



MINISTRY of EDUCATION
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Subject: Language Arts

Grade: 6

Duration: 5 x 60 minutes.

Unit title/Theme: The physical environment and its impact-landforms

Focus question: How do we use our expression, to show our understanding of land formation and their impact on the environment?

Attainment Targets:

- Listen to, recall understand and respond to speaker's messages, whether implicit or explicit
- Explain and comment on speakers' use of language, including use of SJE and JC, and their use of vocabulary, grammar and other features.
- Read for information, fluency and enjoyment of text, using a variety of clues to gain information and identify ideas and events
- Research activities on issues and interests by generating ideas and exploring texts using a range of strategies
- Write sentences, paragraphs and extended pieces which are grammatically correct and accurately punctuated.
- Use language and text forms appropriately and with imagination to create vibrant and engaging texts.
- Build vocabulary through various strategies

ICT Attainment Target: Use technology to communicate ideas, information and understanding for a variety of purposes

Learning Outcomes

Students will be able to:

- Present ideas appropriately to an audience using SJE
- Show awareness of active listening and appropriate speaking skills
- Demonstrate mastery of word recognition word recognition skills
- Locate information from different sources, using text features
- Extend their knowledge of a range of comprehension skills
- Show noticeable improvement in writing skills based on the writing process technique



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Focus Strand: Listening and speaking

Objectives: pupils will:

- Show respect for the opinions of their peers during oral discussions.
- Formulate oral and written responses evaluating what has been heard or viewed.
- Present on information viewed or heard in a concise manner.

Skills: formulate different sentence types, use SJE and JC conventions accurately and use grammar forms- accurately in speaking and writing

Vocabulary: mountain, valley, plain, plateau, hill, gulf, lake, peninsula, strait

Materials/Resources: internet, text on landforms, video presentation, anticipation guide

Content outline: A **fact** is a statement that can be proven true or false. An **opinion** is an expression of a person's feelings that cannot be proven. **Opinions** can be based on **facts** or emotions and sometimes they are meant to deliberately mislead others. Therefore, it is important to be aware of the author's purpose and choice of language.

Prior Knowledge: Check that students:

- Know basic communication skills subsumed under the communication protocol

Activities:

Engage

- Students will work in pairs to complete a 'Fact or Opinion Anticipation Guide' about mountains.
- Students will then share their responses with the class and justify their choices

Explore

- In three groups students will read a given source on how to differentiate between facts and opinions and discuss information with their peers;
- Then read information relating to land forms and make adjustments to their anticipation guide as deemed necessary

Explain

- Based on the source used, a representative from each group will share their findings on how they were able to differentiate between facts and opinions

Elaborate



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- Students will create and record fact file using the information on each land form pretending each person is a land form. This information will be presented in the form of a panel discussion:
 - Panel discussion:
 - Group 1: act as resource persons and give opinions as well as factual information on land forms and how they impact society.
 - Group 2: act as members of the audience and ask questions about the facts or opinions presented

Evaluate

Students will list facts and opinions on a Listening Focus Chart (LFC) based on an audio tape on Valleys and Plateaus.

Extended learning: Students will research information on a given landform and prepare a report on the facts and opinions gathered.

Assessment Criteria:

- Facts creatively conveyed to audience
- Correctly distinguishes between facts and opinions

Lesson Evaluation:

Objective was met by:

| 0 – 50 % | 51 – 80 % | 81 – 100 % |
|----------|-----------|------------|
| | | |

Areas of strength: _____

Areas of Weakness (es): _____

Intervention to be taken:



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Focus Strand: Comprehension

Objectives: pupils will:

- Use text information to confirm or modify predictions made during reading
- Read with expression and fluency to understand/interpret text information

Skills: identify details, combine details and make predictions, confirm or modify predictions

Vocabulary: earth quake, volcano, eruption, erupts

Materials/Resources: Carlong Primary Social Studies, internet resources

Content outline: Prediction is fundamental to comprehension. According to Duffy, predicting is the strategy most relied upon as we begin reading. Good readers anticipate meaning. They do this by predicting what they think is going to happen in the selection and by revising their predictions as they read. As soon as a reader sees the title of a selection, looks at a picture on a cover, or even reads a first line, prior knowledge is sparked, and on the basis of that prior knowledge, predictions or hypotheses take flight. Duffy contends that the secret to making predictions as one begins to read is to combine the clues the author provides with previous experiences to make valid guesses about what will occur.

Prior Knowledge: Check that students:

- Know how to identify main ideas and supporting details

Activities:

Engage:

- Students will watch videos of volcanoes erupting and then discuss what is seen

Explore:

- As whole group, they will read a passage about volcanoes
- With their elbow partners, students will use the information gathered to answer prediction based question such as :
 - What do you think would happen if a volcano erupts of the coast of Kingston?
 - What do you think Jamaicans would do if a volcano is predicted to erupt at one of the mineral baths?

Explain:

- Students will discuss the reasons for making such predictions.
- They will then respond to questions such as:
 - How were you able to arrive at particular predictions?



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- Are predictions always accurate?
- How does prediction help in reading?

Elaborate:

Students will complete given tasks within groups.

- Group 1: write an additional paragraph to extend a story;
- Group 2: Illustrate what will happen after having listened to part of a story;
- Group 3: Using a given setting description, complete the story

Evaluate: Ongoing evaluation was done to check if students were able to make appropriate predictions based on given information.

Assessment Criteria:

Were students able to:

- make predictions based on information read
- Interpret information read

Lesson Evaluation:

Objective was met by:

| 0 – 50 % | 51 – 80 % | 81 – 100 % |
|----------|-----------|------------|
| | | |

Areas of strength: _____

Areas of Weakness (es): _____

Intervention to be taken:



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Focus Strand: Word recognition and vocabulary development

Objectives: pupils will:

- Apply word recognition strategies found most helpful before, during and after reading;
- Use prefixes to change the meaning of words in sentences.

Skills: identifying and utilizing root words, spelling words derived from root words

Vocabulary: prefix, root word.

Materials/Resources: Chart with information on prefix, handout, worksheet, internet, projector, laptop

Content outline: A prefix is a group of letters placed at the beginning of a word to make a new word –example; pre + cook = precook.

Prior Knowledge: Check that students know what root words are.

Activities

Engage:

Students will play a game called “Finish It”. Each child will have either a root word, or a prefix and they find a partner to create a new word. Discussion surrounding the words created will be done to identify those that are nonsense words or actual words.

Explore: They will then view video presentation of prefixes and identify the parts of the words they created that are classified as prefixes, then explore known words to derive the meaning of prefixes- example obedient -disobedient, understand, and misunderstand.

LINK TO VIDEO ON PREFIX

<https://www.youtube.com/watch?v=l170VTskxKA>

Explain: Students will explain how adding a prefix changes the meaning of words by using examples from everyday experiences. The teacher will lead the discussion by asking questions which allow them to do so.

Elaborate: Students will work in pairs to complete a table as shown. They will be given a list of prefixes to complete the table.

| Prefix | Meaning | Word Example | Word Meaning |
|--------|---------|------------------|---------------------|
| pre- | Before | Pre-independence | Before independence |



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Evaluate: Students will complete a “Prefix Mix-Up” passage requiring them to add appropriate prefixes to words.

Assessment Criteria:

Were students able to:

- identify the correct prefixes for specific words?
- tell the meaning of prefixes based on their knowledge of words?

Lesson Evaluation:

Objective was met by:

| 0 – 50 % | 51 – 80 % | 81 – 100 % |
|----------|-----------|------------|
| | | |

Areas of strength: _____

Areas of Weakness (es): _____

Intervention to be taken:



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Focus Strand: Structures and Research and Study Skills

Objectives: pupils will:

- Utilize different parts of speech; conjunctions, nouns, prepositions to construct more complex sentences
- Use table of contents and index to locate information in texts
- Use a range of non-fiction sources, including online sources, to locate information
- Scan for specific information

Skills: Use text features to extract specific information and main ideas, scan text to extract specific information

Vocabulary: conjunctions, preposition, parts of speech

Materials/Resources: video, computer, text book with data on land forms, story books.

Content outline:

-Prepositions – In addition to providing information about the location in place and time, this part of speech usually comes before a noun or a pronoun to describe its relationship to another word or part of the sentence.

The most common prepositions are: *at, to, with, from, for, of, on, in, into, onto, between, under, over, against, and around.*

Conjunctions - Conjunctions are words which join words, phrases, or sentences.

The most common conjunctions are: *for, and, nor, but, or, yet, so.*

Other common conjunctions are: *because, when, while, as, since, although, whenever.*

Prior Knowledge: Check that students:

- understand the concepts of skimming and scanning
- know what the eight parts of speech are.

Activities:

Engage

Students will:

- use discussion to review the function of parts of speech
- give and read sentences with examples of the correct use of different parts of speech

Explore



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- In groups, students will use text set on land forms to search for sentences related to the theme (Physical Environment and its Impact) that contain different conjunctions and prepositions.
- They will make a list of sentences with conjunctions and sentences with prepositions and discuss their effectiveness in linking sentences and creating meaning.

Explain

- Representatives from each group will present the sentences they found and explain how the conjunctions/prepositions impacted the meaning of the sentences.

Elaborate

- They will write a paragraph titled “My School Environment”, ensuring that conjunctions and prepositions are used appropriately.

Evaluate

- Students will share sentences orally for classmates to identify the conjunction or preposition used in each sentence. Suggest how sentences can be improved. Make improvements

Extended learning:

- Use conjunction and prepositions in their own writings.

Assessment:

- Oral and written statements reflect accurate use of conjunctions and prepositions
- Presentations include appropriate use of conjunctions and prepositions

Lesson Evaluation:

Objective was met by:

| 0 – 50 % | 51 – 80 % | 81 – 100 % |
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Areas of strength: _____

Areas of Weakness (es): _____

Intervention to be taken:



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Focus Strand: Communication

Objectives: pupils will:

- Write an expository piece on landforms in response to the writing prompt given.
- Identify and discuss the importance of key phrases in writing prompts
- Use the stages of the writing process to compose narrative and expository pieces reflecting the content given

Skills: brainstorm, create, draft, edit, revise and publish written pieces.

Vocabulary: landforms, mountains hills, rivers, valley, plateau, expository, information

Materials/Resources: written pieces, text books, writing prompts

Content outline:

Expository Writing is defined as presenting reasons, explanations, or steps in a process. Logical order should be used with appropriate sequencing of ideas or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion.

Prior Knowledge: Check that students:

- can write a paragraph;
- have been exposed to instruction on expository writing.

Learning outcome: Students who demonstrate outcomes can:

- Write an expository essay based the given prompt

Activities:

Engage: Pupils will:

- Talk about the expository essay and its key elements- to expose or share information;
- Discuss the purpose of writing prompt and why it is important to follow the suggestions of the prompt when writing an essay;

Explore

- In pairs, students will read and interpret a set of writing prompts. Discuss what the directions suggest and say what should be included in the task.



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Explain

- Discuss the way in which the prompts aided in them being able to plan for a writing task. The teacher will guide the discussion through questioning and comments.

Elaborate

- Write a draft for an expository piece on landforms in response to the writing prompt given.

Evaluate

Students will revise their draft then present to classmates. Presentations will be recorded.

Extended learning:

Assessment:

- Expository piece should adhere to the following principles:
 - Paragraphs contain topic sentences, supporting details and concluding sentences.
 - Transitional phrases and words are used to link paragraphs

Lesson Evaluation:

Objective was met by:

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|----------|-----------|------------|
| | | |

Areas of strength: _____

Areas of Weakness (es): _____

Intervention to be taken:
