



MINISTRY OF EDUCATION  
YOUTH & INFORMATION

**Subject:** Language Arts

**Grade:** 4

**Duration:** 1hr x 5

**Focus Question:** “How do I effectively share ideas about cultural practices which have helped to shape our national and regional identity?”

**Focus Strand:** Reading for meaning and Enjoyment (Comprehension)

**Strand:** Comprehension

**Sub- Topic:** Making Inferences

**Attainment Target:** Use deductions and inference to interpret information and ideas and to predict outcomes.

**Specific objectives:** By the end of the lesson students will be able to;

- a. Explain what is an inference
- b. Make inferences using text clues and pictures.

**Skills:** speaking, listening, engage in discussions and making inferences

**Key Vocabulary:** infer, culture, Jamaica, text,

## Content

Readers make inferences to supply information that the author did not state within the text. When you make an inference, you add what you already know to what an author has told you. We can use our experiences to help us to make an Inference.

## Engage


1. Teacher will play a game called “Paper bag mystery person”. Teacher will put a few items into a brown paper bag. Students will be told that the bag belongs to a certain type of person and their job is to tell you something about the person. Teacher will take out each item one by one and talk about it.
  - Example #1: goggles, a swim cap, a swim ribbon, a stop watch
  - Example #2: a bookmark, a library card, a stuffed animal, a book
  - Example #3: a stethoscope, a gloves, an injection needle,


Students will guess/ infer who these items belong to. Students will say how they know who the items belong to.

## Explain

2. Learners will be told that they are making inferences. Teacher will explain what an inference is.

### What is an inference?

 You make an **inference** when you use clues from the story along with your own experiences to figure out something that the author *doesn't* tell you.

 When you make an **inference**, be able to identify the clues that you used.

3. Teacher will explain that we make inferences all the time. **Example:**

**If we are at the table and we see father yawning and rubbing his eyes, we could infer that he is \_\_\_\_\_.**

## Explore

4. Pupils will listen to and engage in singing the following Making Inferences song.

Sometimes when you're reading a story The words are not all there for you So being, a good book detective Will help you to find any clues  (cho) Infer, infer	Filling what's not in the book, the book Infer, infer, It's taking a much closer look  Some authors leave clues in their pictures Some authors leave clues in their text They give you just part of the story
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And want you to fill in the rest

So when you are reading a story  
Be careful to read what is there  
But then figure out what is missing  
Now, you are inferring with flair.

5. Pupils will in their groups read sentences and short passages and make inferences based on what was read.

**Example 1:**

*Students will imagine that the principal walked into the room. Tell them that they notice that the principal is red in the face and they hear the door slam behind him/her upon entering the room. The principal says nothing but points at a student and gestures for him/her to leave the room with the principal. Ask the students to talk with a partner about what questions they have and what they think is going on. At a prearranged signal, stop the conversation and ask a few kids to share first what they were wondering about.*

**Example:**

- a. Why did the principal come in?
- b. Why was he/she angry?
- c. What did that kid do to make the principal mad?

As the students talk about possible reasons why the principal was angry and why a student might be in trouble, ask them how they made these inferences. Point out the clues and how background knowledge helped them make their inference and write them on the board. Also point out how inferences often result when we ask a question that doesn't have a direct answer.

**Example 2:**

Students will be placed in groups. Each group will be given pictures showing different aspects of the Jamaican culture. They will be asked to infer what they think is happening in the pictures and write their inferences on the paper.



**Extend**

6. Students will collaborate with teacher to review and examine a “How to make Inferences Chart”. Students will be engaged in a teacher led discussion about how the chart can be used as a guide to making inferences.



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**Making Inferences**

**I can figure out something that is not explicitly stated in a text.**

Question	It Says...	I Say...	And so...
Step 1	Step 2	Step 3	Step 4
Write the question.	Find information from the text that will help you answer the question.	Think about what you know about the information.	Combine what the text says with what you know to come up with the Answer.

7. Students will be given a passage about Jamaica's Culture. They will be required to read the passage and use the inference chart to answer the questions.

In Jamaica there are many food items that are traditionally eaten at a specific time of the year. At certain times of the year Jamaicans enjoy sorrel and fruit cake, bun and cheese and friend fish. They also enjoy curried goat and white rice.

At which time of the year do Jamaicans eat bun and cheese?

At which time of the year do Jamaicans enjoy sorrel and fruit cake?

The Jonkunnu dance was brought to Jamaica by slaves. It is generally celebrated at Christmas time. It is a masquerade in which the players wear masks to disguise themselves. They dance in the streets and little children run away and cry. The main characters are cow head or Horse Head, King and Queen, the Devil and Pitchy Patchy. All the dancers are men but some dress as women.

Question: 1. Where was the Jonkunnu dance originated?

2. Why did the children runaway and hide?

**Evaluate:**

**Assessment: Group 1 (Enrichment)**

**Students will be given short passages to read and make inferences by answering questions.**



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**Group 2:** Students will be given sentence strips with different scenarios and write what they infer.

**Eg:**

- a. Watching a man run towards the gate at the airport, one can infer that \_\_\_\_\_
- b. Your child is playing in her bedroom and you hear a crash and then crying. You can infer that \_\_\_\_\_
- c. Ted played games, had cake and ice cream, then watched as his friend opened his gifts.  
One could infer that \_\_\_\_\_

**Homework:** Learners will complete worksheets on Making Inferences by completing a table.

**Evaluation:**

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**Subject:** Language Arts

**Strand (Grammar & Conventions)**

**Sub- Topic: Conjunctions**

**Focus Question:** How do I effectively share ideas about cultural practices which have helped to shape our national and regional identity?"

**Attainment Target: a.** Write sentences, paragraphs and extended pieces which are grammatically accurate and correctly punctuated, using SJE and JC appropriately.

**Specific Objectives:** By the end of the lesson students will be able to;

- a. Identify conjunctions
- b. Define the term conjunctions
- c. Use conjunctions in sentences

**Skills:** speaking, listening, identifying conjunctions, defining conjunctions

**Materials/Resources:**

youtube video  
sentence strips  
paper clips  
worksheet

**Content:**

**Procedure/Activities:**

**Introduction:**

**Engage**

Students will listen to a conjunctions song provided by the teacher

<https://www.youtube.com/watch?v=RCRi9NQwOI>  
(<https://www.youtube.com/watch?v=4AyjKgZ9tKg>)

#### Content

Conjunctions are used to join words or groups of words together. The most common ones are *and*, *or*, and *but*. The use of conjunctions encourages a writer to take two or more short, choppy sentences and combine them into one effective sentence.

They will say what conjunctions are and identify conjunctions from the video.

**AND** means adding information, **OR** means there's a choice, **BUT** shows a difference or an unexpected twist, **SO** and **BECAUSE** show cause and effect

- a. Teacher will engage students in a discussion about the content of the song. Highlighting key words from the song. The lesson Objectives will be explained.

### Development

#### Explore and Extend

1. Students will be placed in groups. They will be required to formulate a definition from the recording and present to class

- a. Students will then share their definitions with the class.
- b. Teacher will discuss the definitions and arrive at a correct definition. The group that forms the definition correctly or was got as close as possible will be awarded with a star.

Conjunction	are	Joining	words	They	join	sentences	or
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- c. Students and teacher will provide examples of conjunctions. And, or, but, so, because
- d. Students will be given sentences strips, they will examine the sentences and choose a conjunction that can be used to connect the two sentences

For eg:

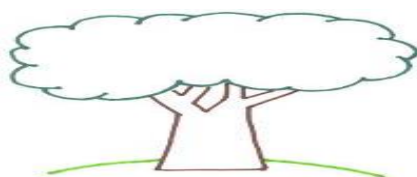
Jamaica's culture is rich.

Jamaica's culture is diverse.

Jamaica's culture is rich **and** diverse.

2. In groups children will examine a paragraph to identify conjunctions in sentences. Students will Make a list of the conjunctions identified in the paragraph and use them to create a conjunction tree.

## Conjunction Tree



**Evaluate:**

**Group 1:**



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Students will be given conjunctions with paper clips at each end and strips of paper with phrases/sentences, students will be required to use the paper clips to join sentences.

**See example below:**



**Group 2:**

Students will be asked to join two sentences together using one of the following conjunctions.

See Worksheet

**Group 3**

Create sentences using the following conjunctions

Because, and, so, but, and yet

**Evaluation 2:**

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**Subject: Language Arts**

**Focus Question:** How do I effectively share ideas about cultural practices which have helped to shape our national and regional identity?"

**Strand: Communication (Writing) and Listening and Speaking**

**Sub- Topic: Transitional Words**

**Attainment Target:** Develop approaches to the writing process to enable students to organise their ideas into a coherent structure including layout, sections and paragraphs.

**Specific objectives:** by the end of the lesson students should be able to;

- a. Identify transitional words
- b. Understand the purpose of transitional words
- c. Extend the length and structure of paragraphs through the use of transitional words/ phrases e.g., first, finally, in addition to
- d. Listen to recall specific details.

**Skills:** peruse text with signal word, identifying transitional words, speaking, writing, listening

**Materials/Resources:**

Video on Transitional words

Multi-media projector

Content

When writing a paragraph or essay, it is important to use transition words to connect ideas together. Words or phrases to help sequence ideas or transition between sentences or paragraphs • first... second... third... • in the first place... also... lastly • after • afterwards • as soon as • at first • at last • before • before long • finally • in the meantime • later • meanwhile • next • soon • then

**Key Vocabulary;** transition, paragraph, words, first, second, third, finally

**Engage:**

- a. Teacher will ask students the following questions:
  - Have you ever made pizza or any other dish at home?
  - How did you go about doing it?



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- Have you seen your mom or any adult making the Jamaican National Dish?
- What were the steps involved?
- Students will listen to a short passage read by teacher about steps in making home-made pizza. They will listen for words that tell the order in which the steps take place.
  - **Example:**
  - **First, then, next, finally**They will say how important they think these words are to the passage.

### **Explain**

- After taking responses teacher will tell students that it is very important to use signal words in their writing in order to effectively connect ideas together. These words are called *transitional words*.

### **Explore**

- Students will watch a video on transitional words. Teacher will stop to take questions and have discussion at various points. Teacher and students will have a discussion about why they think transitional words are used.
- Selected students will be asked to explain the use of transitional words. (***Transitional words are important to use when we are connecting ideas. It helps with sequencing ideas or when we are transitioning between sentences or paragraphs***)

### **Extend**

- Students will say what transitional words are and identify a list of them from the presentation.
- Students will in groups read a story entitled “Linda’s Day”. They will then underline all the transitional words used and recall the things that happened to Linda in a sequence (using transitional words). They will also answer questions relating to the story.

### **Evaluate**

#### **Assessment:**

#### **Group 1:**

**Underline transitional words in the following sentences.**

1. Lastly, the teacher told me where I needed to sit.
2. After that, I walked home with my head held high
3. Next, we needed to paint the inside of the house.
4. Finally, the pain in my knee subsided

5. In conclusion, I appreciate your hard work.

**Group 2**

Students will be given a sample writing that they will be required to fill in the blank spaces with the most appropriate transitional words to complete the passage.

**Group 2**

Students will Record their responses in sequence using the time line.

**Group 3**

Students will write a paragraph outlining the things they do before coming to school in the mornings. They will write sentences in the boxes below then put them together to make a paragraph

For example;

First,   	Next,   	After that,   
↓		
Finally,   		

**Homework:** Write a paragraph explaining how to cook rice and peas. Use transitional words learnt to guide your writing.

**Evaluation 2:**

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*It seemed like an ordinary day when she got up that morning, but Lynda was about to experience the worst day of her life. First, she fell in the bathtub because her mother forgot to rinse out the bath oil. Then, she spilled orange juice on the outfit she had spent hours putting together for the party. When she changed, she messed up the cornrows her mother had put in her hair. As she walked out the door, she dropped all of her school books and her math homework flew away. Once she made it to her father's car she thought everything would be all right. She was wrong; her father didn't look before he backed out of the yard and ran into the neighbour's truck. Lynda's side of the car was damaged the most, and she ended up with a broken arm. That night, she cried herself to sleep.*

**Subject: Language Arts**

**Focus Question:** How do I effectively share ideas about cultural practices which have helped to shape our national and regional identity?"

**Strand: Reading for Information (Study skills)**

**Sub- Topic: Skimming and Scanning**

**Attainment Target:**

**a.** Research activities on issues and interests by generating ideas and exploring texts using a range of strategies.

**b.** Identify and use text features to support navigation of text, retrieving and synthesize information gained from a range of sources.

**Specific Objectives:** By the end of the lesson students will be able to;

- a.** Demonstrate understanding of the skim and scan strategy
- b.** Skim and scan for information
- c.** Identify and explain information using text feature

*Content*

*Skimming and scanning are two speed reading techniques, which enables you to cover a wide amount of material very rapidly. These techniques are similar in process but different in purpose. Scanning means to look quickly for one thing in particular. Skimming means to read quickly to get the general information*

**Skills:** speaking, listening, identifying conjunctions, defining conjunctions

**Strategy:** skimming and scanning think- aloud

**Engage:**

Students will watch a video entitled the “Taino Nation of Jamaica-Xaymaca”. Teacher will then provide students with passage with related content.

**Explain**

1. Teacher will highlight the features of a particular text. The title, heading and photographs students will be told that before they read an article, passage or a book they should first skim the text for certain text features that will give them clues as to what the passage will be about and they should always make predictions about what they think the passage will be about
2. Students will be reminded that when you scan you don’t read every word but you move your eyes quickly through the lines to identify individual words.

**Explore**

3. Teacher will demonstrate using the think- aloud strategy- The title of this passage is called “The First Jamaicans” therefore, I think this passage will be about the first people who lived in Jamaica. Teacher will then read the sub- heading of the article “How Jamaica got its name”- teacher will then say, “Oh I thought this passage was going to be about the first people who came to live in Jamaica but it is actually about how Jamaica got its name” Teacher will then say- “Let me look at the Picture, I think the people on the coat of arms (Tainos) gave Jamaica its name. Teacher will then identify and read the first line in the first paragraph and then the first line in the second paragraph to make predictions about the passage.

**Extend**

4. Teacher and students will then read the passage “The First Jamaicans” (Mcmillan Primary Integrated Studies Term 2-Culture pg. 194). Students will be asked questions about the passage. Then students will locate informational facts from the text.

Questions: Who gave Jamaica its name?

- a. Which group of people are represented on the coat of arms?
  - b. What was the name of the Spanish Explorer
5. Teacher will present students with other questions that will be written on the board. They will watch the video again and students will listen or look for the answers to the questions in the video.

**Evaluate:**

**Group 1:** students will be given a paper with the title of a story and the picture. They will be required to use the skimming technique to make predictions about what they think the passage will be about and write their predictions down.

**Group 2:** Students will be placed in four groups each group will be given a passage they will be required to use the skimming and scanning technique. And answer the questions. Teacher will provide guided questions for students to answer the questions.

**Group 3:** Students will be placed in four groups each group will be given a passage they will be required to create questions that they can find the answers right there in the passage. The groups will have 10 mins to create these questions. Then groups will exchange their questions and answer the questions asked by the other group.

**Homework:** Locate different articles in the newspaper or a magazine use the skim and scan technique before reading the article these will be shared with your group members.

**Evaluation 2:**

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