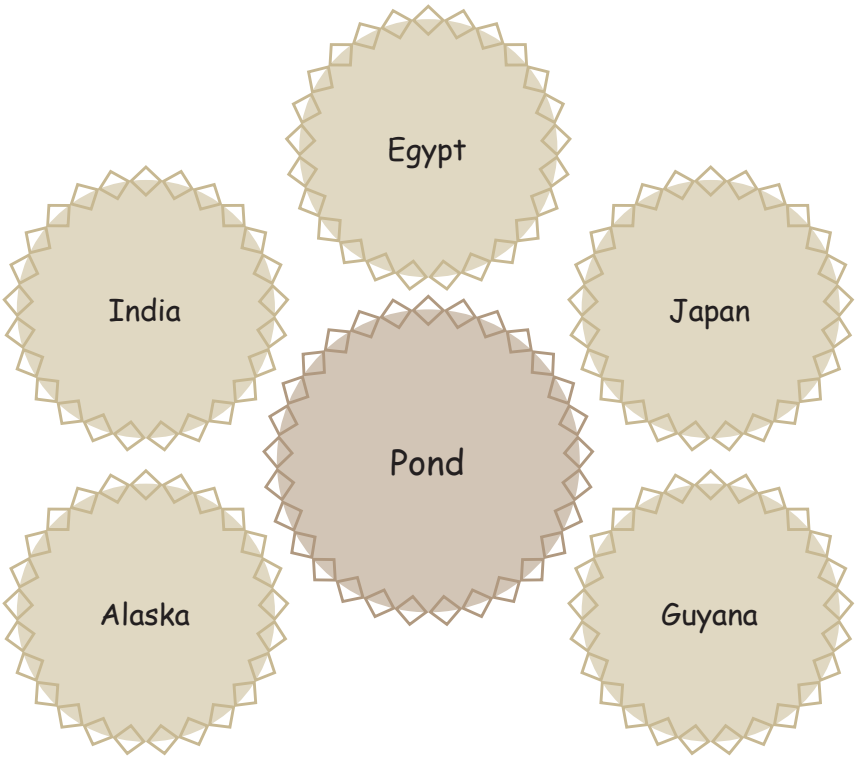
My Snowy Community

INTEGRATION

Physical Education

Game: Out of the Pond, Into the Country

- Each child will have a chance of jumping out of the pond and into a country.
- He/She will then state one fact about this country.
- If a player cannot answer, he/she is out of the game.



Social Studies

Countries: Capital Cities & National flags

1. Write the capital city of each country mentioned.
2. Draw and colour the national flags of these countries.

Science: Pollution and its effect

Say how oil pollution can affect the animals of the ocean.



HOME LINK

Take a survey to find out the types of building materials used to make the houses in your community.

Use a bar graph to write your findings.

UNIT 10

PEER PRESSURE

BEFORE YOU READ

BACKGROUND TO THE TEXT

Peer Pressure: Pete's Music rap song

Sing the rap song. Discuss the message of the song.

When my peers pressure me, I must stay strong
And think about the consequences if I'm wrong
Even though it may be fun or the cool thing to do
I won't do something because the crowd wants me too
When my peers pressure me, and I feel it's not the smart choice
The best thing to do is to hear my inner voice
That's the voice in my heart that knows me the best
That has the right answer when I put it to the test.

Chorus

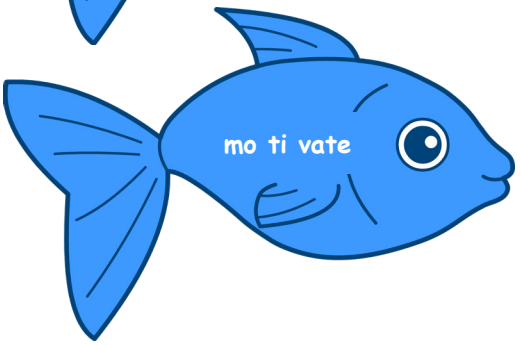
So here's a simple message that I want you to know
Saying **NO** to bullies is the only way to go (Repeat twice)

My personal identity and doing what is right
Is the best way to avoid any single fight
Listening to myself is most important indeed
I must be original and take the lead
The right thing to do is to follow my mind
The coolest one of all would be me that I find
So don't be a bully cause it is not cool
I'm 'Peer Pressure Peter,' and here is my final rule

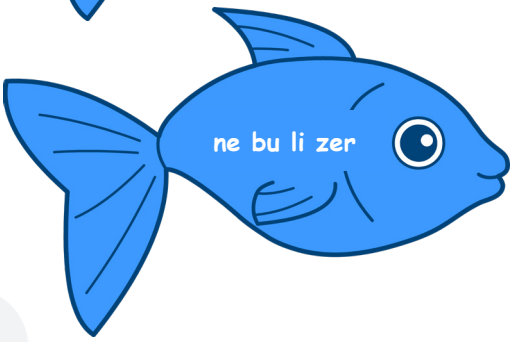
A. Many parts one word

(1) I have many parts. Say my parts, then match my parts to my original word. You can write the words and parts on flashcards and use them to play a Memory Card.

















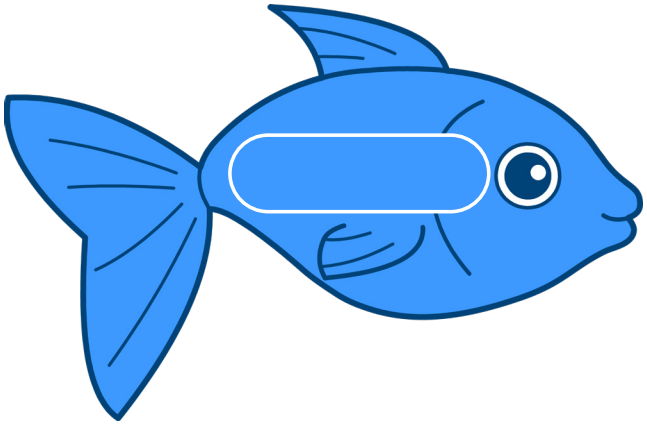
(2) Let's build words together

How many smaller words can you get from the word 'bewilderment.'

Complete the table below.

Two-letter words	Three-letter words	Four-letter words	Five-letter words	Six-letter words
me	men	mean	tiled	wilder

In this fish frame, write the longest word you get from the word 'bewilderment.'



B. Let's learn new words

Say the words below.

influence
victims
victors
motivate
conversely
bullyism

deflate
bewilderment
ardent
asthmatic
uncontrollably
nebulizer

detrimental
consequences
succumb
conscious
character
cigarette

C. Learning More about Words

(1) Consonant Blends - The 'r' family

Complete the cartoon by using the following 'r' blends from the story.

Grade **primary** **wrong** **breathe**

Kirk coughed and could not _____ after he smoked the cigarette. That was so _____.

Now the boys have to come to the _____ School and read to the pupils of _____one.



(2) Dictionary Order

Use ordinals to say how the words in each row would appear in the dictionary.

Remember to look at the beginning of each word then determine whether the second, third or fourth letter should be used.

See the example shown below.

motivate	McIntosh	Mashramani
3rd	2nd	1st



detrimental	decisions	dealing
conscious	conversely	control

READING IS FUN, LET US READ

How are you influenced?

Has any of your friends ever tried to influence the way you think or act? Was it positively or negatively? We make numerous decisions every day. Sometimes we allow our friends to influence some of those decisions. Remember, in whatever ways we allow friends to affect us; we are still in control of our lives. We can become victims or victors of the choices we make.

Peer pressure is the 'push' or 'nod' we get from persons or friends our age to act or think in a particular way. When we feel pressured by peers into believing or doing good, it is positive peer pressure. Sometimes our friends can motivate us and give us the extra push we need when we lack the courage to get something done. Maybe you want to join the cricket

team or recite a poem for the Children's Mashramani Competition or study for your exams. A friendly encouragement can give you the start you need. Positive peer pressure can help us achieve great things like improving or developing our talents, getting good grades, developing a positive attitude, gaining new friends, and learning new things.

Conversely, there is also negative peer pressure that can lead us to drugs, engaging in sexual activities, skipping school, drinking alcohol, destroying property, bullyism, and shoplifting.

Can you name other activities we sometimes get into when we think or act in ways outside of our character? I remember a story of a boy who got into trouble because he acted outside of his character. His name is Kirk McIntosh.

Kirk McIntosh was a fifteen-year-old lad who had just transferred from a city school to Paramakatoi Secondary School in Region # 8. His mother, a nurse, was appointed Head Nurse of the Health Centre. He was in Grade 10 and had joined the Dew Dew gang because he wanted to 'fit-in.'



The Dew Dew gang of boys was known for pulling pranks on teachers and bullying the students. Sometimes they would deflate the teachers' bicycles' tyres, and at other times they let frogs jump around the classroom when classes were in session. Kirk knew that these activities were wrong, especially when he saw the look of bewilderment on the teachers' faces, but he felt powerless. Moreover, he had taken an oath when he joined the group.

The Dew Dew gang was becoming 'the talk of the region.' Everyone at school complained; even the villagers blamed them for the damaged crops and the missing chickens from their pens.

Kirk was an ardent believer in God, but he just got 'caught up' in the wrong company.

One fateful day, the gang leader brought a packet of cigarettes to the group and demanded that everyone **'tek a pull'**. Kirk refused to try it because of his asthmatic condition, but the other boys teased him scornfully. Kirk succumbed to the banter and took a cigarette from the packet. As soon as he took one puff, he started to cough uncontrollably and experienced breathing difficulties. Shortly afterward, Kirk began to gasp and pant for breath. The leader got confused and scared. All the other boys started to scream as Kirk's condition worsened, and he fell to the ground.

Luckily, Sir Simon passed that way, and he quickly spun into action and saved the day. He began by releasing the buttons on Kirk's shirt and giving him a bag into which to breathe. He took Kirk to his mom, who gave him a nebulizer shot. Within the hour, Kirk's breathing improved. Kirk made a solemn vow to himself that he would never let anyone pressure him again to do something detrimental to himself.

The leader and other gang members were caught 'red-handed.' The teacher punished them by making them: (1) apologise to the entire school at General Assembly and; (2) do community service. They had to read stories to Grade 1 pupils at the primary school nearby for community service.

In the story, Kirk and his friends learned that actions have consequences. Remember, when we yield to peer pressure, we have to live with the consequences of our choice. Do you think Kirk was ready for that? He felt pressured to have a cigarette.

As long as we live, we will feel the effects of peer pressure, but our destiny and choices belong only to us. We can succumb to the pressure or rise above it. We have to ask ourselves some tough questions. If I do this now, how will I feel about it tomorrow? Will I get into trouble with people I know? Will I cause harm to myself and others? The answers we provide will help us to decide on what is right.

Our decisions to act or think in any way should stem from our values and whether we believe something is right for us. Knowing who we are and having **clearly defined standards** help us to say, "NO!" or "I'm not ready" or "I'm not interested" when it needs to be said boldly and loudly. Another way of dealing with peer pressure is to take action. Sometimes even walking away is the right action. In negative peer pressure, we should stand up for ourselves and others.

I have decided to yield to positive peer pressure and stand up against negative peer pressure. How about you?

LET'S RESPOND TO THE TEXT

COMPREHENSION

(1) What is the main idea of the text?

(2) How many types of peer pressure are there? Name them.

(3) According to the passage, are all types dangerous? Support your answer with details from the text.

(4) What can happen when we get caught doing wrong things?

(5) If the teacher was not there, how could the story have ended for Kirk and his friends?

(6) Tell your friends of two changes you plan to make in your life after reading this story.

(7) Explain what "tek a pull" means.

LINKING THE GRAMMAR

Interrogative Sentences

In the piece of writing you have just read, the writer used a lot of interrogative sentences. Can you identify a few?

Yes, interrogative sentences are the sentences written in the form of a question.

Example: Will I cause harm to myself and others?

Count the number of interrogative sentences the writer used. The writer used those types of sentences to make the reader think and reflect on what he/she is saying.

Write three interrogative sentences to ask your parents/guardians about the topic of peer pressure.

Creole Expressions

In the passage, the writer used the expression "tek a pull." Is it written in Standard English?

No, it is not. We use this expression in our Guyanese 'colloquial' (Creole) terms, but it means the same as 'take a smoke of a cigarette.'

Reread the sentence using the Standard English version.

One fateful day, the gang leader brought a packet of cigarettes to the group and demanded that everyone **'tek a pull.'**

Now, read the following in Creole form first, then in Standard English.

(1) Kevin **'ketch he'** just before he fall. Kevin caught him just before he fell.

(2) Nathan and Kyla **nah liseen** to nun baddie. Nathan and Kyla do not listen to anyone.

(3) 'Geh meh' a ride to school. May I have a ride to school./Please for a ride to school.

CREATIVE WRITING

Your friend has told you that he/she feels pressured to join a gang. Write a letter to your friend explaining three reasons why he/she should/should not join the gang. Be sure to give good advice to your friend.

INTEGRATION

Art and Craft

Create a poster to promote positive peer pressure.

Health and Family Life Education: Coping with difficult situations

Explain how Kirk's faith as a Christian bothered his conscience being a member of the gang.

Drama

Role-play the part of the story from the moment when Kirk smoked the cigarette to the ending.

HOME LINK

Use the questions written during your Grammar lesson to ask your parents/guardians about an experience when they felt pressured into doing something they had not planned to do. Determine whether their experience was positive or negative peer pressure.

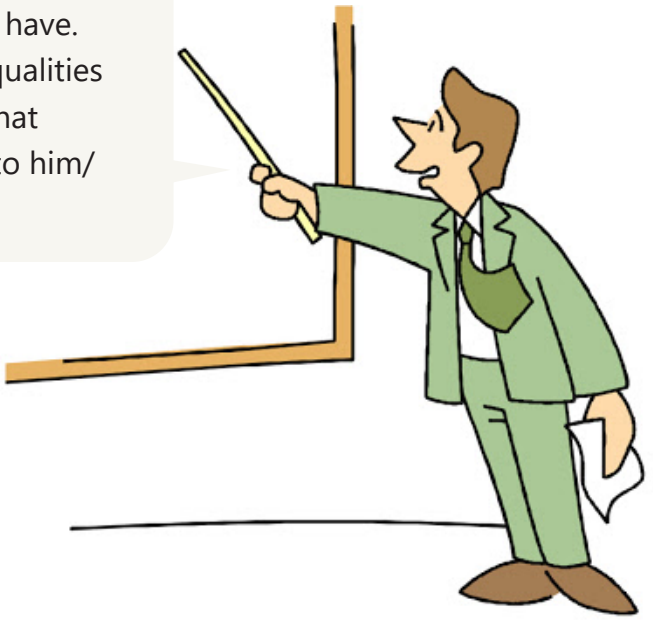
UNIT 11
RELATIONSHIPS

BEFORE YOU READ

BACKGROUND TO THE STORY

Sir Richard talks

Talk about the longest friendship you have. What are the qualities of this friend that attracted you to him/her?



WORD STUDY

A. Let us learn new words.

Say the words below. You can also find out the meanings of some of the words.

auditorium	apologize	apparent
companionship	inseparable	normalcy
applause	practically	amity
moderator	pretence	qualms
entertained	imperfect	appreciate

READING IS FUN, LET US READ

Best Friends Forever

The auditorium was well lit and decorated. The time had come. All Spice Primary School pupils who attended during the period 1974 – 1980 were meeting at their class reunion thirty years after. They were anticipating the encounter for some time now. The headteacher and most of their teachers were there.

The parade had ended, now Sueann, Priya, and Ayanna were up on stage for the interview. These three girls have done lots of things together since nursery school. They were now adults and have children. They decided to share their secret of lasting friendship.

Let us listen in as the cameras roll, and we drift into the conversation.



Sueann Keller



Priya Pickering



Ayanna Humphrey

Fan fare: Ta da!!!!!

Moderator: Good evening, ladies and gentlemen; we are pleased to present to you three pupils who were friends before Allspice and remained friends long after they left. Please meet Sueann Keller, Priya Pickering, and Ayanna Humphrey.

Audience: (Applause)

Moderator: Ladies, who would like to begin? I see Priya smiling as usual. Tell us, Ms. Pickering, what kept you three together for all these years.

Priya: Thank you, Mr. **Moderator** for having us. We first met at Drybay Nursery in 1972. Sueann and Ayanna lived in the same village, I had come from Region Two to live with my grandmother in these parts. I watched the two as they entertained each other and the rest of the class. I was the shy and quiet one.

Moderator: Is that so (?), you certainly don't look shy.

Audience: (Laughter)

Priya: One day, a girl came up to me, took my lunch pack, then pushed me. I fell, hurt myself and burst into tears. Ayanna helped me up, then a surprising thing happened. She walked over to the bully and spoke softly to her. The girl sauntered over to me, gave me back my lunch pack and apologized. I knew from then that I could trust Ayanna or Anna as she has been fondly known since then. She and Sueann were inseparable. It was cool to hang out with them.

Audience: (Applause)

Moderator: Interesting start, Ayanna, or can I call you Anna?

Anna: Feel free (chuckling).

Moderator: Yes, Ms Humphrey you look all excited, Tell us.

Anna: Thank you Mr. **Moderator**. It is a pleasure to spend time with my classmates and teachers from

the past and talk about our friendship. It's funny, I do remember the incident. What I said to the bully, I can't recall. Whatever it was though, she got the message and apologized.

Anna: Life at Drybay was fun. The bully was also a girl who had moved to our village. She soon discovered that here, we were a big happy family and she wasn't going to spoil any of it.

Moderator: Thank you Ms Humphrey and Ms Pickering. Now, Ms Keller.

Sueann: Thanks for allowing me to share on this special programme. Ayanna and I were neighbours. Our parents were close. We visited the same Health Centre as babies and toddlers. We practically grew up together. Even as children, we learned to separate our challenges from our friendship which meant so much to us. We respected our space. If Ayanna had chores, I'd help her so that we could play later. She did the same for me. We never took advantage of each other's feelings.

Bully: Excuse me please, I can't take this pretense any longer. These girls were not all peaches you know. I was there. They quarreled with each other.

Moderator: Pardon me, seems like we have a slight disagreement. Let me ask (turning back to the women). Were there times when you did not agree?

All 3: Oh yes, we did quarrel.

Priya: We are humans and imperfect too.

Sueann Maybe I could tell of a time when we disagreed.

Moderator: Go ahead.

Sueann: Ayanna wanted us to go fishing after school. She knew we were to go to piano lessons at Miss Crawford's house. She also knew that we loved fishing. We abandoned the piano lessons and changed directions to the trench. Well something else happened.

Mr. Brown's dog chased after us for no apparent reason. I had never run so fast in my life. Priya was up a nearby guava tree. Ayanna plunged into the trench and I was there on dry land, frozen in the warm afternoon sun. The dog stopped in front of me. It wasn't us at all. He was running away from his master who wanted to bathe him. We were mad at Ayanna and blamed her for the chase. After a while, we realized that we each had a responsibility to be at piano lessons. We apologized to her and things went back to normalcy.

Audience: (Applause)

Moderator: Thank you, thank you.

Anna: We respected each other then and still do. We treasure our amity. We are honest with each other and ourselves. We have no qualms about calling a 'spade a spade' in this relationship.

Priya: Last year when Sueann's daughter was scared after a medical checkup, we rallied around her. We took turns to visit her at the hospital and cared for her needs. Our children and spouses have come to adore and appreciate the lasting bond we share.

Bully: Excuse me!

Audience: Not again ... (sighing) (the audience speaking now together)

Moderator: Yes ma'am

Bully: I am so sorry, all of these years I have been jealous of the way the three of you have stuck together. I now know why and would like to openly apologise for the way I felt.

All Three: Awww!! Group hug

(Bully comes on the platform and hugs the three women)

Audience: Applause

Moderator: These success stories are always refreshing. We would like to thank Ms. Keller, Ms. Pickering, Ms. Humphrey and our friend here. What's your name, please?

Bully: I am Jackie Pinterest

Moderator: ...for sharing their experiences.

All Four: Anytime Mr. Moderator. The pleasure was all ours. Let us continue to enjoy the reunion.



LET'S RESPOND TO THE TEXT



WORD STUDY

Silent letters

Look back in the story. Identify as many words as you can with these silent letters 'l' and 'k'. e.g. know.

Remember: **Silent letters** are **letters** that you can't hear when you say the word, but they are there when you write the word.

B. CVC Words

Circle the words from the list below with this pattern: **consonant verb consonant**.

The vowel must make the short sound.

had	met	for
was	she	get
you	duo	shy
the	lit	her
had	own	yes
now	are	fun



COMPREHENSION

(1) This piece of writing is _____.

a. fiction/narrative

b. non-fiction

c. storybook

d. informative text

(2) Write the names of three characters from the play.

(3) Name two things that took place before the interview began.

(4) Explain what is meant by "These girls were not all peaches".

(5) How do you think the reunion would end for Jackie Pinterest?

LINKING THE GRAMMAR

The Apostrophe (Showing Possession)

An apostrophe and the letter **s** are often used to show possession.

When the possessor is singular, the apostrophe goes before the s.

E.g. We never took advantage of each other**'s** feelings.

When the possessor is plural, the apostrophe goes after the s.

E.g. We took advantage of other**s'** feelings.

Rewrite the following to show possession.

1. The dog was owned by Mr. Brown

2. The piano lesson was at the house of Miss Crawford.

CREATIVE WRITING

(1) Create an invitation to invite your last year classmates to a class reunion.

(2) Draft a programme for the event.

INTEGRATION

Art and Craft

Draw the funniest part of the story.

Science: Sources of Water

Name two sources of water in your community.

Mathematics: Place Value

What is the place value of the digit seven in the number 1974?

HOME LINK

Talk with your parents, older siblings or adults in your community about some activities they remember while at school. Create a chart to show the favourite school time activities.

UNIT 12
COURAGE

BEFORE YOU READ

BACKGROUND TO THE STORY

A. Discuss the following quotation.

"Look fear in the face,
and it will cease to trouble you."

Shri Yukteswar



B. Tell your friend about a frightening experience you once had. How did you overcome your fear?

FOCUS ON WORDS

A. Consonant blends

Sound out the phonemes in these words. Put the consonant blend as one phoneme.

The first one is done for you.

(1) sniff - sn/ /i/ /ff/ 3 sounds

(2) treats -

(3) sworn -

(4) proud -

(5) place -

B. Let's learn new words

Look at the words below. Say these words.

constant	treats	neared	lurking
challenge	start	unfamiliar	muster
remorse	thought	sense	simultaneously
aqueduct	eerie	through	retaliate
adorable	scared	doberman	

C. Learning more about words

(1) Homographs

A homograph is a word that is spelt and pronounced the same as another word but has a different meaning.

Example: Scott's master **treats** him well and rewards him with **treats** when he behaves well.

The word **treats** is used to refer to how the master acts towards Scott and the snacks that were given to him.

Identify the word in each sentence that is a homograph.

(i) Scott woke with a start!

(ii) As he neared home, he sensed something was not right.

(2) Inflectional Endings

Inflectional endings are groups of letters added to the end of a word to change its meaning or form. e.g., ed play play**ed**.

ed es ing d s

As you read the story, make a mental note of all the words with the inflectional endings above.

Write these words after reading the passage.

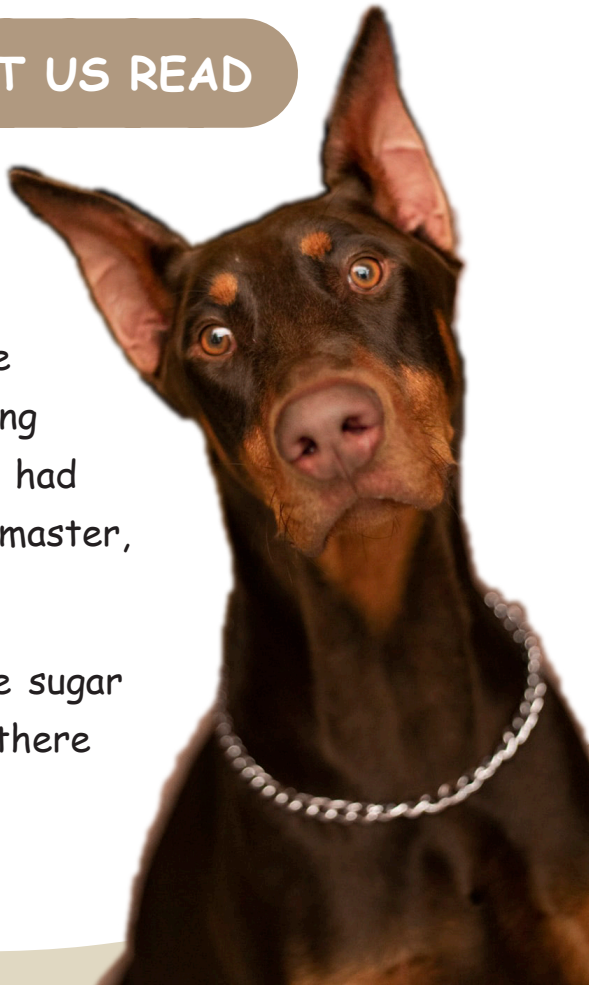
Glossary

Aqueduct - an aqueduct is a waterway constructed to convey water.



READING IS FUN, LET US READ

Scott



Scott is a huge brown Doberman who had grown old. Every day was a constant challenge for him to do anything anymore. Even barking took all his energy. Lately, Scott felt he had become useless, but he knew Mr. Duffy, his master, loved him very much.

Mr. Duffy had promised to take him to the sugar estate backdam. They had never been there

before, so Scott was excited. After exploring for a while, Scott and Mr. Duffy swam in the clean, black water in the aqueduct. Then Mr. Duffy gave him a snack, after which he slept away.



Scott dreamt of all the great times he and the family had shared. He had come as a beautiful, brown puppy. Mr. Duffy's children, Daniel and Leana, had fallen in love with him.

"Oh Pops, he is so adorable!" exclaimed Leana. "Are we keeping him Pops? Please?" asked Daniel. Since then, he had been the centre of attention for the children.

Then he dreamt of the days when he would playfully getaway through the secret hole by the fence, hiding from Mr. Duffy and the children while Mrs. Duffy looked on.

"There you are!" the children would shout after picking him up. They are now off to university and are seldom at home.

Scott woke with a start! What was that eerie noise? Why does the place look so unfamiliar? Then he remembered where he was! But how did the place get so dark already, and where was Mr. Duffy? Scott was surprised that Mr. Duffy would leave him here all alone. Did he?

At first, he was not scared, and then fear started to creep in. How was he going to find his way home? Did he pay attention while he was coming earlier? Of course not! He was so old now! All he kept thinking about was how excited he was that Mr. Duffy was taking him for a walk today. Then, he thought of an idea! He started sniffing and found he was still good at it!



"Bow! Wow!" barked Scott as he smiled to himself, sniffing his way home. Scott sniffed, and he sniffed, and he sniffed all the way home. But wait! As he neared home, he sensed something was not right. Was that someone lurking in the yard? That person sure was not Mr. Duffy! With all the might he could muster, Scott charged at the strange man, jumping through his secret passageway!

"Bow-wow! Bow wow! Bow wow!" was all the sound he could hear himself making, simultaneously charging at the stranger. Scott sank his teeth into the stranger's hand and held on tightly. The man, caught unaware, fell to the ground. Just as he was about to retaliate, the yard was flooded with bright lights, and Mr. Duffy appeared with a stick in his hand.

By then, some neighbours ran over, claiming that Scott's barking was what alerted them. At that moment, they seemed so proud of Scott, all waiting for turns to pat his big, brown head.

"Good boy! Good boy!" was all Scott heard.

"Come here boy!" he heard Mr. Duffy's voice.

"I am so proud of you."

Scott looked up into Mr. Duffy's face and swore that he saw remorse there.

" I am so sorry. I am so sorry," Mr. Duffy kept repeating.

" Bow wow!" barked Scott, hanging out his long pink tongue. Scott knew he would receive his treats in a moment.



LET'S RESPOND TO THE TEXT

COMPREHENSION

(a) (i) Why do you think Mr. Duffy took Scott to the estate backdam?
(ii) Support your answer by giving evidence from the passage.

(a) (i) Do you think Mr. Duffy did something right?
(ii) If YES or NO, explain.

(a) What is one word you can think of to describe Scott when he charged and attacked the stranger?

(a) Why do you think the stranger was in the yard?

(a) If you were Scott, how would you feel about Mr. Duffy after the incident?

(a) What do you think happened to the stranger?

LINKING THE GRAMMAR

Quotation Marks " "

Quotation Marks are used to show direct speech.

Example: "Oh Pops, he is so adorable!" exclaimed Leana.

The words in the Quotation Marks are the direct words spoken by Leana.

Now, appropriately insert Quotation Marks in the sentences below.

(a) Scott deserves a treat, said the neighbour.

(a) The dog barked, Bow-wow!

(a) I would have to sniff my way home, thought Scott.

(a) I love you, Daniel told the puppy.

(a) Get off me! Shouted the stranger.



CREATIVE WRITING

Some animals appear to be scary sometimes. Write a composition on how you will overcome your fear of a particular animal.



INTEGRATION

Health and Family Life Education: Coping with difficulties

If your friend is encouraging you to try stealing or skulking, explain how you will show courage.

Science: Vertebrates and Invertebrates

Make a list of animals people keep as pets and classify these animals under vertebrates and invertebrates.

Art and Craft

Draw the part of the story you liked best.

HOME LINK

With my friend:

(a) Design a poster to demonstrate courage.

(a) Make a collage of pictures of people showing courage.

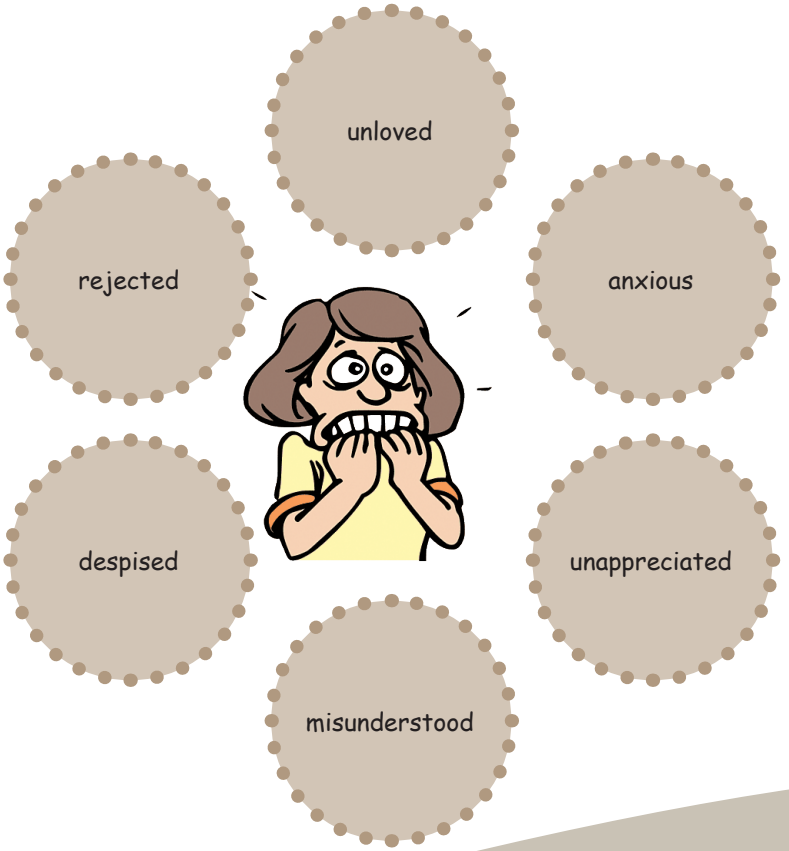
UNIT 13
GROWING UP

BEFORE YOU READ

BACKGROUND TO THE TEXT

Look at the image presented below and select the feelings you can identify with.

A. Find a suitable antonym for each word on the image below.





WORD STUDY

B. Word within a Word

Become a word detective and spot the smaller word in each word below.

The first one is done for you.

inde (pen) dence

1. menstrual
2. encounters
3. respond
4. beginning
5. competition

C. Let's learn new words

conception
hormones
menstrual
physique
independence
responsibility
qualities
alienate
encounters
communicate
inappropriate

The challenges of Growing Up

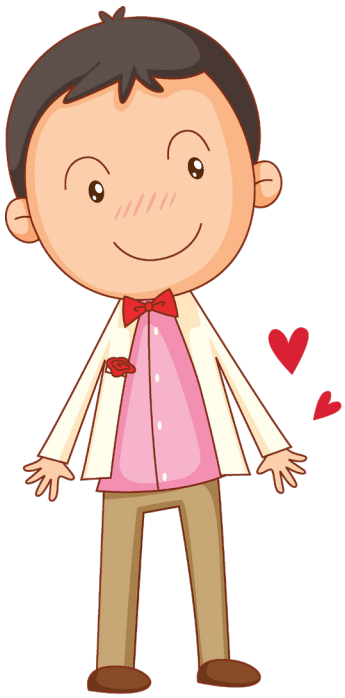
How often have these words been said, 'Oh the pains of growing up'? It seems as though every time you fix or overcome a challenge, another one comes. Sometimes, not knowing what to expect at each stage of your life can cause you to respond in negative or inappropriate ways. Once you are a living, breathing creature, you will be faced with challenges. They are a natural part of life. We can experience challenges at any stage in our life cycle. The stages of development in our life cycle begin from the time of conception in the mother's womb. After birth, the known stages of development are baby, child, teenager, and adult.

In Book 5, you would have learnt about the physical changes you may begin to experience as you grow from a child to a preteen then a teenager. Can you remember some of those changes? Oh yes, the boys and girls begin to get hair in their armpit and their pubic (private) area. The girls grow and develop breasts and may even start their menstrual cycle, while the boys begin to experience changes in their voice and physique or structure. These changes are caused by hormones working in your body.

These hormones can sometimes create challenges for you. They can cause you to: become moody; develop feelings for the opposite sex, and feel a sense of independence 'beyond your years.'

Have you ever felt happy as a lark in a moment and in an instant, sad and lost? This sudden change in feeling is sometimes very confusing and may cause persons around you to say you are moody. There may

be some days when you like your friends or family members and want to be with them, and then there are other days when you feel the need to be alone. These feelings are quite normal; the best way to deal with your moodiness is to communicate with the persons around you. Let them know when you are having a bad day and feel the need to be alone. Since they can identify with this experience, it is easy for them to be understanding. Sometimes moodiness can also cause you to feel rejected and unloved. Maybe, even the circumstances you are in can cause you to feel unwanted, like nobody cares for/about or needs you. While your feeling is normal, this, though, may not be true. There is always someone who cares about you. Always! Make sure you have adults with whom you can share your feelings. Let them guide you through this process of working out your emotions.





Boys, are you now beginning to see the girls as persons you like, especially the girls you couldn't stomach before? Girls, are you now beginning to see the boys as persons you like, especially the boys you

couldn't tolerate before? Great! This is like breathing, a natural part of your development. Having those feelings is expected.

This does not mean that you have to act on those feelings and engage in adult activities. Instead, you can become friends with the boys or girls and try to learn and understand why they act and behave the way they do in different situations. This can help you make better choices when you are older, and it is time to choose a partner. It would help if you remembered that certain pleasures are to be enjoyed at different stages in your life. In the same way, you would not give a five-year-old a car to drive; you must not think that you are ready to engage in relationships at your age just because you like someone. Having feelings is only one side of the coin. On the other side though, should be whether the individual has excellent qualities that would make him/her a responsible person. Boys, sex, and girls will always be around, long after you would have left school. Girls, sex, and boys will always be around, long after you would have left school. So, wait! Stay in school. Do not be in a hurry to 'grow-up.'

The increasing sense of independence you are beginning to experience is expected. You feel as though you should let go of your teachers' and parents' hands that were guiding you. This is now your quest to discover life, who you are, and how you plan to spend your future. But, during your quest, you should realize that your parents and teachers still see you as a person they should guide and protect. They still feel a sense of responsibility for your safety, security, and wellbeing. This concern sometimes blinds them to the fact that you are maturing and need to be given some freedom to explore the world around you. Never be rude and disrespectful to them because they cannot see 'eye to eye' with you. They were once your age, and they know just what you may

be experiencing. Therefore, you should communicate your plans with them, let them help you to explore your world.

If you alienate them, then conflict will result, leading to more challenges for you.

Always communicate your plans when you are given the freedom. Do the things that are expected of you. This will build trust, and soon you will be allowed the scope for more freedom.

Growing up is indeed a natural part of life. So are the challenges. You must work with the adults around you to help reduce the discomfort at this stage in your development. Feelings of moodiness, attraction to the opposite sex, and an increased sense of independence are all internal challenges that only you, the individual, can work through. They are not the only problems you may experience, as there are external encounters also. Some of the external trials can be competition and peer pressure. As we discussed, you can overcome any obstacle. The key is to communicate at all times and to let adults guide you. Adults you can trust are friends and not enemies.



LET'S RESPOND TO THE TEXT



COMPREHENSION

(1) What are the three challenges of growing up, as discussed by the writer?

(2) How can you overcome most of the challenges discussed?

(3) Who can provide help and support for you to deal with the challenges?

(4) Comment on the writer's use of the phrase, "In the same way, you would not give a five-year-old a car to drive."

(5) Identify some qualities that you should possess to be considered a responsible individual.

(6) Why should you share your feelings only with persons whom you trust?

(7) Is competition a challenge for you? How?



LINKING THE GRAMMAR

Figurative Devices

Figurative language denotes the unusual use of language for a special effect. A figurative phrase read literally may sound like nonsense because figurative language expresses meanings beyond the mere definitions of words. Some figurative devices are metaphor and simile.

Identify the figurative device in each sentence below.

1. Have you ever felt **as happy as a lark** in a moment and in an instant, sad and lost?

2. Boys, are you now beginning to see the girls as persons you like, especially the girls you **couldn't stomach** before?

3. This is **like breathing**, a natural part of your development.

CREATIVE WRITING

Write a one-minute speech to present to your class on the topic: Coping with peer pressure. Your composition should not be more than seven sentences long. You must include a definition for peer pressure, an example, and advice on how to overcome peer pressure.

INTEGRATION

Health and Family Life Education

Create a scrap book on the challenges associated with any two stages of development. Suggest ways of overcoming the challenges identified.

Science: Stages of Development

Explain the need to be a responsible adult before having children.

Discuss the responsibilities associated with raising children.

Art and Craft

Design a bookmark with a specific responsibility to give to a friend.

Give the bookmark to the person for whom it was created.

HOME LINK

Ask family members about the challenges they faced when they were in your age group. Compare and contrast their challenges with your challenges.

UNIT 14
EXPERIMENTS

BEFORE YOU READ

BACKGROUND TO THE TEXT

Recite the poem below.

Bottles and more Bottles

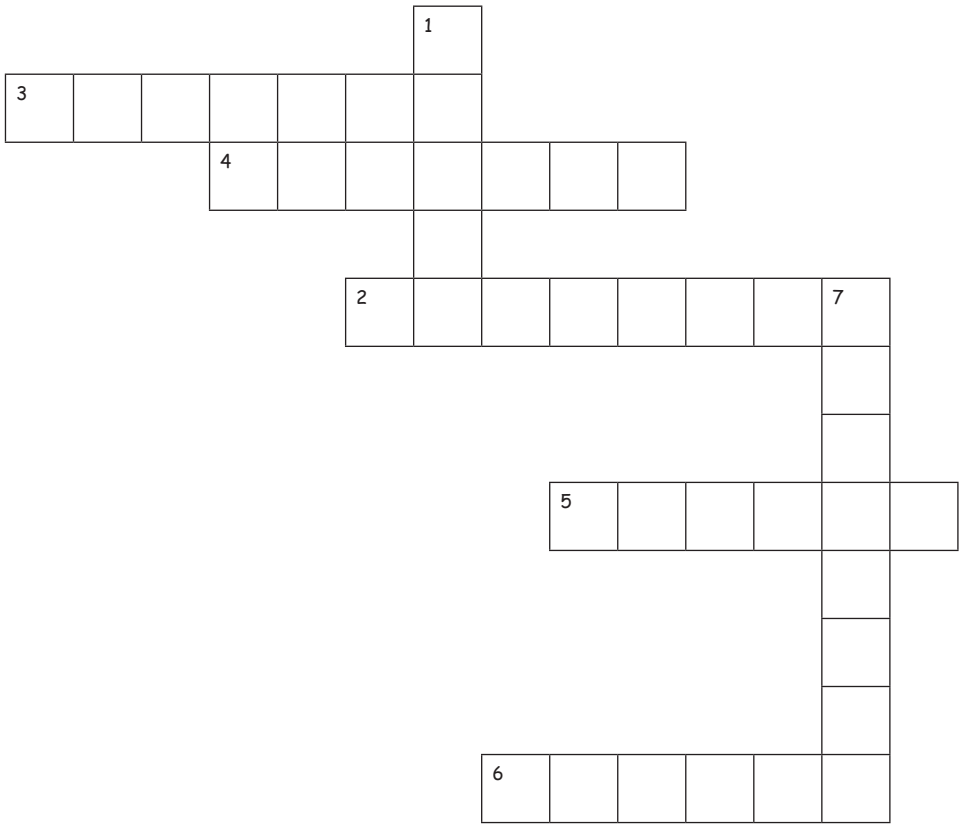
Bottles, bottles everywhere!
Bottles, bottles should I care?
Red ones, yellow ones and even some blue
Small ones, tall ones, fat ones too;
Stacked in dumps and stacked in piles
Stacks that go on for miles and miles
Whether in the city or rural towns
Bottles can be seen on every dump ground.
If we just leave them and act unconcerned,
Pollution will reign, and our environment will be scorned.
So bottles, bottles, what should I do?
I know, I will reuse and recycle them, what about you?
Samantha Williams



WORD STUDY

A. RECHECK ME

Use the clues to find the words



Across

2. to appear again
3. using the things that have already been used to make new things
4. to build after something has been destroyed or damaged
5. to go back to a place or position
6. the act of obtaining something that was lost, given, or paid

Down

1. you can put these up side down.
7. answers: return reappear reuse recreate rebuild recycle return

B. Let's learn new words

consumption	undiscerned	refrigerator
phenomenon	manufacturing	entrepreneurs
environmental	commercial	disposal
non-biodegradable	utilizing	exquisite
menace	improvised	

C. Learning More about Words

Antonyms and Synonyms

An antonym is a word opposite in meaning to another (e.g., *happy* and *sad*).



A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language, for example *help* is a synonym of *assist*.



Super Word Web

Sentences:

People reuse water bottles as storage containers.

I can make jewelry from the bottle that I recycle.

reclaim →	reuse	← throw away
discard →		← reprocess
use again →	recycle	← recondition

Match the words recycle and reuse to suitable synonyms and antonyms.

Write suitable meanings for the words reuse and recycle.

Say how the two words are alike.

Say how they are different.

READING IS FUN, LET US READ

Recycling and Reusing is Fun

The soda producing companies of the world have moved away from traditional soda in a glass bottle to soda in a can or plastic bottle. The large-scale production and consumption of soda worldwide has led to a new phenomenon: that is, the pollution of the earth. These huge piles of plastic bottles are made from non-biodegradable products and have become an environmental menace. If left unnoticed, this can result in

serious solid waste management disposal problems for countries. To compound this issue is the use of plastic bottles in other manufacturing companies such as distilled water, mustard, oil, mayonnaise, and body lotions.

In 2011, the world utilized some nine-point one billion litres of plastic bottles for water consumption only. This is miles and miles of bottles that can cover an entire continent. In that same year, the United States of America used one hundred four billion plastic bottles, and China used nine point six billion plastic bottles.

Can you imagine what can happen to planet earth if there is no way to get rid of all the plastic bottles used? What can be done to save the environment? Do you know that it takes one thousand years for plastic bottles to decompose? The buildup of plastic bottles can be controlled if citizens learn how to reuse and recycle them for commercial and personal use.



Reusing is the process of utilizing or using the bottles again for purposes similar to their original use. Some simple ways of reusing the bottles are; storage containers for homemade juices, improvised water bottles, and packaging of a product for commercial wholesaling or retailing.

Fruit juices made for the family can be poured into plastic bottles, then refrigerated and served cold. Plastic materials can withstand the

temperature of the refrigerator or cooler, so it keeps the liquid cold without breaking or damaging the bottle as against using glass mugs or jars.

Plastic bottles can be reused as water bottles for the home, for children to carry water to school, or adults to carry to work. They are inexpensive and readily available. The soda or water bottle label can be easily torn off and relabeled with an interesting design to suit the personality of the new owner of the bottle.

Many entrepreneurs in the hinterland and riverain communities, who are in the local or small manufacturing business at a scale, can reuse the bottles to store their produce such as crab oil or coconut oil, cassareep and peppers, and seasoning. Again, the labels can be redone to highlight the business name and address of the entrepreneur.





Recycling is the act of using a material or product in a new way or form, which is totally unlike its original use.

Plastic bottles can be converted into jewelry, jewelry boxes, flower vases, candle holders, coasters, shoe racks, and other things. Research can be done to find out how to convert plastic bottles into wonderful new objects. One amazing thing is seeing the plastic bottles transformed

into beautiful costume jewelry such as chains, earrings, bracelets, and necklaces.

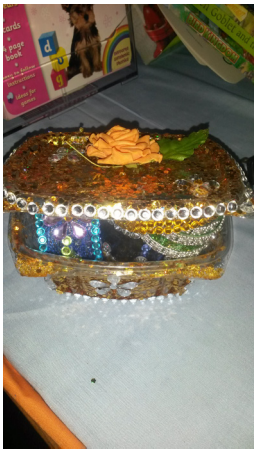




plastic vases



tooth pick holder



jewelry box

Costume jewellery can be made by adding designer beads, glitter, or stickers to pieces of plastic bottles cut out in specific templates. For example, a bottle of any colour, designer beads, glitter, paste, and a pair of scissors are all that is needed to create a bracelet. The first step is to cut the bottle's fattest part to the required width for the bracelet.

Next, the cut bracelet template is given a snap cut for an opening to ensure that the band can fit any size wrist. Then, the beads, glitter, and glue are used to create an exquisite design that suits the taste of the person making it or for whom it is being made. Lastly, the beads and glitter are left to dry. Sometimes, lace or bead edgings can be used to design the bracelet. The finished products can be sold or kept by the owner.





Reusing and recycling are cheap, inexpensive ways of helping to control the pile-up of plastic bottles. Remember, all plastic bottles must be processed or treated before they are reused again.

Another way to ensure the disposal of plastic bottles is to ask the companies that sell the produce (juice, soda, water) to encourage persons to return the empty bottles to them. Maybe, more countries would need to create recycling plants and remarket items made from plastic bottles. Think of a class project that can be done with plastic bottles. Let it be a project that involves reusing or recycling.



plastic bins



plastic brooms



plant pot

LET'S RESPOND TO THE TEXT

COMPREHENSION

(1) What is the passage mainly about?

(2) Is recycling and reusing the same? Give details to support your answer.

(3) How can you tell that plastic bottle disposal is a global problem?

(4) Discuss two ways in which the non-disposal of plastic bottles can contribute to pollution.

(5) Suggest two other ways for dealing with the pile-up of plastic bottles.

(6) How can the bottles be processed before reusing or recycling?

LINKING THE GRAMMAR

Order Words

Order words are used to link ideas, thoughts, and sentences in a logical order. Order words help a writer organize his/her thoughts in sequential order so that the reader can make sense of what he/she is saying. Some order words are:

before **next** **then** **after** **first** **last**

Complete the cloze passage below by putting in appropriate order words.

To make a glass rest or coaster from a plastic bottle, you must _____ collect the materials. The materials needed are a plastic soda bottle, glitter, a pair of scissors and glue. _____ cut off the bottom of the bottle. _____, neaten the edges of the cut bottom piece. _____ add glue and glitter to create a beautiful design. The _____ step is to display the finished product.

CREATIVE WRITING

Recently, garbage can be seen everywhere in your community.

Write a dialogue between two friends discussing how to dispose of garbage around the environment.

INTEGRATION

Science: Materials and their uses

Name three other waste materials that can pollute the environment.

Discuss how any one can be reused and recycled.

Mathematics: Number concepts

Write in figures:

- nine point one billion
- one hundred four billion

Write in words

- 4.5 L
- 3.6 L

Art and Craft

Design a label for Shirley from Paramakatoi Village, Region # 8 to market her cassareep.

HOME LINK

Conduct a survey with three families to determine how many plastic bottle items they consume in a week. Use this information to plot a bar graph.

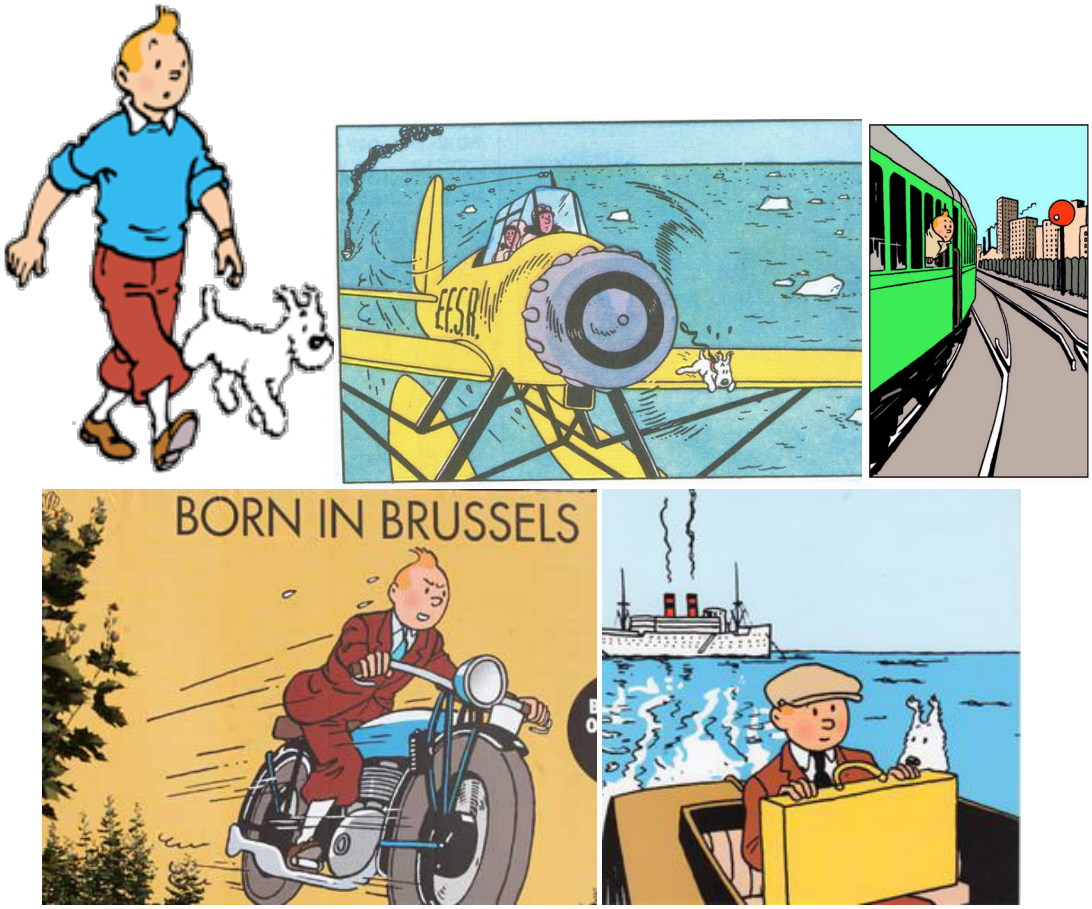
UNIT 15
TRANSPORTATION

BEFORE YOU READ

BACKGROUND TO THE TEXT

Put the pictures below in any order to tell a story of your choice. Be sure to discuss the means of transportation.

Tin goes on a Journey around the World.



WORD STUDY

A. Let's learn new words

limousine
pyramid
chauffeur
amphibious
itinerary
hamlet
feverishly
valet
immemorial
howdahs
expedition
Antarctica
Australia
puncture
magazines
via

READING IS FUN, LET US READ

Travelling with Seon Dimitri around the world

Seon had been planning this trip ever since he turned twenty in 2007. He had saved enough money and had obtained all of the necessary travel documents. He was now ready to see the world. This trip was going to take him through all seven continents. It was expected to be a four-month adventure. He wanted to experience the means of transportation as he used the different modes to get around. He took his dear friend Ma'el Jose with him. The journey began on the continent of South America where they live.



The black sedan[4], an enclosed car that seats four or more persons, was waiting by the garden gate of his quiet home on the Soesdyke Linden Highway. The enclosed car had four doors, a sedan feature. His journey began with those few steps he made to get to the car. The foot has been the faithful means of transportation since time immemorial. Let's join Seon and Ma'el Jose as they ride to the airport. They were travelling very light.

The journey to the Cheddi Jagan International Airport was short. They arrived on time to board the waiting Boeing 737 300 plane[5] , which would take them to Belize in Central America.

The Boeing is a short to medium-range airplane that can hold up to one hundred forty nine passengers and travels at a 933km/hr speed.



4 Wikipedia
5 Wikipedia

Seon gazed at the fading lights of the airport in Timehri as the iron bird took to flight. His journey was finally happening. They landed at the Philip Goldson International Airport in Belize and headed to the Black Rock Lodge.

They couldn't sleep. The anticipation was high. As morning came, they looked forward to travelling on the little Train Trolley. That was enjoyable, yet not as much as what they felt while floating on the Hand-cranked ferry[6] across the Mopan River. They visited the hamlet of San Jose de Succotz to see the ruins of the Mayans.



train trolley



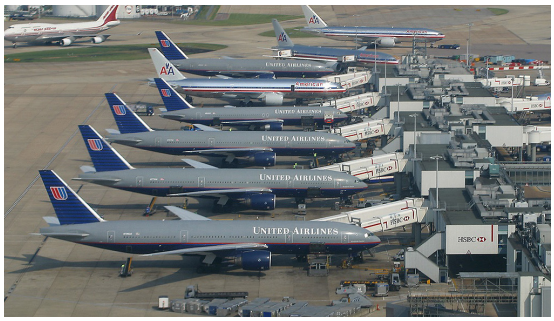
hand-cranked ferry

Time flies when one is having fun. They were ready to head further north. Flying from Philip Goldson to John F Kennedy International (JFK) Airport was going to be the time to take a nap. They travelled from Belize to JFK via Hartsfield-Jackson International Airport. Even though it was a one-stop flight, their total time around the planes was some ten hours, waiting time five hours plus actual flight time. That gave Seon a break to have a good look at the planes. He always liked to make models of vehicles while growing up. He remembered making a car of wood and "driving" it around the yard. He saw planes of every sort and size. From the distance where he stood, he could also see the attendants working feverishly to get all aboard and comfortable for the trip.

6 www.virtualtourist.com

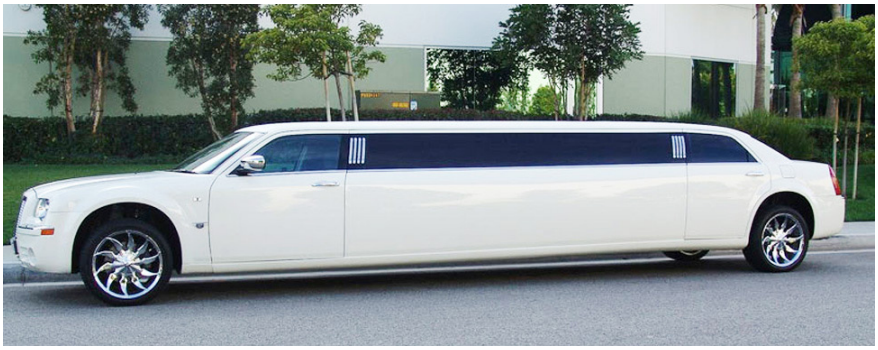


wooden cart/wooden car



the airport

America was just as exhilarating as everyone said it would be, the lights were fascinating, and there were many persons around. The two friends were picked up by the pre-arranged valet service in a silver limousine. The chauffeur took them to the Comfort Inn. They wished they didn't have to sleep or wait at hotels and ports. They had covered two continents.



limousine

It was time to sail to Canada and experience the snow and sled rides. Skiing was part of the itinerary. Seon and Ma'el Jose boarded the passenger liner, the Carnival Destiny, and sailed quietly through the waters of the Peace River. Canada was cold. The young men were accustomed to life in the tropics, and this was getting uncomfortable. However, the thought of seeing the world and its forms of transportation made the cold bearable. Another flight took them

from Canada to Europe. In Europe, they stopped in London. They had the best experience here in the dukw (ducks). These are six-wheeled amphibious trucks, which can travel both on water and land.



sled



passenger liner



dukw

Next, was the twelve-hour flight to Mumbai in India. They looked through the magazines on the flight and viewed many other means of transportation which they wouldn't be able to try.

The distance of 7194.29 km was covered, they landed at the Chhatrapati Shivaji International Airport, 16 km from the centre of Mumbai. There were elephants completed with howdahs ready to be ridden. They passed them by and headed to the hotel. Their next stop was China, the fastest way to get there was by plane. The popular transportation in China is the bicycle.

They saw bicycles of all descriptions. Seon and Ma'el Jose witnessed an expert manoeuvre when the auto-rickshaw passing near to them averted a head-on collision with some bicycles.



elephant with howdah



bicycles in China



auto-rickshaw

The itinerary indicated that Australia was the next stop. Australia proved to be a country where you could choose any form of transportation. They chose the five storey bus. It was big and red and had earned the title- 'world's largest bus.' With their knack for adventure, the two friends boarded the bus and climbed to the very top. They could see the world from where they were sitting. Australia's outback culture was soon to be left behind as they got on the floating home, the M.S. Expedition, for a cold sail into Antarctica, heading to the South Pole.

The penguins were unafraid as Seon, Ma'el Jose, and the others on the sailing home zoomed past them on their ski-doo or snowmobile. They were loving the cold.



The five-story bus



ski-doo

By this time, they were getting ready to explore the continent of Africa. They were moving from one extreme climate to the next. A ride in the hot air balloon over the Valley of the Kings in Luxor was breathtaking. They stopped briefly for a look at the great pyramids of Giza just outside Cairo. The camelback ride in the hot, dusty desert was unpleasant.



hot air balloon



camelback ride

The days were creeping up on them. From Egypt, it was a long flight back to the continent of South America. Seon and Ma'el Jose couldn't return to Guyana without visiting the largest country on the continent, so they headed to São Paulo in Brazil. They sailed from Africa to São Paulo and rode the subway or metro, which is an underground railway.

It was like home when they travelled from São Paulo to the Bom Fim border on the Takutu Bridge. They drove over to Lethem and used the trail through the Rupununi, where they crossed the Kurupukari River on a platoon/pontoon. The mini-bus drive back to the Soesdyke Linden Highway provided hours of much-needed sleep. With his friend Ma'el Jose, Seon returned to Guyana, fully satisfied that his boyhood dream had indeed become a reality.



subway



pontoon



minibus

LET'S RESPOND TO THE TEXT



WORD STUDY

B. Let's learn more about words

Consonant Blends

A consonant blend occurs when two or three different consonant sounds are placed together, and each retains its own sound.

E.g. plate /p/ / l/ /ā/ /t/

> Remember to look for consonant blends at the beginning or ending of words.

Identify as many words containing consonant blends as you can from the passage. Write the words in your notebook. Say the words to a friend.

COMPREHENSION

(1) The two friends were having fun in Asia. Identify two activities that occurred in Europe that may have contributed to them having fun in Asia.

(2) Use ordinals to arrange the countries below in the order in which they were visited.













LINKING THE GRAMMAR

Conjunctions

A conjunction is a word used to join clauses or sentences or to bring together words in the same clause.

E.g., 1 He had saved enough money **and** had obtained all of the necessary travel documents.

Use suitable conjunctions to join the following pairs of sentences.

(1) They couldn't sleep. The anticipation was high.

(2) They drove over to Lethem. They used the trail through the Rupununi.

(3) They wished they didn't have to sleep. They wished they didn't have to wait at hotels and ports.

(4) Canada was cold. They were loving the weather.

CREATIVE WRITING

Create a cartoon of four scenes to show the two friends' conversation when they witnessed the near accident.

INTEGRATION

Art and Craft

With your friend, create a model of any one of the means of transportation from the story.

Mathematics: Addition of Decimals

1. 933.87 + 719.29
2. 988.8 + 719.298
3. 988.87 + 71929.8

Social Studies: Continents

Write the names of the continent next to the names of the countries.

China	Belize	Canada
London, England	Egypt	India
Brazil	Guyana	United States of America

HOME LINK

Create a scrapbook of the means and modes of transportation in your community. Ensure you collect pictures too.

UNIT 16
ASSERTIVENESS



BEFORE YOU READ

BACKGROUND TO THE TEXT

Repeat and discuss this quote and affirmation.

"No one can make you feel inferior without your consent" Eleanor Roosevelt.

I am assertive. I think for myself and do what I know to be right. I can be a positive role model. I expect respect at all times. My responsibility is to respect myself.



WORD STUDY

A. Nonsense Words

Make as many regular and nonsense words as you can from the word Encyclopedia.

B. Let's learn new words

Say these words

encyclopedia	memorable	suggested
perked	pleaded	expressed
renowned	confident	assertiveness
insisted	opted	



READING IS FUN, LET US READ

MAKING A DIFFERENCE

Nathan was forced to make a decision in the absence of his parents, teachers or a responsible adult.

He knew what he had to do would make all who knew him proud. He wanted so much to please them. This was hard, and he prayed that he would be strong this time and do it. Could he stand up and speak out!

It was the beginning of the third term, his last session at his primary school. He had written his National Grade Six Assessment and was eagerly awaiting a good score. They had studied really hard. The teacher worked consistently with the class and helped them see clearly the importance of whatever they were learning.

They were given a test when they returned to school. There were items on the paper which they had never seen or done before. Kyla suggested that Nathan talk with Elijah because everyone had already spoken with him. Elijah had a copy of the test with the correct answers marked off.

He, like everyone in Grade six, wanted to do well on the test. Nathan knew what he wanted to do but found it to be a challenge.

Nathan stood there nervously and reflected on school life. Their lessons were always exciting. It was fun matching the activities from the school guides with each subject they did. The Grade six teacher was making the concepts they did from Grade one through Grade five so meaningful. They understood why they needed to do additional research by locating information from the dictionary and encyclopedia

Sometimes Ms. Johnson, their class teacher, took them to the library to use the internet. They could find maps, charts, and quotations from renowned authors on any topic. These visits made learning exciting.



Their classroom was a place where they made connections. Physical Education, Sports and Music, made Mathematics, Language and Social-Studies practical. They learnt how the musical notes could be measured in wholes and fractions. They played games involving CARICOM countries. They were sure that their teacher was going to make a big

difference in their lives. They were confident that they were getting the best out of their five hours at school. They were always gainfully occupied. How could they do this "badness". He remembered what his headmaster, Mr. Meer Khan, said to him, "Nathan think for yourself. It is understandable if you fail; what is not acceptable is being a failure."He knew he wasn't a failure, and neither was any of his classmates. That perked him up for his next move.

He walked right over to Elijah and encouraged him to hand over the materials to their teacher. Elijah was upset at him for wanting to do that "foolishness," as he called it. Nathan insisted, telling him of the trouble he was going to cause for all of them. He also pointed out that if they cheated, all they were taught about great values would be flushed down the drain. Nathan looked at Elijah straight in his eyes and pleaded with him. It wasn't easy for him to say no either. He felt odd and out of place. The classmates' stares told him how disappointed they were that he had opted to work hard as they always did and not cheat.

However, he knew that he did the correct thing when Ms. Johnson walked back into the classroom and marched the whole class to the headteacher's office.

Nathan sat there and thought how glad he was that he expressed just how he felt and not allowed himself to be bullied into doing what he knew to be wrong. They were happy when their headteacher warned them and encouraged all of them to be assertive—standing up for what they believe. Doing this would mean making a difference even if you lose some of your friends.

LET'S RESPOND TO THE TEXT

COMPREHENSION

Complete the table below

Identify two differences and two similarities between the stories below.

Element	Courage	Assertiveness
Setting		
Characters		
Plot		
Conflict		
Solution/outcome		

LINKING THE GRAMMAR

Use adverbs to enhance the sentences below.

An adverb is a word or phrase that modifies or qualifies an adjective, verb or other adverb.

(1) Nathan was expecting a good score.

(2) Elijah arrives at his friends' house.

(3) Our headteacher spoke to the children.

(4) The children were sitting on the wall.

INTEGRATION

Mathematics: Fractions

If e = $\frac{1}{4}$, h = $\frac{1}{2}$, w = Whole

Find:

e + h =

e + e + e =

w - h =

Drama

Dramatize the first part of the story

Health and Family Life Education: Dealing effectively with conflict

- Do you think that Nathan did the correct thing when he urged Elijah to surrender the test paper?
- Discuss reasons for your answer.

HOME LINK

Name two things that you can do when you experience bullying.

BEFORE YOU READ

BACKGROUND TO THE TEXT

Read and discuss the poem below.

Grandma's Wings

Grandma I wonder, where you keep your wings?

Are they hung in the closet, with the rest of your things?



Do you put them away and just use them at night,

Or give them to Rosie to polish up bright?

I know you have wings for this must be true,

'Cause God always gives them to angels like you.

By Ricky R. Hernandez



WORD STUDY

A. Word search

Find the words below in the word search.

(1) (i) spectacles

(2) (ii) eyes

(3) (iii) optician

(4) (iv) read

(5) (v) seeing

(6) (vi) see

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

B. Let's learn new words

Read the words below.

vegetarian	piercing	satisfied
appetite	distracted	neighbourhood
knitting	optician	paternal
issue	special	enthusiasm
squinting	surprise	spectacles

C. Learning more about words

Syllabication

Complete the blanks by putting in the syllables to complete the word. Use the word list above.

Below is an example that you can follow.

e.g., spe - cial

dis - _____- _____ sa-_____-_____

op-_____-_____ neigh-_____-_____

squint-_____ sur-_____

Ve-_____-_____-_____-_____

A Kind Act



Rajiv looked at his paternal grandmother at the dinner table in the restaurant. Mrs. Singh is a proud woman and will never admit that she does not see anything on the menu.

"Please order for me whatever you're having," she told my dad, her son.

"But grandma, you are vegetarian, and dad wants chicken," Rajiv told her.

" Oh...well then, kindly see whatever vegetarian meal they have and order me something light. I don't have much of an appetite anyway," Grandma replied.



But Rajiv knew that that was not the issue. He was observing his grandmother for the past month now. She was always squinting at the television and piercing her delicate fingers when knitting. She was even avoiding the morning newspapers, which she loved reading, and most of all making excuses at his bedtime when she had to read him a story or rhyme. He knew how much his grandmother loved reading to him.

She has a certain glow to her beautiful face every night while reading to him. This woman, who taught him his first letter, his first words, who read him his first story, now seems uninterested in reading. Gosh! She even gave him his first pair of socks, which she knitted with her own hands.

Then a thought hit him! He knew what he was going to do with his money from his savings cup!

" What's the matter, son?" asked his mother.

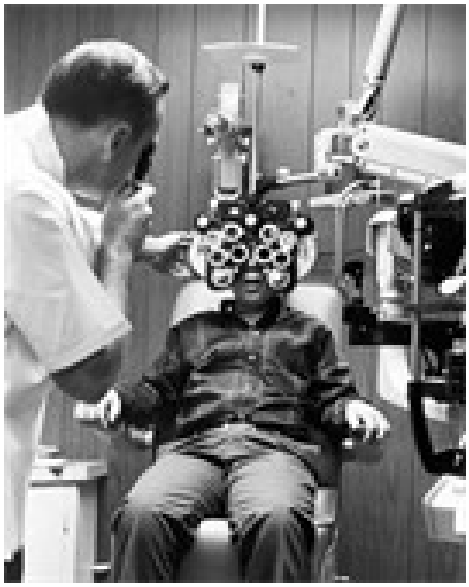
"You look distracted."

"Nothing, mom," he answered.

"Can we talk when we return home?"

That night after they arrived home, Rajiv discussed with his mother what he would like to do.

"Are you sure, son? You know your father, and I can afford it," she told him. "Yes, mom, I am sure. It's just that I want to do this for grandma," he said to his mother.



The next day, Rajiv asked his friend David Smith to take him to see his father, Mr. Smith. David agreed.

Mr. Smith is also the neighbourhood optician and is a very kind man.

After Rajiv explained the situation to Mr. Smith and told him what he wanted to do, Mr. Smith agreed. That afternoon, Rajiv's grandmother had a very special visitor! They talked for a while, and just before leaving, Mrs. Singh said, "I now owe you a visit."

The visitor replied, "See me at the office tomorrow at ten hours. Would that be okay?"

"Sure," she replied.

Two days after that visit, Mrs. Singh was sporting her brand new pair of Tom Ford spectacles! Rajiv watched the joy on her face.

"Don't worry; I'll be reading 'Shrek' for you tonight," Grandma said with enthusiasm as she hugged him tightly. Rajiv was happy. He felt a sense of satisfaction that he had done this big thing for his grandmother.



LET'S RESPOND TO THE TEXT



COMPREHENSION

(1) Why do you think Rajiv's grandmother squinted?

(2) What are some of the activities Mrs. Singh enjoyed before she had problems with her vision?

(3) (i) Do you believe Mrs. Singh will now do the things that she used to enjoy doing before? (ii) If YES or NO, say why.

(4) Who do you think was the special visitor that afternoon?

(5) What do you think is meant by the word 'vegetarian'?

(6) (i) If you were Rajiv, would you have done the same thing for your grandmother? If YES or NO, say why.

(7) Pretend you are Rajiv, write about three sentences to describe how you felt when your grandmother's vision improved.



LINKING THE GRAMMAR

Contractions

A contraction is a shortened form of a word or words.

Example:

can't is a contraction for the word **cannot**

I'll is the contraction for **I will**

Select contractions from the passage and say what each means.

Below is an example that you can follow.

(1) **you're** means **you are**

(2)

(3)

(4)

(5)

CREATIVE WRITING

(a) Draw a picture to depict you and your favourite grandparent or an older adult in your community.

(a) Write a paragraph on one way in which you helped him/her.





INTEGRATION

Social Studies: Family

(1) State the family type in the story.

(2) If Mrs. Singh was not living with the family, what type of family would it have been?

(3) Draw the Singh's family tree.

Health and Family Life: Education Values

Discuss some values that were practiced in the story.

Science: Sense Organ of Sight

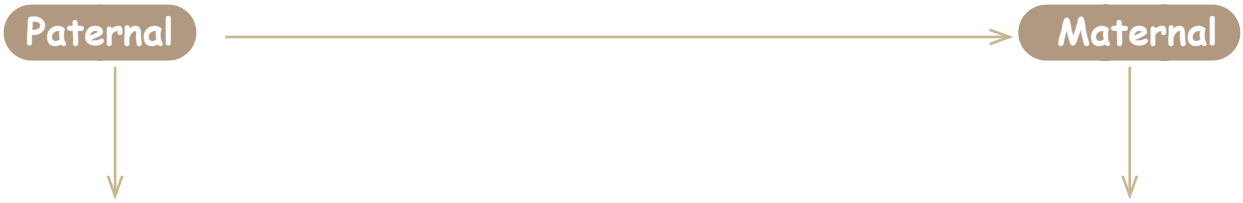
(1) Draw and label the eye

(2) Find out other terms used to refer to an 'eye specialist'



HOME LINK

With the help of your parents, complete your family tree.



UNIT 18
OUTINGS

BEFORE YOU READ

BACKGROUND TO THE TEXT

A. Do you know that people overnight at several places?

Below are some pictures of overnight houses. Discuss the services they might provide. Be sure to say how they are alike and different.



Amerindian Rest House



Riverside Guest House







Think of other places that provide similar services to that of a hotel? Name the places. Did you come up with any of the sites on the list below?

- Boarding House
- Dormitory
- Hospice
- Apartment
- Suite
- Pent House
- Bread & Breakfast



WORD STUDY

B. The word dwell rhymes with hotel.

Many words can rhyme with the word hotel. Let us name a few.

fell, knell, tell, sell, farewell, Noel, cell

Now, add two more to the list.

C. Let's learn new words

Say the words below. You can also find out the meanings of some of the words.

rhythmic	bourgeoisie	exquisite
bewilderment	elevated	chandelier
pondered	approximately	invigorating
anticipation	indicated	fantastic
immaculate	flamboyant	revelling
exhilaration	humongous	architectural

Learning More about Words

(1) Affixes – Suffixes

Suffixes are letter groups/ word parts added after a root word to give it a new meaning. Most suffixes change the tense or form of the word e.g. beauty + full = beautiful; play + ed = played

Sometimes we have to change or drop the final vowel or consonant before we add the suffix.

Can you tell the new word? Try to guess the new word by looking at the list of words taken from the reading text.

- bewilder + ment =
- invigorate + ing =
- maid + en =
- anticipate + ion =
- allow + ance =
- exhilarate + ion =

As you read the story, see how many more words with suffixes you can identify.

(2) Root/ Base Words

The root word is the base or original word to which a prefix or suffix is attached. Root words always mean the same and are the base for related terms. E.g., the word **beauty also forms the base for beautify and beautiful.**

Try these: Tell the root word.

bewilderment **invigorating** **written** **welcoming**

Glossary

Word: bourgeoisie

Pronunciation: boor-zwah-zee

Meaning: of a certain class

READING IS FUN, LET US READ

A visit to the MARRIOTT

The sky was dark as night, but it was only six-thirty in the morning. The heavy raindrops rhythmically thundered on the rooftops. Savitree sat on the bedside stool and stared through the window with the look of bewilderment on her face. The weather report said that there would be thunderstorms and heavy rainfall all day. This report added to the dread Savitree felt. It was late February; no one expected the weather to be so unfavourable at this time of the year.

However, climate change and the effects of global warming are affecting us all. Savitree pondered how this day she had dreamt of so long could start on such a disastrous note.

She must have 'dozed off,' for she woke with a start to the sound of the alarm clock. It was now seven-thirty and time to get ready for school. After a brief moment of confusion, she was firmly alert and smiling as she saw the sun peeping through the dark cloud. Filled with excitement and anticipation, she dashed to the bathroom to get ready for school.

Savitree Persaud is twelve years old, and she attends the New Amsterdam Multilateral Secondary School in Berbice, Region #6. Savitree lives with her three older brothers and her mother. Her father died in an accident when she was just four years old. Savitree's brothers are very protective of her; they never let her out of their sight, but today was different. It was the day of her school tour, and after much begging and pleading, they had finally agreed to let her go.



Savitree's home

The students of Grade 7 had indicated that they would like to visit the MARRIOTT Hotel in Georgetown. Before now, Savitree had never travelled to the city. She had heard many stories and seen numerous pictures, but she had never visited Georgetown. Savitree emerged from her bedroom, dressed and ready for the day's travel. Bryan, her oldest brother, gave her the day's allowance, and they all wished her a great day. After four hugs, bag packing, and the usual prayers, Savitree burst through the doors of her four-bedroom townhouse and headed for school.

At school, Savitree met all the students looking immaculate in their uniforms. She also met her friends Keola, Ashley, and Padmini. When the bus came, and the teachers were ready, they boarded the thirty seater bus and went straight for the back seat. Savitree felt a wave of exhilaration burst through her veins. Finally! Her maiden visit to the city was unfolding.



The weather continued to improve as they moved further away from the ancient county. Along the way, the sights and scenes showcased lush green fields and flat plains. The villages she passed exhibited many traditional houses with a few modern and even fewer 'bourgeoisie' houses. The villages seemed similar to her hometown, that was until she passed the Mahaica Bridge. Afterward, the places appeared more modern. There were six bridges to Georgetown.

The first bridge was the elevated Canje Bridge, which runs high over the Canje Creek. The second was the Berbice River Bridge, which runs over the majestic Berbice River, divides the county into east and west coasts, and separates two administrative regions.

The west coast is referred to as Region # 5, and the east coast is referred to as Region # 6. Approximately ten miles from the Berbice Bridge is the Abary Bridge, which runs over the Abary Creek.

Next came the Mahaicony Bridge, which rises above the Mahaicony Creek. The Mahaica Bridge was next, and it runs over the Mahaica Creek and separates Regions # 5 from Region # 4. The last bridge was the Doch Four Hope Canal Bridge, high above the Hope Canal that drains the villages on the East Coast.



Berbice River Bridge

Savitree and her friends chatted with youthful smiles as they took in all the sights and scenes. The teacher announced that they were now on the East Coast of Demerara. Savitree grew in alertness as she felt a tug of anxiety washing over her. Her friend Keola pointed out a few landmarks, such as the Regional Administration Office at Triumph, The Water Tank at Beterverwagting, and the Chateau Margot Chimney at Chateau Margot.



Chateau Margot Chimney, Chateau Margot East Coast Demerara

The kind driver took them through the city, starting from Sheriff Street. They were able to view the business establishments along Sheriff Street and many of the places Savitree had seen in books or on the television. Some of those places included the National Cultural Centre, National Communications Network, the Square of the Revolution, National Insurance Scheme Building, Parliament Building, Stabroek Market, National Library, and the Light House.



National Cultural Centre



Lighthouse, Kingston

At last, they arrived at the gate of the humongous blue nine-storeyed building located on the shore of the Atlantic Ocean, just inside the Kingston seawall. The word MARRIOTT, written in huge bold light blue capital letters, is visible from a distance. The MARRIOTT stretches for about eight thousand three hundred twenty-one (8 321 m^2) squared metres along the coastland and is bordered by two government buildings. To the right is The National Centre for Educational Resource Development- Ministry of Education, and to the left is the Guyana Forestry Commission.



Upon entering the gates, Savitree adjusted her camera lens to continue her collection of pictures for her family back home. She took photos of the flamboyant flower plants and tall palm trees that lined the building and the car park sections. Next, she took pictures of the enormous exquisite chandelier that greeted them as they entered the lobby.



The receptionist's desk was located within a few feet of the entrance. Behind the desk was a quiet, petite young lady who greeted them with a smile and welcomed Grade 7 to the MARRIOTT. She placed them into three teams and assigned each group a tour guide. The three groups left the lobby in different directions to embark on a grand tour of the incredible structure. Savitree took pictures of her friends and herself in the kitchen, the conference room, the eleven event rooms, and of course, the enormous pool. Each event room is named after a river and waterfall of the country Guyana.



The most elaborate room was the banquet hall, with a reception area to seat up to five hundred guests. The exquisite decor of rich tapestry blended with the finest artistic display of lights made everyone feel like they were in a fairy tale land.



Savitree's favourite place was the guest bedrooms. The MARRIOTT has one hundred ninety-seven rooms. These are the Guest and Executive Rooms and Family and Executive Suites. The warmth of each room was welcoming and invigorating. The well-made beds with the rich bedspreads added a luxurious feeling to the room. Wow! People on vacation must have a fantastic time revelling in such beauty.



Family Suite

Through the large bedroom windows that let in the natural sunlight, was a pictorial scene of sheer delight. On one side of the building, the view through the window was the mighty Atlantic, whose fierce enormous waves rush onto the white sandy shores. On the other side, were the neatly paved streets and an array of architectural designs showcasing the beauty of city life. Savitree stepped back and gasped.



The view through the bedroom window

The memories of this day she will never forget. It was more than she had anticipated. The pictures she took to capture the essence of it all were unmatched by the beauty she observed through the lens of her own eyes. It was a fantastic day! One she would always treasure.

LET'S RESPOND TO THE TEXT

COMPREHENSION

(1) Retell the events of the essay to a friend. Be sure to tell it in the right sequence.

(2) Trace the sequence of bridges Savitree passed to arrive at the MARRIOTT.

(3) Compare Savitree's mood/feelings at the beginning of the composition with her feelings at the end.

LINKING THE GRAMMAR

Tenses

At last, they **arrived** at the gate of the humongous blue nine-storeyed building **located** on the shore of the Atlantic Ocean, just inside the Kingston seawall.

The sentence above consists of two words functioning as verbs. We write these verbs using the past participle, i.e., **arrived and located**.

The use of these words suggests that the actions have already taken place. Therefore the sentence is recorded in the past tense.

Identify the verb in each of the following. Say whether it is the past participle. Write PT if the sentence is in the past tense.

(1) The heavy raindrops rhythmically thundered on the rooftops.

(2) Savitree stepped back and gasped.

(3) The second was the Berbice River Bridge, which runs over the majestic Berbice River divides the county into east and west coasts and separates two administrative regions.

(4) The exquisite decor of rich tapestry blended with the finest artistic display of lights left everyone feeling as if they were in a fairy tale land.



INTEGRATION

Health and Family: Life Education

Families show love and care in various ways.

How did this family show love for each other?

Mathematics: Measurement

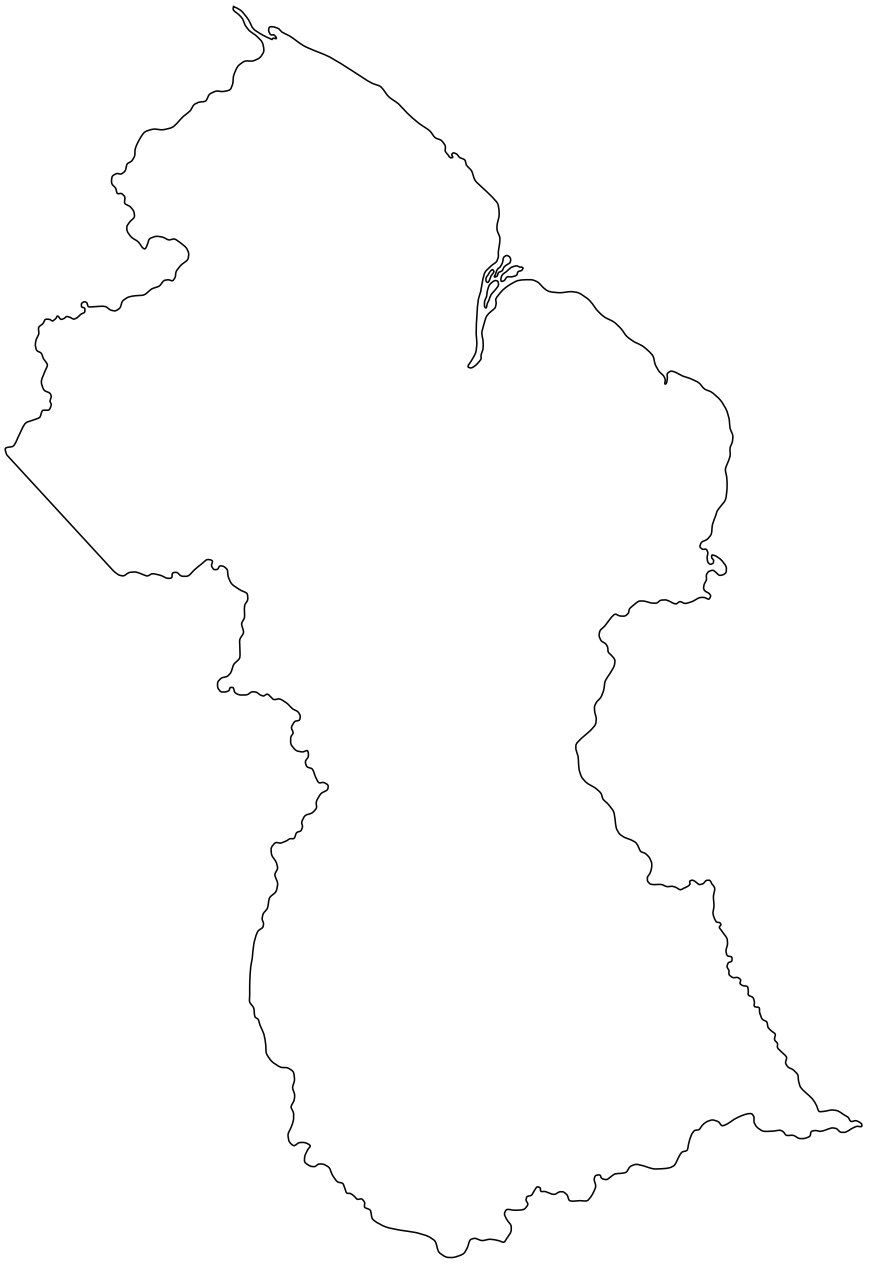
(1) Suppose your school is 3679 metres long, calculate the difference between your school's length and that of the MARRIOTT's.

(2) Find the total length for both buildings.

(a) If four buildings of similar lengths are to be built using the length at 2. what would be the length of the complex.

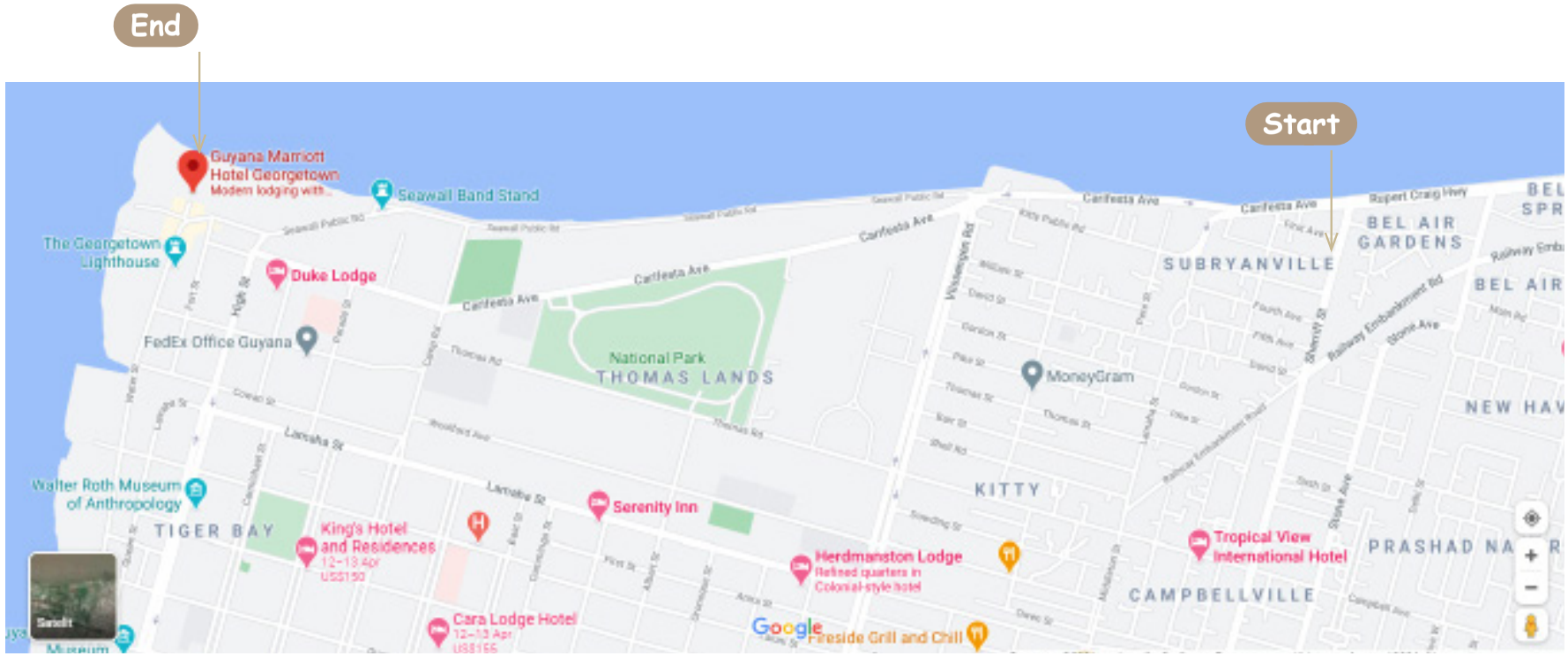
Social Studies: Administrative Regions

Draw and shade in the administrative regions 6, 5 and 4. Be sure to use a key to code the regions.



HOME LINK

Complete the maze to show the route from Sheriff Street to the MARRIOTT.



Word List

A

Access

Accomplish

Acquaintance

Acronym

Adorable

Adrenalin

Adventures

Alienate

Amity

Amphibians

Amphibious

Anonymous

Antarctic

Anticipation

Anxiety

Apologize

Apparent

Appetite

Applause

Appreciate

Approximately

Aqueduct

Architectural

Ardent

Aromas

Assertiveness

Assignments

Associated

Asthmatic

Athletics

Auditorium

Australia

Aviary

B

Bewilderment

Bizarre

Bourgeoisie

Broiling

Bullyism

C

Chaguaramas

challenge

championship

chandelier

character

chauffeur

cigarette

civilization

clarity

clenched

cochlea

commercial

communicate

companionship

Conception

confident

connects

conscious

consequences

consists

constant

consumption

contingent

continuously

conversely

creatures

crocodiles

cultural

cuneiform

D

Data

Decibels

Decision

Deflate

Detrimental

Devour

Disposal

Distracted

District

Doberman

Domestic

E

Economical

Eerie

Egyptian

Elevated

Emoticons

Empathy

Emphasizes

Encounters

Encyclopedia

Entertained

Enthusiasm

Entrepreneurs

Environment

Environmental

Equilibrium

Era

Eradicate

Eskimos

Established

Exhilaration

Expedition

Exploration

Expressed

Exquisite

F

Fantastic

Federation

Feverishly

Flamboyant

Fortified

Functioning

G

Gadget

Glimpse

Gratification

H

Habitable

Habitat

Hamlet

Heinous

Hesitation

Hieroglyphics

Homing

Hormones

Horrid

Howdahs

Humongous

I

Imagine

Immaculate

Immemorial

Imperfect

Impressive

Improvised

Inappropriate

Independence

Indicated

Influence

Informed

Inhabit

Innovative

Inscribed

Inseparable

Insisted

Insurmountable

Interventions

Investment

Invigorating

Issue

Itinerary

K

Knitting

Knowledgeable

L

Liliendaal

Limousine

Lurking

M

Magazines

Manufacturing

Memorable

Menace

Menstrual

Mesopotamia

Metropolitan

Mimicked

Mistreated

Moderator

Modernized

Mogul

Molecules

Molestation

Morals

Motivate

Muscles

Muster

Mystery

N

Naturally

Nauseousness

Neared

Nebulizer

Neighbourhood

Newts

Nomads

Non-biodegradable

Non-fiction

Normalcy

O

Oasis

Offender

Opted

Optician

Orchard

Ostrich

Overwhelming

P

Papyrus

Participants

Participating

Participator

Paternal

Patwa

Paedophile

Perked

Perpetrator

Phenomenon

Physique

Piercing

Platypus

Pleaded

Political

Pondered

Porpoises

Practically

Precious

Pretence

Prevalent

Providence

Puncture

Pyramid

Q

Qualities

Qualms

R

Receptors

Refrigerator

Regularly

Reminisce

Remorse

Renowned

Resource

Responsibility

Retaliate

Retrieve

Revelling

Rhythmic

S

Satisfied

Savory

Scared

Scientific

Secretariat

Sense

Sensors

Signatories

Simultaneously

Skyscrapers

Special

Spectacles

Spectacular

Sprawling

Squinting

Start

Succumb

Suggested

Surprise

Sympathy

T

Technology

Thought

Through

Tolerant

Traits

Transmit

Traumas

Treats

Treaty

Turbans

U

Umami

Uncontrollably

Underdeveloped

Undiscerned

Unfamiliar

Unhygienic

Utilizing

V

Valet

Vegetarian

Vertebrate

Via

Victims

Victors

W

Wrath

Word Study

2.12 Reads basic grade level sight words in context and in isolation
3.4 Demonstrates interest in learning new words
3.28 Uses knowledge of synonyms, antonyms, homographs to determine word meaning

Reading

2.4 Understands that the sequence of letters in a written word represents the sequence of sound in a spoken word
2.14 Reads with expression any appropriate grade-level text fluently

Comprehension

1.16 Uses age-appropriate descriptive words when speaking
4.11 Answers 'who' 'what' 'how' 'when' 'where' questions about stories read or read aloud by the teacher
4.6 Identifies the main ideas of a given text
4.12 Answers 'why' and 'what if' questions to discuss text

Grammar

1.32 Explains with reasons why a particular course of action has been taken
5.17 Uses appropriate subject/verb agreement

Creative Writing

5.1 Plans, composes and re-reads simples sentences
5.7 Uses process steps when writing

Home Links

6.8 Locates information from a dictionary and other reference materials

Word Study

3.2 Counts syllables in words accurately

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

Reading

2.8 Reads and responds to a variety of literature, Guyana, Caribbean and other cultures

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

2.18 Reads orally and monitors own reading by correcting miscues

Comprehension

1.6 Recalls information given by others

4.5 Recalls facts and details of text

Grammar

5.17 Uses appropriate subject/verb agreement

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

Creative Writing

5.16 Uses verbs correctly in written composition

5.21 Uses the negative form in simple and compound sentences

5.34 Demonstrates literal understanding of the topic

Home Link

6.1 Sorts, groups and sequences a variety of items

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

Word Study

1.2 Speaks fluently, sequentially, independently and in groups

1.8 Listens and shares opinions

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

2.3 Participates in rhyme, chant and song activities

Reading

2.17 Reads aloud with fluency and with natural speech, expository and narrative text appropriate to the grade

2.19 Uses contextual and picture clues to determine the meanings of words

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

Comprehension

1.9 Listens courteously and takes turn to speak

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

4.12 Answers 'why' and 'what if' questions to discuss text

4.15 Uses context clues to understand text

4.16 Relates story information to real-life experiences

Grammar

5.22 Uses prepositions appropriately

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

Creative Writing

5.1 Plans, composes, and re-reads simples sentences

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

5.31 Uses correct spelling to complete written tasks

5.40 Writes for a variety of purposes including description, explanation and narration

Home Link

6.19 Reads a range of fiction, poetry, non-fiction and drama including literature

Word Study

3.2 Counts syllables in words accurately

1.2 Speaks fluently, sequentially, independently and in groups

1.19 Builds oral vocabulary independently

3.16 Identifies initial and final consonant sound s short (CVC) and long (CVCV) vowel sounds and blends these sounds to read words

Reading

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

2.19 Uses contextual and picture clues to determine the meanings of words

2.21 Reads books which provide pleasure, entertainment and information

2.27 Demonstrates in talking or writing about fiction, poetry, non-fiction and other texts

Comprehension

1.1 Listens, interprets and extracts salient points

1 .6 Recalls information given by others

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 story books, non-fiction informative texts and poems

Grammar

5.2 Uses grade level punctuation and capitalization

5.14 Constructs declarative, interrogative, imperative and exclamatory sentences in written language

5.30 Uses punctuation at the end of sentences correctly

1.21 Speaks clearly and audibly

1.28 Conveys accurately a simple message

Creative Writing

1.7 Expresses feelings using appropriate descriptive words

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

5.45 Labels where appropriate, and uses visual representations to reinforce message

Home Link

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

6.7 Understands the purposes of reference materials

Word Study

3.24. Knows and uses complex word families

3.21 Identifies consonant blends (2 and 3 letters) in the initial and final positions in words and blends them to read words

1.4 Participates in a presentation

2.13 Demonstrates appropriate use of vocabulary and sentence structure

Reading

2.21 Reads books which provide pleasure, entertainment and information

2.27 Demonstrates in talking or writing about fiction, poetry, non-fiction and other texts

Comprehension

5.50 Shows through discussion an awareness of writer's choice of particular words and phrases and the effect on the reader

5.59 Chooses vocabulary which conveys attitudes, responses and emotions

1.7 Expresses feelings using appropriate descriptive words

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

1.20 Responds to questions expressed in Standard English

Grammar

1.21 Speaks clearly and audibly

5.26 Uses comparative and superlative forms of adjectives correctly

Creative Writing

5.35 Uses pre-writing strategies to generate and organize ideas

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

Home Link

6.5 Locates information from grade level reference materials

6.20 Selects, retrieves, evaluates and combines information from a wide range of reference materials

1.1 Listens, interprets and extracts salient points

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

Word Study

1.8 Listens and shares opinions

1 .6 Recalls information given by others

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

3.27 Applies rules of syllabication to identify words with multiple syllables

3.37 Identifies unknown words through the use of context clues

Reading

2.6 Responds to characters or situations in a story read

2.14 Reads with expression any appropriate grade-level text fluently

2.17 Reads aloud with fluency and with natural speech, expository and narrative text appropriate to the grade

2.29 Reads different kinds of print that is appropriate in the environment

Comprehension

4.5 Recalls facts and details of text

4.6 Identifies the main ideas of a given text

4.15 Uses context clues to understand text

4.22 Employs specific comprehension strategies when difficulties are encountered

Grammar

5.15 Identifies and uses plural and possessive forms of nouns correctly

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

Creative Writing

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

5.42 Writes personal and formal letters, with thank you notes and invitations

Home Link

6.12 Looks at words critically and conducts research on familiar words

6.22 Shows an understanding of the devices and structures used by the writers with appropriate reference of details

6.25 Reads letters, diaries and auto biographies from different cultures

Word Study

3.3 Extends vocabulary in own speech

3.38 Identifies roots and affixes of words

3.31 Spells Words in own writing, displays main patterns in English spelling correctly

1.19 Builds oral vocabulary independently

3.10 Builds and easily reads word families

Reading

2.18 Reads orally and monitors own reading by correcting miscues

2.21 Reads books which provide pleasure, entertainment and information

1.46 Takes an active part in a group discussion, displays sensitivity, listening critically and being self-critical

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

Comprehension

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

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

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

4.13 Answers comprehension questions based on what has been read independently

Grammar

5.25 Uses subject and object forms of personal pronouns correctly
1.8 Listens and shares opinions
1.16 Uses age appropriate descriptive words when speaking

Creative Writing

1.17 Stays on topic when speaking
5.1 Plans, composes and re-reads simples sentences
5.8 Discusses ways to refine own writing
5.35 Uses pre-writing strategies to generate and organize ideas
5.52 Comments on the arguments, attitudes and styles displayed on an issue of language usage or performance in a newspaper or periodical
6.24 Writes presentations using an encyclopedia or database

Home Link

6.7 Understands the purposes of reference materials
1.3 Speaks effectively and confidently to deliver speeches for a variety of purposes
1.4 Listens and shares opinions
1.11 Expresses opinions on a variety of topics and logically supports opinions

Word Study

1.14 Listens to, identifies and understands contracted forms of words in oral communication
1.18 Demonstrates awareness of different languages and dialects
3.25 Identifies compound words and separates them into their constituent parts

Reading

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

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

2.14 Reads with expression any appropriate grade-level text fluently

Comprehension

1.40 Participates in a presentation

4.3 Reads and follows simple written instructions

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

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

Grammar

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

Creative Writing

5.61 Writes an illustrated story which is suitable for a younger reader

6.20 Selects, retrieves, evaluates and combines information from a wide range of reference materials

Home Link

6.22 Shows an understanding of the devices and structures used by the writers with appropriate reference of details

Word Work

3.1 Identifies all alphabet letters out of sequence dictionary skill readily

3.34 Uses dictionary, wordbook, and other classroom resources

Reading

2.15 Corrects miscues when reading orally

2.16 Reads in isolation, as well as in context, basic sight words appropriate grade

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

Comprehension

1.46 Takes an active part in a group discussion, displays sensitivity, listening critically and being self-critical

4.39 Develops information retrieval strategies for the purposes of the study

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

Grammar

5.26 Uses comparative and superlative forms of adjectives correctly

Creative Writing

5.34 Demonstrates literal understanding of the topic

5.40 Writes for a variety of purposes including description, explanation and narration

Home Link

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

6.14 Uses methods of finding information, when pursuing a line of inquiry appropriately

Word Study

1.14 Listens to, identify and understand contracted forms of words in oral communication

1.18 Demonstrates awareness of different languages and dialects

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

6.14 Uses methods of finding information, when pursuing a line of inquiry appropriately

Word Study

3.2 Counts syllables in words accurately

3.18 Identifies words with vowels modified by (r, l and w)

3.27 Applies rules of syllabication to identify words with multiple syllables

3.39 Uses syllabication techniques to break words into smaller units for quicker identification

3.41 Prepares and keeps word dictionaries

Reading

4.16 Relates story information to real life experiences

4.27 Demonstrates, in talking about stories and poems, using inference, deduction and previous reading experience to find and appreciate meanings beyond the literal

4.29 Makes comparisons between stories or poems, and offers justification for personal experience

Comprehension

4.5 Recalls facts and details of text

4.6 Identifies the main ideas of a given text

4.17 Connects life to text and text to the life experiences in stories read independently or by the teacher

Grammar

5.14 Constructs declarative, interrogative, imperative and exclamatory sentences in written language

5.28 Distinguishes between Creole and Standard English usage correctly

Creative Writing

5.7 Uses process steps when writing

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

5.46 Uses format appropriate for purpose of writing (e.g. letter, notice, menu, poem, chart, email)

Home Link

6.16 Uses search reading to contribute to an inquiry into health and safety at school or in the home

Word Study

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

3.16 Identifies initial and final consonant sound s short (CVC) and long (CVCV) vowel sounds and blends these sounds to read words

3.20 Identifies words with silent letters-w, k, b, l, l-write, knife, comb, calm, listen

Reading

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

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

1.4 Listens attentively to stories, talks about setting, story-line and characters and recalls significant details

2.23 Reads aloud expressively, from a range of familiar literature

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

Comprehension

4.3 Reads and follows simple written instructions

4.5 Recalls facts and details of text

4.12 Answers 'why' and 'what if' questions to discuss text

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

Grammar

5.15 Identifies and uses plural and possessive forms of nouns correctly

Creative Writing

5.1 Plans, composes and re-reads simple sentences

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

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

5.11 Writes informative and well structural reports given organizational help

5.46 Uses format appropriate for purpose of writing (e.g. letter, notice, menu, poem, chart, email)

Home Link

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

6.17 Decides what information is required for a project and locates it by reference to chapter titles, subheading types, preface, symbol keys

Word Study

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

3.22 Identifies consonant digraphs in the initial and final position in words and uses them to read words

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

3.29 Spells words of greater complexity correctly

3.36 Recognizes words with inflectional ending-suffixes such as ed, and –ing

Reading

1.44 Relates real or imaginary events in a narrative which conveys meaning to a group or pupils

2.18 Reads orally and monitors own reading by correcting miscues

4.8 Identifies some sequences of events in stories

Comprehension

1.20 Responds to questions expressed in Standard English

4.5 Recalls facts and details of text

4.8 Identifies some sequences of events in stories

4.23 Uses details to predict outcomes

4.24 Identifies feelings of characters in a reading selection

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

Creative Writing

5.7 Uses process steps when writing

5.12 Writes in various genres such as stories, reports, correspondences etc.

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

5.40 Writes for a variety of purposes including description, explanation and narration

Home Link

6.21 Reads and researches materials for games, adventures, etc.

Word Study

1.19 Builds oral vocabulary independently
3.3 Extends vocabulary in own speech
3.4 Demonstrates interest in learning new words
3.35 Spells words of greater complexity while reading
3.37 Identifies unknown words through the use of context clues

Reading

4.6 Identifies the main ideas of a given text
4.21 Re-reads sentences and paragraphs when meaning is not clear
4.24 Identifies feelings of characters in a reading selection
4.29 Makes comparisons between stories or poems, and offers justification for personal experience
4.37 Reads aloud from familiar stories and poems fluency and with appropriate expression

Comprehension

1.8 Listens and shares opinions
4.13 Answers comprehension questions based on what has been read independently at grade level
4.15 Uses context clues to understand text
4.16 Relates story information to real-life experiences

Grammar

1.42 Uses language to convey information and ideas effectively in a straight forward situation
5.8 Discusses ways to refine own writing

Creative Writing

1.2 Speaks fluently, sequentially, independently and in groups

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

Home Link

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

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

1.5 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 in isolation
3.3 Extends vocabulary in own speech
3.9 Sounds out regular words including those with blends, digraphs etc.
3.24 Knows and uses complex word families
3.28 Uses knowledge of synonyms, antonyms, homographs to determine word meaning
3.32 Spells words using the main prefixes and suffixes
3.35 Spells words of greater complexity while reading
3.9 Sounds out regular words including those with blends, digraphs etc.
3.24 Knows and uses complex word families
3.28 Uses knowledge of synonyms, antonyms, homographs to determine word meaning
3.32 Spells words using the main prefixes and suffixes
3.35 Spells words of greater complexity while reading

Reading

2.11 Reads and demonstrates an understanding of the theme of the author's message in fiction and non-fiction
2.17 Reads aloud with fluency and with natural speech, expository and narrative text appropriate to the grade
2.29 Reads different kinds of print that is appropriate in the environment

Comprehension

1.5 Listens then extracts the main ideas from presentations

4.5 Recalls facts and details of text

4.22 Employs specific comprehension strategies when difficulties are encountered

4.23 Uses details to predict outcomes

Grammar

5.19 Uses link words to join sentences

5.35 Uses pre-writing strategies to generate and organize ideas

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

Creative Writing

5.5 Plans compose and re-read fairly readable first draft

5.7 Uses process steps when writing

Home Link

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

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

Word Study

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

3.21 Identifies consonant blends (2 and 3 letters) in the initial and final positions in words and blends them to read words

3.29 Spells words of greater complexity correctly

3.41 Prepares and keeps word dictionaries

Reading

4.20 Monitors own reading and self-corrects misread words

4.22 Employs specific comprehension strategies when difficulties are encountered

4.24 Identifies feelings of characters in a reading selection

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

Comprehension

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

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

5.19 Uses link words to join sentences

Creative Writing

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

1.27 Relates real or imaginary events in a connected narrative

5.61 Writes an illustrated story which is suitable for a younger reader

Home Link

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

6.14 Uses methods of finding information, when pursuing a line of inquiry appropriately

Word Study

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

3.36 Recognizes words with inflectional ending-suffixes such as -ed and -ing

3.42 Recognizes the various inflectional endings when reading

Reading

4.6 Identifies the main ideas of a given text

4.8 Identifies some sequences of events in stories

4.18 Understands that there are different types of text such as story books, non-fiction informative texts and poems

4.34 Reads text with content, length, organization or language which make demand on the reader

Comprehension

1.24 Identifies and describes the elements of plot, character, in a picture or story

4.7 Identifies and discusses similarities and differences in story elements

4.29 Makes comparisons between stories or poems, and offers justification for personal experience

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

Grammar

5.18 Uses adjectives and adverbs appropriately

Creative Writing

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

5.7 Uses process steps when writing

Home Link

1.1 Listens, interprets and extracts salient points

1.7 Expresses feelings using appropriate descriptive words

Word Study

3.2 Counts syllables in words accurately

3.4 Demonstrates interest in learning new words

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

3.23 Identifies words with the regular vowel combination au, ea, ie

Reading

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

4.31 Reads aloud expressively, fluently and with increased confidence from a range of familiar texts

Comprehension

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

4.12 Answers 'why' and 'what if' questions to discuss text

Grammar

3.11 Reads and interprets contractions

5.23 Identifies and uses contractions correctly

Creative Writing

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

Home Link

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

Word Study

3.3 Extends vocabulary in own speech
3.10 Builds and easily reads word families
3.28 Uses knowledge of synonyms, antonyms, homographs to determine word meaning
3.29 Spells words of greater complexity correctly
3.38 Identifies roots and affixes of words
3.41 Prepares and keeps word dictionaries

Reading

3.13 Reads decodable text accurately and fluently at grade level
4.26 Reads at independent level and shows understanding of what is read silently

Comprehension

4.5 Recalls facts and details of text
4.8 Identifies some sequences of events in stories
4.9 Retells main events of a text in proper sequence
4.16 Relates story information to real-life experiences
4.17 Connects life to text and text to the life experiences in stories read independently or by the teacher

Grammar

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

Creative Writing

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

5.7 Uses process steps when writing

Home Link

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



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