

REVISED PRIMARY CURRICULUM
GOVERNMENT OF JAMAICA/ INTER-AMERICAN DEVELOPMENT BANK
PRIMARY EDUCATION IMPROVEMENT PROGRAMME (PEIP II)

CURRICULUM GUIDE
GRADES 1-3

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Kingston, Jamaica
September, 1999

ACKNOWLEDGEMENTS

We would like to acknowledge the contribution made by the following people in the initiation, planning and preparation of this document:

- Mrs. Janet Johnson - ACEO, Core Curriculum Unit, who started the process,
Miss Isoline Reid - ACEO, Core Curriculum Unit, who continued it,
Mrs. Phyllis Reynolds - ACEO Actg., Core Curriculum Unit, who completed the task.
- Members of the Core Curriculum Unit who, with the help of teachers and other educators, actually wrote the curriculum.
- All teachers and resource persons who participated in the writing process.
- Teachers in the 52 schools who participated in the Main Study.
- Principals and staff of the 30 pilot schools who facilitated the two years of piloting in their schools.
- Territorial Education Officers and Teacher Educators who played their part in the implementation of the pilot.
- Consultants:
 - Dr. Horst Lofgren, Dr. Monica Brown and Dr. Barbara Bailey, for work on the Main Study.
 - Dr. Heidi Jacobs, for guidance in the area of integration and format of the units.
 - Dr. Moses Peart, Dr. Hyacinth Ellis, Ms. Eva Ericson and Dr. Lofstedt, for work on the Absenteeism Study.
 - Dr. Monica Brown, Dr. Barbara Bailey, Mrs. Janet Johnson and Mrs. Lola McKinley, for work on the Teacher Education Study.
 - Dr. Gerry Rosenquinst, for work in the area of Special Education.
 - Miss Pam Morris, Mrs. Marcia Rainford and Dr. Ivy Mitchell, for work on the Catalogue and Review of Reading Materials.
 - Dr. Zellyne Jennings and Dr. Ken Crossley, for work on the evaluation of the draft of the revised primary curriculum, and Dr. Santos Mahung for his contribution in this regard.
 - Dr. Hyacinth Evans and the other evaluators, for work on evaluation in the schools.
- Members of the Advisory Committee, who gave their time to help guide and direct the work of the Curriculum Evaluation Unit.
- Managers of the Project, Mr. Gossett Oliver, Dr. Nancy George and Miss Jean Hastings, who during their time in this position, facilitated the processes of the Curriculum Evaluation Unit.

- Co-ordinator, Curriculum Evaluation Unit, Mrs Pearlina Beckford, who managed the entire process from its inception.
- Assistant Co-ordinator, Mrs. Diane Browne, who guided and managed the production process of the curriculum guides.
- The staff of the Project Co-ordinating Unit, the Language Arts Component and National Assessment Programme, who provided their particular expertise.
- The team of editors/proofers, led by Miss Isoline Reid and Mrs. Marjorie Vassell.
- The staff of the Curriculum Evaluation Unit and the typists, including those from the various Departments of the Ministry of Education & Culture, who worked on the production process of the guides.
- The various stakeholder groups, who provided valuable information on societal needs in relation to the curriculum.
- Anika Coke of Mountain View Primary, whose artwork appears on the cover of the guides, and the Jamaica Chamber of Commerce, which provided access to this material.
- All others whose names do not appear, but who contributed to the production of the revised curriculum.

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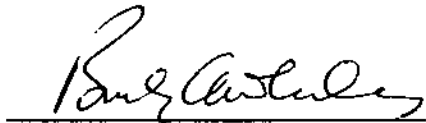
**Message from
Senator the Honourable Burchell Whiteman
Minister of Education and Culture**

The Primary Education Improvement Project (PEIP II) has been making a significant difference in the quality of education in our primary schools as it addresses the areas of teacher training, physical infrastructure and evaluation and revision of the curriculum.

Evaluation and periodic revision are critical to curriculum development if the process is to reflect psychological, social and educational changes as well as new methodologies. The revised curriculum takes a student centred approach to learning which gives focus to the competency of the students in applying knowledge.

In addition, the curriculum uses an integrated approach to learning, which enables our students to understand the relevance of what they learn and the relationship between different subject matter. The ability to make connections is important to the achievement of meaningful learning outcomes.

Our teachers are therefore encouraged to use this curriculum creatively, to generate excitement in the learning process, whilst the Ministry continues to monitor and evaluate – always in the quest for quality.



Burchell Whiteman (Hon.)

Message from Honourable Minister of State, Phyllis Mitchell

The creation of an education system that can adjust and adapt new methodologies in the learning experiences of our children, is an important challenge towards developing the whole child to meet the changing needs of society.

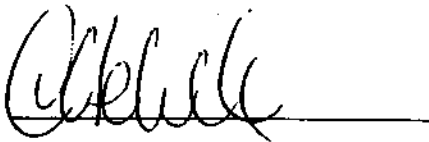
In view of this, there was an urgent need for a revision of the Primary Curriculum, and this was achieved through the IDB funded Primary Education Improvement Project (GOJ/IDB II). The project was executed through six Components focusing on improvement in the access to and the quality of primary education, through qualitative and infrastructural development.

The curriculum guides were developed through a process involving relevant bodies and agencies regionally, nationally and internationally, and the piloting of a draft of the revised curriculum in thirty schools from September, 1997, to June, 1999.

A major aspect of the revised curriculum is an integrated approach at grades 1-3, which establishes links between subject areas so that learning will be more meaningful for the child. At grades 4-6, there is greater emphasis on discrete subjects. A major highlight also, is the special focus on literacy (reading skills in particular) and numeracy.

The revision included curriculum officers, teachers and teacher educators, and I wish to express the Ministry's appreciation for their commitment and service to education.

It is commendable that continuous assessment is built into the revised curriculum, so that teachers can better monitor and report on students' progress, and use the data to inform their teaching strategies. We believe that this revised curriculum should enable all students to acquire a wide range of skills and a responsible attitude to learning.



Phyllis Mitchell

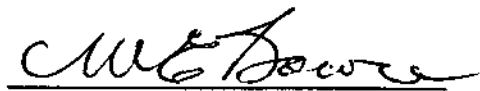
Message from Marguerite Bowie Permanent Secretary

By the end of the 1970's Jamaica had achieved the provision of universal primary education for children ages 6-11. This outstanding achievement was followed in 1980 by the completion of a new progressive primary curriculum that was designed with an integrated approach to the education of children in all the primary grades.

It was expected that, in the normal course of events, the new curriculum would undergo review and change as new educational practices evolved and new societal needs emerged. And indeed, over the last decade several societal issues have arisen that have demanded an urgent curricular response. To this end, several interest groups have made strong representation to the Ministry for the inclusion of important messages in the primary school curriculum. Included among the most prominent issues that have arisen are tourism, Garveyism, healthy lifestyles, environmental awareness, the role of the aesthetics in personal development, and the need to ensure that the curriculum fosters the development of positive social values and attitudes in our children. Analysis of the revised curriculum will show that every effort has been made to respond to these issues.

In addition, in recent years there has been a refinement of the vision for children leaving the primary stage of education. The vision is of a child who is culturally aware, literate and numerate, with a well developed sense of self and community. This refined vision has allowed us to pursue the process of curricula review in a more strategic manner, and take advantage of important new developments in education such as cooperative methods of learning.

The revised primary curriculum has benefitted from the collective wisdom of students, parents, teachers, a dedicated cadre of Core Curriculum Officers, as well as the inputs of other specialists. I believe that it can satisfy the educational requirements of all our students as it offers exciting learning experiences relevant to their current and future needs.



Marguerite Bowie

Message from Wesley E. Barrett Chief Education Officer

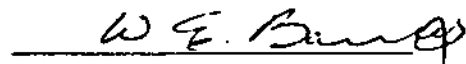
The output of this revised and renewed primary school curriculum, with attributes of coherence, adaptability, comprehensiveness, relevance and student centredness, has been achieved by a dynamic process involving critical stakeholders. As a result, the curriculum should lay claim to quality and responsiveness in our schools. Apart from the teachers, it indeed constitutes perhaps the most critical input into the educational process. Accordingly it should be effectively implemented.

A feature of the curriculum is the integrative – discrete model of content organization. The curricula for grades 1 to 3 exemplify the integration of content around major themes adding greater meaning to learning, and is supported by effective methodologies, learning experiences and assessment. For grades 4 to 6, the conventional discrete subject organization approach is retained, but here there is greater emphasis on the linking of content within and between topics to ensure coherence. The overall model is compatible with global trends towards integrating subject areas, particularly in the early primary grades. At the same time, provision is made for students to pursue discrete subject areas as they advance in school.

The curriculum model with its greater emphasis on problem-solving and creativity skills, as well as its recognition of accepted learning theories, comes at a time when there is a call for higher levels of student achievement and attainment. This call is forcing upon schools the need to implement a strong curriculum which contributes to high levels of attainment and achievement. Such levels must be bench-marked against the existing educational standards that are well defined and perceptively consistent with the demands of a knowledge based learning environment.

As Chief Education Officer, I urge all schools to implement the proposals contained in the guides, bearing in mind that they should be adapted to suit particular levels, interests and school environments. All levels of professionals and workers within the formal school system have a part to play in seeing to a planned implementation and monitoring of the primary curriculum. The issues of inputs, process and product immediately come to the fore, and should be recognized and focused on in the implementation plan.

The primary curriculum promises much. I hope the main beneficiaries, primary school children, will receive much from it.



Wesley E. Barrett

MESSAGE FROM THE ACEO - CORE CURRICULUM UNIT

This curriculum is designed on the premise that every child can learn, and as such provides opportunities for the identification and development of all their intelligencies.

It is based on the philosophy that pupils, empowered by increased achievement in numeracy and literacy, who are aesthetically and spiritually aware and who are guided by a commitment to moral and social principles, will be well prepared to face the challenges of the twenty-first century.

Primary Education must lay the foundation for life-long learning, as well as help pupils develop positive attitudes and values and the coping skills necessary for survival in an increasingly complex world. This curriculum provides opportunities for their development through strategies such as co-operative learning, group and project work, which encourage pupils to explore and share ideas as they identify and solve problems. In addition it teaches pupils how to learn, a skill which will not only allow them to have a greater sense of responsibility for their own progress, but will also allow for the adaptability required in a world where learning will be continuous.

The curriculum is fully integrated at Grades 1-3, with discrete subject areas at Grades 4-6. Opportunities for integration at the Grades 4-6 level are provided through research and project work based on interdisciplinary themes.

The curriculum is child centered and child focused and is designed to help children establish their own identity as citizens of the world. It is also flexible enough to allow teachers to adapt it to satisfy the varying abilities and learning styles of their pupils as well as the demands of their local environment.

This curriculum was developed by a group of dedicated educators – teachers of all grades, principals, lecturers at tertiary institutions, Core Curriculum officers - assisted by the co-ordinators of the Evaluation Component of the Primary Education Project (PEIP II). It includes inputs from children and their parents, education officers who supervise curriculum implementation, evaluators, local and international, as well as other persons from a wide cross section of the Jamaican Society. Credit must also be given to my predecessors, Janet Johnson and Isoline Reid, who during their time as Assistant Chief Education Officers, made invaluable contribution to the process even as they provided guidance and leadership for officers and other educators.

This curriculum is ours. If it is implemented with creativity and commitment it will form the base for further learning at the Secondary and Tertiary stages of the system and for continuing education outside of school.

It is with pleasure that we present this curriculum to the children of Jamaica, with the knowledge that it will make a significant difference to their lives.

Phyllis L. Reynolds
Phyllis Reynolds (Mrs.)
Actg. ACEO Core Curriculum Unit

PRIMARY EDUCATION – THE VISION FOR THE CHILD

“ The child completing primary school should be functionally literate and numerate, demonstrating a positive self-concept and a willingness to take responsibility for his/her own learning.

He/she should be culturally, aesthetically and spiritually aware, and be guided by a commitment to social and moral principles.”

*Vision statement formulated in the PEIP II Project Workshop,
Jamaica Conference Centre, September 12 & 13, 1996
Final amendment July 3, 1998*

INTRODUCTION TO THE CURRICULUM GUIDES

The Revised Primary Curriculum was developed in consultation with the various stakeholders, including parents and children, and has had the benefit of piloting over a three-year period. It succeeds the previous curriculum which has been in the system since 1978 and the areas of significant change reflect the feeling that the revision was long overdue.

This curriculum is different in format and design from its predecessor. Grades 1-3 are fully integrated using the overarching theme of “Me and My Environment”. ~~Special time slots, referred to as “windows”, have been designated for focussing on the development of literacy and numeracy skills,~~ and this represents the emphasis being placed on these in the curriculum.

At Grades 4-6, the format changes to discrete disciplines - Drama, Language Arts, Mathematics, Music, Physical Education, Religious Education, Science, Social Studies, Visual Arts, with thematic integration across subject areas being encouraged in the pupils’ project and research work.

The Grades 1-3 units are preceded by an overview of the themes, sub-themes and topics for the lower primary programme. At Grades 4-6, subject units are preceded by introductory pages which give the philosophy, as well as an overview of the upper primary programme for each. Technology is infused into all the units and special guidelines for its use are detailed in the pages entitled “The Need for Technology in Education”.

Teaching Units All the curriculum units follow a basic pattern, and in addition to providing numerous activities to give ‘hands on’ experience, they are carefully constructed according to the attainment targets, objectives and skills the pupils need to acquire. (Refer to “Terms Used in the Curriculum Guides”). Teachers, in turn, may use these same criteria to design or modify the units to suit their particular pupils’ needs/learning styles or local environment.

Assessment Alternative modes of assessment, including the use of portfolios and the keeping of journals, are encouraged. Assessment strategies are intimately linked to the focus questions, objectives and activities as product or performance, that is, what pupils can do to show that they have achieved the objectives. Suggestions for evaluation based on criteria will help teachers make better judgements about their pupils’ work. Further details are given on the pages entitled “Notes on Assessment”.

Literacy/Numeracy The specific inclusion of the Attainment Targets and Objectives for Language Arts and Mathematics in the Guide, is to help the teachers ensure that the skills in literacy and numeracy are developed. Teachers should use these to ensure the skills are addressed through the integrated units, as well as in the special ‘window’ time at Grades 1-3.

Materials/Resources The curriculum allows for the use of a wide range of materials and resources - from materials made by pupils and teachers to computer software and the Internet, as well as resource persons. These may come from the national or local communities but may also include all categories of staff and the pupils themselves.

TERMS USED IN THE CURRICULUM GUIDES

1. **THE ATTAINMENT TARGET** - describes what pupils of different abilities and maturity levels should know and understand, and show by their behaviour what they value at the end of each level.
2. **THE OBJECTIVE** - indicates in measurable terms, what pupils should be able to do, in relation to specific lessons or set of lessons. They are derived from the attainment targets, and reflect what is to be achieved during the particular level or stage.
3. **THE FOCUS QUESTION** - serves to define the scope and sequence of the unit. It gives structure and focus to the unit by ensuring that the essential concepts within the topic are addressed.
4. **KEY VOCABULARY OR CONCEPTS** - are those essential or pivotal terms introduced during the course of the unit. They will become, if they were not before, part of the pupils' active vocabulary.
5. **THE PROCEDURES/ACTIVITIES** - present the actual experiences in which the pupils will engage in order to achieve the stated objectives.
6. **THE SKILLS** - indicate what distinctly and specifically, the pupils will be able to do during the course of the unit. They indicate the dexterities or abilities the pupils are in the process of acquiring, and are expressed as verbs in the continuous tense.
7. **THE ASSESSMENT** - is evidence of learning, that is, process development, conceptual insight, and knowledge. Assessment tasks result in a tangible product, an observed performance or a combination of both.
8. **THE EVALUATION** - provides the criteria to guide the teacher in determining the level of performance by the pupils, that is, for assessing the products or performance presented.

RATIONALE FOR THE INTEGRATED CURRICULUM

The primary curriculum has been revised in response to demands and advice from many interest groups – parents, students, teachers, employers, teacher trainers and other educators, many of whom gave similar advice:

- Base the curriculum on the needs of the child and the society, not on the requirements of a particular subject.
- Let the focus be on **learning** rather than on **teaching**.
- Give children opportunities to work together and to discuss their work.
- Recognize that there are many different ways of being intelligent, and provide opportunities for the development of all the intelligencies.
- Children need to be educated about many important social, cultural and health issues. The curriculum should cater to these needs.

The most poignant concern was that the delivery of the curriculum made it boring and irrelevant for most children.

The revised curriculum is **designed** to be delivered in such a way that children will be able to make connections between what they learn in all subjects, and between school and the world outside. **Education at this level should be a process through which children construct meaning for themselves, begin to understand the world, and to make wise choices.**

The **integrated curriculum** is therefore designed to facilitate a more child-centred approach to teaching and learning, in an effort to empower the child to face the challenges of the new millenium.

WINDOWS IN THE CURRICULUM

The term 'windows' is used to refer to particular sessions in the grades 1-3 timetable designed for concentration on literacy and numeracy. This approach is considered necessary as pupils' performance in both Language Arts and Mathematics has remained consistently low over the years.

To ensure that the entire programmes in the Language Arts and Mathematics are taught, the windows should be used for:

- introducing skills necessary for learning in particular areas of the integrated content
- reinforcing skills introduced in integration
- teaching areas not included in the integrated content
- providing opportunities for daily reading and writing
- assessing pupils' performances in Language Arts and Mathematics

Since the major portion of the programmes for Language Arts and Mathematics will be taught in the windows, the total time allotted to each subject should be approximately 60 minutes per day.

The responsibility lies with the teacher to develop activities for use in the windows. They should reflect the methodologies used in the other areas of the curriculum, affording pupils the opportunities to explore, use manipulatives, talk, and write.

The interest and enjoyment that should be experienced in learning with the integrated content should be maintained in the windows.

LANGUAGE ARTS IN GRADES 1-3

The Language Arts programme for grades 1-3 aims at enabling all children to use language to express themselves confidently. They should begin to become aware of the variety of uses of language in and out of school, and to develop an interest in exploring these uses, particularly the uses to which the English Language is put. By the end of grade three, all pupils, whatever their home language, should be reasonably competent in speaking, reading and writing English at the level expected of that grade.

The teaching of the Language Arts in the integrated curriculum will fall into two time-tabled slots. It will be taught as part of the integrated content, and it will also be presented separately in what are referred to as language windows.

As children talk and listen to others, give information, ask and answer questions, observe and tell what they see, and join in discussions on integrated topics, they will be engaged in using language for a variety of purposes. They will hear English in use and will develop in the interaction, an awareness that it is the language of school. They will begin, in cases where pupils' home language is not English, to practise using English in and out of school.

As they read to carry out instructions and find things out in texts across the integrated content, children will develop not only reading skills, but they will also observe, internalise and later model in the speech and writing, examples of English vocabulary, grammatical structures and sentence patterns.

In addition, in language windows, pupils will be more directly engaged in activities meant to foster literacy development by enabling them to:

- hear English in rhymes, poems and stories with repetitive lines, so that they become accustomed to the rhythm of English patterns and sentences structures.
- repeat, retell, read, act out, express their feelings orally, and write in response to the rhymes, poems and stories in order to practise using the language patterns they hear.
- practise the reading skills appropriate to the grade level.

- read and respond to a wide variety of print material, including good children's literature texts and print in their environment, in order to experience pleasure in reading, to read for real purposes, and to develop a desire to read.
- practise letter formation and other handwriting skills.
- write to express themselves in journals, etc. even before they can form letters.
- be introduced to, and practise grammatical structures.
- revise and proof-read (edit) their writing.

MATHEMATICS IN THE CURRICULUM

The objectives in the grades 1-3 units do not adequately cover the objectives in Mathematics for each grade. Included in this curriculum document is a comprehensive list of targets and objectives in Mathematics for grades 1-3. This is a guide for the teacher to know what is to be covered for a particular year group.

There have been changes from the former curriculum, details of which are described, in the “Primary Mathematics Teachers’ Guide – 1999”, of which at least one copy is distributed to every school that is implementing the curriculum. The following gives some examples of those changes:

- Consumer Arithmetic is now included in the Number Strand because working with place values in dollars and cents gives a practical base for place values in general.
- Measurement is approached from grade 1, with emphasis on performing measurement tasks.
- Geometry involves exploring shapes and patterns, with pupils creating models and making generalizations.
- Algebra is now introduced in grade 1 as number sentences.
- Statistics and Probability which are new to the Primary Curriculum, begin with grade 1 pupils collecting, sorting and classifying data from simple, practical, real-world situations.

In order to improve the level of numeracy at an early stage, the curriculum encourages methodologies that give the pupils scope to:

- make conjectures
- explore
- make generalizations
- talk, and
- write.

The Mathematics lessons cannot be just for obtaining facts, and practising calculations. Therefore, whether Mathematics is delivered in the integrated studies or in a ‘window’, pupils should be given a chance to begin to take charge of their learning and to enjoy Mathematics as they use their experiences and are exposed to new concepts.

SCOPE AND SEQUENCE GRADES 1-3

	GRADE 1	GRADE 2	GRADE 3				
THEME	ALL ABOUT ME AND MY ENVIRONMENT			TERM			
SUB-THEME	M	Y	S	E	L	F	
Unit 1	- Who Am I?		- My Body (Part II)		- My Body (Part III)		1
Unit 2	- My Body (Part I)		- Care and Safety of Self		- Satisfying Other Needs		
SUB-THEME	MY HOME	MY FAMILY	MY COMMUNITY, THE NATION AND THE WIDER WORLD				
Unit 1	- My Family		- Living Together as a Family		- Providers of Goods and Services		2
Unit 2	- Things in the Home		- Satisfying Our Needs		- Relating to Others Outside of Jamaica		
Unit 3	_____		_____		- Aspects of the Jamaican Culture		
SUB-THEME	MY SCHOOL	MY COMMUNITY	MY PHYSICAL ENVIRONMENT				
Unit 1	- Myself at School		- This is My Community		- Living and Non-living Things in My Environment		3
Unit 2	- Together at School		- Places of Interest in My Community		- Caring for My Environment		
Unit 3	_____		- Plants and Animals in My Community		_____		

GRADE 1

TERM 1

GRADE ONE

Unit Title: WHO AM I?

Term: ONE

Unit: ONE

Duration: SIX WEEKS

- FOCUS QUESTIONS:**
1. How do you know me?
 2. To which group do I belong?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the convention of spoken and written language • Apply relevant decoding skills to the reading process • Respond critically and aesthetically to literature and other stimuli • Use recognisable handwriting, appropriate spelling and vocabulary to write for a variety of purposes 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • use home language to talk about themselves and their experiences. • describe themselves, others, objects and situations using appropriate words. • respond to questions and directions addressed in Standard Jamaican English (SJE). • perform within a group, responding to elementary ensemble cues. • respond to and use parts of the verb 'to be'. • give praise and acknowledge the contributions of others. • use context clues, e.g. pictures. • recognise basic sight words appropriate to grade. • use sound-symbol relationships when encountering new words. • express their understanding of a story or poem in any form of the creative arts. • discuss pictures to determine events, mood. • form letters and copy a sentence. 	<p>names family relatives address country letter word sentence comparison similarities differences mood sets groups friendship clubs prayer praise Creator Deity Supreme Being rules responsibilities likes/dislikes unique birthday/birthdate calendar</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information • Successfully demonstrate motor movements which are appropriate to grade level	<ul style="list-style-type: none">• group real and representative objects in many ways.• use the word 'set' to describe a group.• estimate and measure using non-standard measurements for units of length.• talk about changes in themselves which occur over time.• identify themselves by name and as boy/girl, male/female and human.• use mathematical symbols for comparison. • sort, group and classify data.• make general statements, inferences and draw conclusions on information collected.• display and analyze data using attributes e.g. materials, shape, size, colour and patterns.• identify numerals and associate them with their names and numbers. • use locomotor and non-locomotor movements in self-space and general space at different rhythms in different directions.• use locomotor and non-locomotor movements in self-space and general space at different levels.• show development of desirable personal and social relationships.	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Recognise that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Demonstrate awareness of time and the relationship with occasions or events • Identify, create and respond to sounds in the environment	<ul style="list-style-type: none">• identify groups to which they belong (class, school, club, race, family, country).• discuss the responsibilities of members of groups.• talk about why groups have rules.• talk about likes, dislikes, uniqueness.• identify themselves as unique and worthwhile individuals born/created.• show by their behaviour that they value rules and regulations.• share the use of materials through group work.• recognise what part values play in making/breaking relationships. • read the calendar (day, month, year). • identify varying sounds which are loud/soft.	

ACTIVITY PLAN

Focus Question 1.

Objectives:

How do you know me?

Pupils will:

- use home language to talk about themselves and their experiences.
- describe themselves, others, objects and situations using appropriate words.
- identify themselves by name and as boy/girl, male/female and human.
- talk about changes in themselves which occur over time.
- respond to questions and directions addressed in SJE.
- use context clues, e.g. pictures.
- discuss pictures to determine events, mood.
- use sound-symbol relationships when encountering new words.
- recognise basic sight words appropriate to grade.
- estimate and measure using non-standard measurements for units of length.
- use locomotor and non-locomotor movements in self-space and general space at different rhythms in different directions.
- identify numerals and associate them with their names and numbers.
- identify varying sounds which are loud/soft.
- perform within a group, responding to elementary ensemble cues.
- make general statements, inferences and draw conclusions on information collected.
- respond to and use parts of the verb 'to be'.
- read the calendar (day, month, year).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. tell others about themselves, introduce themselves by giving first and last names, say names from name cards. Trace/copy/write names. Listen to stories that demonstrate the importance of names. Discuss the importance of names as a means of identifying themselves and others. Find out and discuss, or tell story about how they got their names.</p>	<ul style="list-style-type: none">• Responding to questions• Discussing self and classmates• Collecting, organising and reporting information• Listening to and retelling stories	<ul style="list-style-type: none">• Oral/written response to questions• Stories
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• respond to questions?• identify themselves by name?• retell parts of stories heard, or relate stories about their names?	<p><u>Materials/Resources:</u></p> <p>Name cards</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. practise using symbols that indicate soft/loud sounds, as they sing about names, starting and stopping together, following cues.</p> <p>3. create a name chart with names and pictures of themselves. Say initial letters of names. Point out these letters in and around the classroom. Count names starting with the same letter and record information on graph (line plot). Practise sound of initial letters. Say/sing words, rhymes, songs which reflect these sounds.</p> <p>4. compose simple sentences (oral/written), about themselves as boy/girl, male/female, human using : “I am ---” “My name is ---”.</p> <p>5. start portfolio on the theme "Myself" using photographs and or drawing of themselves. Write freely [scribbles, word (s) or sentence (s)] about themselves and read to class.</p>	<ul style="list-style-type: none"> • Discriminating between sounds • Responding to cues • Designing and creating name charts • Counting and discriminating between letters • Associating letter sounds with symbols • Composing simple sentences • Discriminating between groups • Writing about themselves • Drawing/collecting pictures of themselves 	<ul style="list-style-type: none"> • Sounds of letters • Pictograph/line plot (one for the whole class) • Sentences • Portfolio entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make/identify the correct sound of a given letter? • reflect correct information on simple graph/line plot? • give/write at least one sentence about themselves? • produce at least two pieces of information for the task assigned in compiling the portfolio? 	<p><u>Materials/Resources:</u></p> <p>MOEC Grade 1 Song Book Charts with names and related pictures of pupils</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. tell the names of places where they live. Play games with word cards using the names of places where they live as sight words. (Cards prepared beforehand by teacher).</p> <p>7. observe and discuss different pictures of children ranging from babies to seven year-olds and relate changes to their own experiences.</p> <p>8. use non-standard measurements e.g. strings or strips to measure height/size and compare these attributes among themselves. Discuss personal changes in size, height, age, shape. (Discussion to include terms: greater than, less than, tall, short, bigger, smaller etc.).</p> <p>9. make life-size pictures of themselves to compare their attributes (size, height). Talk about the pictures.</p> <p>10. indicate their ages on a number strip, count the number of pupils of the same age and make comparisons. (Discussion to include terms: same age as, older than, younger than).</p>	<ul style="list-style-type: none"> • Associating names of places with the written words • Observing changes • Discussing changes • Awaiting their turns to speak • Comparing changes • Comparing measurements and shapes • Cutting, tearing and pasting paper • Counting and interpreting numerical information • Differentiating between age groups 	<ul style="list-style-type: none"> • Oral reading • Discussion • Use of non-standard measurements • Use of comparisons • Entries on a number strip
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • recognize the names of places where they live? • use non-standard measurements to measure height/size fairly accurately? • describe changes in themselves/peers, using the terms: greater than, tall, smaller etc.? • assemble a picture which displays given attributes? • make correct entries on a number strip? • count correctly a given set of entries? 	<p><u>Materials/Resources:</u></p> <p>Strips/cards with names of places from which children come</p> <p>Games</p> <p>Materials to make "Word Cards"</p> <p>Pictures of children</p> <p>Strings/strips</p> <p>Paper and paste</p> <p>Materials for outline of bodies (brown paper, newspaper, cardboard)</p> <p>Number strip</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>11. i. talk about birthdates/birthdays and find their birthdates on the calendar. ii. practise reading and copying/writing names of numbers, days and months. iii. discuss how birthdays are celebrated. (Include the celebrated birthdates of Supreme Being/Creator/Deity).</p> <p>12. sing action songs, rhymes and jingles about birthdays and months of the year, moving to rhythms in self-space and general space.</p> <p>13. recognize and say words for days of the week/months of the year and numerals for the year of birth.</p> <p>14. create jingles, songs, games about themselves, associate movements with these and maintain the sense of regular pulse (beat) e.g. marching, tapping.</p> <p>15. talk about special things they each can do. Play ring games, such as, "What can you do, Punchinella, Little Fellow?" in which they mime and mirror things they can do.</p>	<ul style="list-style-type: none"> • Reading the calendar • Writing numerals/words • Singing songs/saying rhymes • Moving to rhythms • Moving in self-space/general space • Observing numerals/words • Creating jingles, songs, games • Initiating movements • Participating in group activities 	<ul style="list-style-type: none"> • Interpretation of the calendar • Written numerals/words • Performance • Words and numerals recognized • Songs/jingles/games • Movements • Response to games
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read given dates/months on a calendar? • write numerals/days/months? • repeat songs, rhymes, maintaining the correct tune? • do rhythmic movements in response to stimuli? • produce a given rhythmic movement? • identify words/numerals? • mime and mirror the things they can do? 	<p><u>Materials/Resources:</u></p> <p>Calendar Songs about birthdays Stories about birthdate of Supreme Being/Creator Word cards (flash), letter cards Games</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

To which group do I belong?

Pupils will:

- identify groups to which they belong (class, school, religious group, club, race, family, country).
- talk about why groups have rules.
- talk about likes, dislikes, uniqueness.
- identify themselves as unique and worthwhile individuals born/created.
- give praise and acknowledge the contribution of others.
- form letters and copy a sentence.
- group real and representative objects in many ways.
- use mathematical symbols for comparison.
- sort, group and classify data.
- show by their behaviour that they value rules and regulations.
- share the use of materials through group work.
- display and analyse data using attributes e.g. materials, shape, size, colour and patterns.
- identify numerals and associate them with their names and numbers.
- use the word 'set' to describe a group.
- show development of desirable personal and social relationships.
- discuss the responsibilities of members of groups.
- express their understanding of a story or poem in any form of the creative arts.
- use locomotor and non-locomotor movements in self-space and general space at different levels.
- recognise the part that values play in making/breaking relationships.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. name the various groups to which they belong (class, school, club etc.). Discuss why they are in these groups and name the commonalities/differences between various groups. Write their names on cards and place these cards under the group (s) to which they belong.</p>	<ul style="list-style-type: none"> • Identifying groups • Identifying similarities and differences 	<ul style="list-style-type: none"> • Identification of groups • Similarities/differences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • talk about the various groups to which they belong? • name/describe commonalities/differences between groups? 	<p><u>Materials/Resources:</u></p> <p>Flash Cards</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. discuss the rules and responsibilities of a group to which they belong and how these rules affect members of the group. Discuss relationships made/broken as a result of observing/not observing values such as honesty, truthfulness.</p> <p>3. listen to stories about rules and responsibilities of members of groups. Role-play a character in the story. Appraise each other's performances giving suggestions for improvement.</p> <p>4. given various manipulatives, group them and give reasons for the groupings (colour, size, shape, texture, etc.). Use 'is' and 'are' to construct sentences describing groups. Brainstorm to find words that can be substituted for 'group' ('sets').</p> <p>5. draw/model given sets of objects to associate the number with the numeral (symbol). Trace/write the numerals.</p>	<ul style="list-style-type: none"> • Discussing rules, values and responsibilities • Listening to stories • Depicting characters • Giving praise • Critiquing performances • Categorising objects • Explaining reasons for groups • Drawing/modelling sets • Associating symbols with concepts 	<ul style="list-style-type: none"> • Description of rules • Performance • Reasons for grouping sets of objects • Recognition of numerals • Written numerals
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • describe at least one way in which rules affect members of a particular group? • portray members of groups displaying a rule/responsibility? • use a set of manipulatives to do one-to-one correspondence? • justify their choices of placements within each group? • recognise the numeral for a set of objects? • write numerals? 	<p><u>Materials/Resources:</u></p> <p>Stories about rules/responsibilities Manipulatives e.g. seeds, blocks, bottle covers</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. talk about their own likes/dislikes and compare these with the likes and dislikes of others in the class, identifying any unique situations. Talk about why they consider themselves to be special. Compose sentence(s) about likes; copy/write sentences, paying attention to letter formation. 7. in groups, do locomotor and non-locomotor activities, in self-space and general space, with or without music, using different levels (high, medium, low).	<ul style="list-style-type: none">• Sharing ideas• Composing sentences • Running, jumping etc.• Bending, stretching etc.	<ul style="list-style-type: none">• Sentences • Movements
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• copy/write a complete sentence?• use locomotor/non-locomotor movements at different levels?	<u>Materials/Resources:</u>	

GRADE ONE

Unit Title: **MY BODY (Part 1)**

Term: **ONE**

Unit: **TWO**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. What do I look like and what can I do?
2. In what ways do I grow and what do I need to grow?
3. How do I take care of my body?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Read for meaning, fluency and enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • respond to questions and directions addressed to them in Standard Jamaican English (SJE). • respond to information given through different media (sound, print, signs). • describe themselves and others using appropriate words. • attempt to use SJE structures to express themselves. • sequence events, numbers and words. • talk about their artwork, with respect to shape, colour, texture etc. • use pronouns 'I', 'me', 'my'. • give praise and acknowledge the contributions of others. • read text appropriate to grade. • use sound-symbol relationships when encountering new words. • recognise basic sight words. • use a variety of cues. 	<p>head eye ear mouth nose nostril arm hand foot leg thigh penis vagina finger lips tooth tongue bounce throw catch toss hop jump exercise hour time</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically and aesthetically to literature and other stimuli • Use recognisable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons 	<ul style="list-style-type: none"> • express their understanding of a song/story in any form of the creative arts. • use pictures to develop stories. • develop the ability to run and dodge while catching. • maintain a steady beat while using parts of the body as sound markers. • use capital and common letters. • use lines and spaces. • write simple sentences to complete language experience stories composed by class. • group real and representative objects in many ways. • use the word 'set' to describe a group. • estimate and measure using non-standard units for measurement of length. • use standard measurements and units of length, capacity. • identify and name some external parts of the body: <ul style="list-style-type: none"> (a) the head and parts (b) upper limbs and parts (c) lower limbs and parts (d) trunk. 	<p>measurements singular plural numbers more than less than growth sets safety medicine poison urinate defecate emergency drills</p>

GRADE ONE**TERM ONE****MY BODY (Part 1)****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information • Successfully demonstrate motor movements which are appropriate to grade level • Demonstrate awareness of time and the relationship with occasions or events • Recognise needs and the relationship between earning a living and satisfying these needs 	<ul style="list-style-type: none"> • use the senses to explore and recognise the similarities and differences between materials. • talk about changes that occur over time. • identify themselves as boy/girl, male/female and human. • construct and interpret simple tables and pictographs using numbers, pictures and objects. • identify numerals and associate them with their names and numbers. • represent numerical information pictorially. • walk and run to different rhythms in general space with/without apparatus. • use parts of the body to explore space. • move different limbs together to establish relationships, using different levels. • create rhythmic patterns at all levels (with or without) a partner. • play mini games which include one, two, or a combination of skills. • develop fundamental skills in track and field activities appropriate to grade. • show and tell time on the clock (on the hour). • demonstrate an understanding that the basic needs are essential for healthy growth. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/CONCEPTS
<ul style="list-style-type: none"> • Explore and know about the dynamic interaction of the physical, social and mental aspects of their lives • Demonstrate care and use precautionary measures that limit the risk of harm to oneself, others and the environment • Investigate the natural world as an essential resource in fulfilling our physical and aesthetic needs 	<ul style="list-style-type: none"> • relate the uses of some special body parts: hands, feet, eyes, mouth, nose and ears. • give thanks that our bodies were created for our use. • create a short prayer to the Creator, giving thanks for specific parts of the body. • name the senses associating them with specific body parts. • use all the senses to detect information on how to keep the body safe. • describe ways in which we take care of our bodies. • conduct simple surveys to determine safe/unsafe areas around them. • identify possible reasons for safe/unsafe areas. • take safety precautions during investigations. • make safety rules and dramatise situations depicting these rules. • tell ways in which they can take care of themselves. • list safety rules to observe in using utensils/appliances (equipment). • use, move and store equipment safely. • list ways in which the Supreme Being/Deity provides for the meeting of basic needs. • identify and be thankful for the blessings provided for protection and growth. 	

ACTIVITY PLAN

**Focus Question 1.
Objectives:**

What do I look like and what can I do?

Pupils will:

- identify and name some external parts of the body: (a) the head and parts (b) upper limbs and parts (c) lower limbs and parts (d) trunk.
- identify themselves as boy/girl, male/female and human.
- relate the uses of some special body parts: hands, feet, eyes, mouth, nose and ears.
- name the senses, associating them with specific body parts.
- estimate and measure, using non-standard measurements for units of length.
- use standard measurements and units of length.
- construct and interpret simple tables and pictographs using numbers, pictures and objects.
- identify numerals and associate them with their names and numbers.
- describe themselves and others, using appropriate words.
- attempt to use SJE structures to express themselves.
- use the senses to explore and recognise the similarities and differences between materials.
- use parts of the body to explore space.
- walk and run to different rhythms in general space with/without apparatus.
- play mini games which include one, two, or a combination of skills.
- create rhythmic patterns at all levels with or without a partner.
- respond to questions and directions addressed to them in SJE.
- read text appropriate to grade.
- write simple sentences to complete language experience stories composed by class.
- develop the ability to run and dodge while catching.
- maintain a steady beat while using parts of the body as sound-makers.
- display the ability to use capital letters and common letters.
- move different limbs together to establish relationship, using different levels.
- give thanks that our bodies were created for our use.
- create a short prayer to the Creator, giving thanks for specific parts of the body.
- talk about their artwork, with respect to shape, colour, texture, etc.
- recognise basic sight-words.
- develop fundamental skills in track and field activities appropriate to grade.
- use full stops, commas.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. observe and discuss display of pictures/models of external parts of the body. (Teacher will recognise names given in pupils' home language and elicit appropriate names). Read names of the external parts of the body from word cards. 2. make a drawing/model of the outline of the body. Use cut-outs or drawings to place the parts of the head on the outline. 3. count the external parts of the body and use numerals to represent the number of parts. Do a line plot or pictograph to display information about number of parts of the body. Talk about information displayed on line plot / pictograph. Use the singular and plural forms while discussing parts of the body. Express themselves in sentences. 4. use parts of the body as percussion sound makers, maintaining steady beats for songs, jingles and rhymes. 	<ul style="list-style-type: none"> • Observing and discussing • Reading names • Drawing/making models • Associating/arranging • Counting parts • Identifying numerals • Constructing pictographs • Interpreting information • Making music with parts of the body • Maintaining steady beats 	<ul style="list-style-type: none"> • Names of body parts • Model/outline • Correct placement of features • Number recognition • Line plot/pictograph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • recognise sight words of parts of the body? • produce a representative outline of the body? • position the features of the head in correct proximity? • associate the numeral with the number? • make entries on a pictograph/line plot? • interpret information on a pictograph/line plot? 	<p><u>Materials/Resources:</u></p> <p>Pictures/models of external parts of the body Word cards</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. go on a nature walk to explore the senses, e.g. to feel the bark of trees or listen to running water. [Teacher will give guidelines to the children before the nature walk]. Discuss what they observe while on the nature walk and compose sentences to make a language experience story. As a class, read the story orally.</p> <p>6. use a mirror to examine parts of the mouth, when it is open or closed. Mime, with emphasis on facial expressions, their reactions to a particular taste e.g. salty, sour, bitter, sweet.</p> <p>7. recite and create jingles using the names of the upper limbs. Explore the use of the limbs (right arm and right leg, left arm and left leg or opposites) to do movements at different levels.</p> <p>8. express themselves by drawing what they can do with some parts of the body, e.g. hands doing a good deed. Talk about their drawings.</p> <p>9. use parts of the body, e.g. hands or feet, to make prints on paper or other medium.</p>	<ul style="list-style-type: none"> • Observing • Exploring the use of the senses • Following instructions • Composing sentences • Developing accurate directionality in reading • Identifying parts of the mouth • Miming facial expressions • Recalling and creating jingles • Co-ordinating movements of limbs • Explaining their artwork • Printing pattern 	<ul style="list-style-type: none"> • Sentences • Completed story • Oral reading • Names of mouth parts • Interpretation of expressions • Jingles • Movements • Drawings and explanations • Prints
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • contribute sentences for a story? • recognise sight-words in the story? • name the parts of the mouth? • represent facial expressions for a given taste? • compose jingles of about two lines? • co-ordinate the movement of the limbs at different levels? • make drawings representing what parts of the body can do? • explain their drawings? • produce recognisable prints of a part of the body? 	<p>Materials/Resources:</p> <p>Things in the environment Mirror Jingles Paints</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. use various parts of the body as non-standard measure (e.g. hand span, length of stride, handful). Estimate distances using these non-standard units of measurement, then check their accuracy. Compare measurements of parts of the body, using non-standard and standard measures e.g. string and metre strips.</p> <p>11. use the 'speak easy' drama mode to discuss the differences which exist between boys and girls in terms of the lower parts of the body (identifying the penis and vagina).</p> <p>12. use the body to do various movements in space with or without apparatus e.g. hopping while waving, or dodging a ball. Create simple rhythmic patterns such as clapping two beats and hopping once, as they move to music with a change in tempo at intervals.</p> <p>13. talk about who created the body, giving thanks for the use of body parts. Create a short prayer of thanks, focusing on a part of the body that they think is special to them.</p> <p>14. re-arrange word cards with names of parts of the body in alphabetical order (using first letter).</p>	<ul style="list-style-type: none"> • Measuring objects • Estimating distances • Comparing measurements • Listening to each other • Differentiating • Co-ordinating body movements • Creating rhythmic patterns • Giving thanks • Composing a prayer • Ordering words alphabetically 	<ul style="list-style-type: none"> • Measurements • Estimations • Movements • Rhythmic patterns • Prayer • Lists
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • measure given distances using standard and non-standard units? • show progressive improvement in the ability to estimate? • execute body movements? • maintain balance while moving? • create a simple rhythmic pattern? • compose a prayer of at least one sentence, giving thanks? • arrange at least five words alphabetically? 	<p><u>Materials/Resources:</u></p> <p>Metre strips Strings Musical instruments (or substitutes) Word cards</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

In what ways do I grow and what do I need to grow?

Pupils will:

- talk about changes that occur over time.
- identify and be thankful for the blessings provided, e.g. protection, healing and growth.
- list ways in which the Supreme Being/Deity provides for the meeting of needs.
- estimate and measure using non-standard measures for units of length.
- represent numerical information pictorially.
- use the word 'set' to describe a group.
- group real and representative objects in many ways.
- use pronouns 'I', 'me', 'my'.
- use sound-symbol relationships when encountering new words.
- express their understanding of a song in any of the creative arts.
- show and tell time on the clock.
- display the ability to use capital and common letters.
- attempt to use SJE structures to express themselves.
- give praise and acknowledge the contributions of others.
- sequence events, numbers and words.
- use pictures to develop stories.
- respond to information given through different media (sound, print, signs).
- read text appropriate to grade.
- demonstrate an understanding that the basic needs are essential for healthy growth.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. observe pictures of foods/food samples and discuss the food groups and why we eat certain foods. Complete sentences using names of foods in food groups. Read sentences.</p>	<ul style="list-style-type: none"> • Observing pictures/food samples • Completing sentences • Identifying words 	<ul style="list-style-type: none"> • Discussion • Sentences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • contribute information about types of food and their importance? • compose sentences using the appropriate words? • recognise the words in the sentences? 	<p><u>Materials/Resources:</u></p> <p>Pictures of food Samples of food</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. group foods according to colour, shape, size and types of food groups. Draw sets of foods and write numerals. Perform a skit to show the importance of food. Keep a checklist of the foods they eat at school. Draw conclusions about the nutritive value of these foods.</p> <p>3. talk about the sequence and time of meals, (e.g. breakfast and lunch). Find/insert time (hours) on the clock.</p> <p>4. talk about persons who help in providing food, e.g. farmer, cook. Read words generated, focusing on the initial sound. Give other words with same initial sound. Role-play person providing food, e.g. parents/guardians, farmers and vendors.</p> <p>5. discuss the importance of giving thanks to the Supreme Being for supplying our food. Sing songs of praise e.g. "All Things Bright and Beautiful". Do movements/make drawings to express their ideas of giving thanks.</p>	<ul style="list-style-type: none"> • Categorising and organising • Associating quantity with numeral • Acting out ideas • Sequencing • Identifying numerals and time • Identifying and practising letter sounds • Acting out roles • Identifying gifts • Singing songs • Illustrating ideas 	<ul style="list-style-type: none"> • Groups of foods • Checklist of foods • Numerals and time • Letter sounds • Portrayal of roles • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the given attribute to categorise foods correctly? • write the numerals for a set of objects? • read/insert time on the hour? • associate letters with appropriate sounds? • act out the roles, showing how persons provide our food? • share information about giving thanks? • follow the tune of a song? 	<p><u>Materials/Resources:</u></p> <p>Clocks Song of praise</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. talk about heights that they can reach now which were inaccessible to them when they were younger, and say why. Measure and compare their growth in terms of height and mass using standard and non-standard units. Compose simple sentences using terms such as light, lighter, heavy, heavier.</p> <p>7. make their own balances and use them to compare mass.</p> <p>8. listen to and discuss stories or other stimulus materials about needs for healthy growth such as water, air, and rest. List these needs.</p> <p>9. listen to and tell stories about how the Supreme Being/Deity provides for basic needs.</p>	<ul style="list-style-type: none"> • Identifying changes • Making comparisons • Measuring growth • Composing sentences • Creating an equal arm balance • Listening to stories • Picking out details • Identifying needs for growth • Listening to others • Sharing ideas 	<ul style="list-style-type: none"> • List of changes • Sentences • Balance • List of needs • Stories
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • associate some changes with growth? • use the correct words to compare distances/weight? • identify at least one other need for healthy growth besides food? • retell at least some parts of stories heard? • tell their own stories about how the Supreme Being provides for basic needs? 	<p><u>Materials/Resources:</u></p> <p>Measuring instruments Materials for making balances Stories/stimulus materials on other needs Sacred stories about satisfying needs</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How do I take care of my body?

Pupils will:

- use all the senses to detect information on how to keep the body safe.
- describe ways in which we take care of our bodies.
- conduct simple surveys to determine safe/unsafe areas around them.
- identify possible reasons for safe/unsafe areas.
- take safety precautions during investigations.
- make safety rules and dramatise situations depicting these rules.
- tell ways in which they can take care of themselves.
- use, move and store equipment safely.
- list safety rules to observe in using utensils / appliances / equipment.
- estimate and measure, using standard units of capacity.
- use pronouns 'I', 'me', 'my'.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. demonstrate, using models, ways in which they care for their bodies. Name some things used in the care of the body. List these things on a chart. Discuss the importance of caring for the body. Use the pronouns 'I', 'me', 'you'. 2. recite/compose poems/jingles about caring for parts of the body. Discuss messages conveyed. 3. observe medicine containers/pictures/videos and discuss the dangers of taking: <ul style="list-style-type: none"> - incorrect dosage of medicine - poisonous substances such as kerosene oil or pesticides. 	<ul style="list-style-type: none"> • Discussing care of body • Demonstrating care of body • Recalling and composing poems/jingles/songs • Discussing proper use of substances 	<ul style="list-style-type: none"> • Demonstration • List of things • Poems/jingles/songs • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • show how they would care for at least two parts of the body? • associate the names of items with uses in the care of the body? • create poems/jingles about care of the body, using at least three lines? • make statement about at least one safe use of chemicals/medicine? 	<p><u>Materials/Resources:</u></p> <p>Charts/models Poems/jingles/songs about care of the body Medicine containers/pictures/videos Standard units of measurement - teaspoons, tablespoons and cups Containers</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. go on a nature walk. Talk about/locate things or situations that are safe or unsafe. Name the senses that were used to detect these situations.</p> <p>5. discuss and role-play:</p> <ul style="list-style-type: none"> - the proper use of substances - the use of standard measures such as the teaspoon, tablespoon, cup. - the proper storage of medicine. <p>Estimate and compare the capacity of containers by pouring from and filling containers. Use spoons and cups as unit measures to measure and compare capacity. Compose sentences about the safe use of chemicals and medicine.</p> <p>6. listen to and question resource persons about safety rules. Participate in drills for fire and earthquake. Discuss the uses of the fire extinguisher. Listen to and imitate the sounds of emergency vehicles e.g. ambulance and fire engine, and discuss the message in each sound. Mime emergency personnel at work e.g. nurse or fire fighter.</p>	<ul style="list-style-type: none"> • Identifying/locating safe and unsafe areas/things • Observing with all the senses • Acting out how to use and store substances • Estimating and measuring capacity • Developing conservation awareness • Composing sentences • Listening to and questioning persons • Observing demonstrations • Following instructions • Demonstrating and interpreting sounds • Role-playing 	<ul style="list-style-type: none"> • Chart listing safe/unsafe areas • List of senses used • Measurement of capacity • Questions • Emergency drills • Dramatization
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify things/situations which are safe/unsafe and associate them with their senses? • give an 'accurate' comparison of the capacity of containers? • converse with visitors confidently? • recall and follow the required sequence for a fire drill? 	<p><u>Materials/Resources:</u></p> <p>Resource person Fire extinguisher (pictures/models) Recorded sounds of emergency vehicles</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. discuss where accidents occur most often and why. Name safe and unsafe areas around them. Talk about:</p> <ul style="list-style-type: none"> - rules for storing toys and equipment at home, at school - the safe use of sharp instruments. <p>Work in groups to create their own rules on the storage and proper use of equipment.</p> <p>8. listen to stories about strangers, and how they should relate to them. Make up rules/role-play how they could relate to strangers e.g. Do not let strangers into the house without permission or knowledge of parents/guardians.</p> <p>9. compose sentences/make drawings about children obeying safety rules. Read the sentences and, or talk about drawings.</p>	<ul style="list-style-type: none"> • Identifying safe and unsafe areas • Identifying rules • Co-operating with others • Listening to stories • Recalling details • Gleaning information • Composing sentences/ drawing pictures 	<ul style="list-style-type: none"> • Set of rules • Rules/role-play • Oral/written sentences • Sentences/drawings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • work co-operatively in constructing at least one rule? • individually compose a sentence orally? • copy/write a sentence? • produce a drawing that is relevant and talk about it? • produce a sentence and use that sentence appropriately? 	<p><u>Materials/Resources:</u></p> <p>Stories about strangers Social Studies text: <u>Our Home in the Caribbean</u> – Book 1</p>	

TERM 2

GRADE ONE

Unit Title: **MY FAMILY**

Term: **TWO**

Unit: **ONE**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. Who are my family members?
2. How do family members care for each other?
3. How does my family satisfy basic needs?
4. What are the activities in which we take part as a family?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Apply study skills and be able to search for information 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • respond to questions and directions expressed in Standard Jamaican English (SJE). • recognise and respond to cues for starting and ending in an ensemble. • talk about their artwork with respect to shape, colour etc. • sequence events, numbers and words. • respond to and use parts of the verb 'to be'. • respond to and use the present continuous tense. • recognise that spoken language involves interaction and courtesy. • give praise and acknowledge the contributions of others. • use sound-symbol relationships when encountering new words. • recognise basic sight words appropriate to grade. • use parts of a book. 	<p>family members grandmother grandfather children parents size/height needs food water shelter air rest exercise love rules plants animals money sets special days Mother's Day Father's Day birthdays national celebrations national symbols time ordinal numbers</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Respond critically and aesthetically to literature and other stimuli • Use recognisable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information	<ul style="list-style-type: none">• read and respond to characters/situations in print.• express understanding of story or poem in any form of the creative arts.• with assistance, write freely in response to stimulus: picture, objects, story, song, poem.• listen to, repeat and create patterns from the patterns in rhymes, stories, poems.• display ability to reproduce pitch and duration.• perform familiar and new songs using appropriate actions to show moods appropriate to the age group (e.g. happiness, gratitude).• discuss pictures to determine events, moods, problems, outcomes.• use simple shapes to make patterns in print and movement.• use pictures to develop stories. • form letters and copy a sentence.• display the ability to use capital letters and common letters.• write simple sentences to complete language experience stories composed by class.• write briefly about personal experiences in their journals.• begin to show narrative form in stories. • group real and representative objects in many ways.• explain how changes in the individual/group affect relationships. • identify numerals and associate them with names and numbers.	<p>day month year</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Successfully demonstrate motor movements which are appropriate to grade level • Recognise needs and the relationship between earning a living and satisfying these needs • Recognise that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Demonstrate awareness of time and the relationship with occasions or events 	<ul style="list-style-type: none"> • walk and run to different rhythms in general space at different levels with/without apparatus. • tell why people work and make connections between working and meeting needs. • describe some jobs people do in their community. • talk about what people spend money on. • talk about money as it relates to thrift. • identify the various Jamaican coins/notes in use. • demonstrate an understanding of the basic needs. • discuss the responsibilities of members of groups. • demonstrate that they appreciate the contributions of the physically challenged. • talk about why groups have rules. • show by their behaviour that they value rules and regulations. • discuss size and composition of the family. • trace their family history for three generations. • identify the contributions of the family to the development of its members. • be aware that everyone belongs to a family and that families differ in many ways. • show and tell time on the clock (on the hour and half hour), and read the calendar (year, month, day). • associate time/occasion with activities. • identify the months of the year and days of the week with a focus on the sequential nature of time. • compare the length of time spent on various activities. • discuss activities done at particular times and express their feelings about these activities. • recognise that some families celebrate special occasions. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Identify, create, respond to sounds in the environment • Be aware of the diversity of symbols, customs and practices among different groups • Explore and know about the dynamic interaction of the physical, social and mental aspects of their lives • Investigate the natural world as an essential resource in fulfilling our physical and aesthetic needs • Operate with patterns as they seek to find solutions to problems 	<ul style="list-style-type: none"> • identify themselves as gifts from the Creator given on a special day. • identify and respond physically to the pulse beat in sounds encountered. • explore elements and principles of art such as colour, shape, line, texture and pattern as they are applied in the creative expressions in our cultural practices. • show interest in various customs and practices present in their homes. • know that special garments, food, symbols and rituals are associated with celebrations/ceremonies. • report on some of the things they have seen or heard which take place during family celebrations. • identify various symbols and their meanings. • discuss ways in which we depend on plants and animals. • identify ways in which the Creator made it possible for us to depend on each other in order to survive. • discuss ways in which the Supreme Being/Deity/Creator provides for the meeting of basic needs. • identify different combinations of numbers for a set, e.g. combination to make ten. • join sets (addition), partition a set (subtraction) and write simple sentences to describe these operations. • use addition facts to solve problems. 	

ACTIVITY PLAN

Focus Question 1.
Objectives:

Who are my family members?

Pupils will:

- trace their family history for three generations.
- be aware that everyone belongs to a family and that families differ in many ways.
- discuss size and composition of the family.
- recognise and respond to cues for starting and ending in an ensemble.
- talk about their artwork with respect to shape, colour etc.
- express their understanding of a story, song or poem in any form of the creative arts.
- sequence events, numbers and words.
- identify numerals and associate them with names and numbers.
- listen to, repeat and create patterns from patterns in rhymes, stories and poems.
- respond to questions and directions expressed in SJE.
- respond to and use parts of the verb 'to be'.
- write briefly about personal experiences in their journals.
- display ability to reproduce pitch and duration.
- use parts of a book.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. discuss the composition of each family and what is special about each family member. Talk about family members using 'am' 'is' 'are'. Draw and colour members of their families, then talk about the drawings and write words/sentences about the drawings.</p>	<ul style="list-style-type: none"> • Discussing and identifying • Practising the verb 'to be' • Drawing family members • Explaining drawings • Writing words/composing sentences 	<ul style="list-style-type: none"> • Identification of family members • Words/sentences
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • share ideas about family members? • wait their turn and respond appropriately? • write grammatically correct sentences? • spell the words independently? 	<p>Materials/Resources:</p> <p>Paint Crayons</p>	

ACTIVITY PLAN**Focus Question 1.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
2. write the numerals to represent the number of members in their families, and families they read about, then write the words for the corresponding numerals. 3. talk about their positions in the family and the positions of their siblings, and practise using ordinal numbers (orally and written). 4. act out stories from sacred writings on the family e.g. the First Family in the Bible. 5. in groups, read information from textbooks about members of the family. Pick out details as directed by the teacher. Answer in sentences questions asked, e.g.: <ul style="list-style-type: none"> - Who is the boy in the picture? - What is the mother doing? - What is the girl in front doing? - Where is father standing? 	<ul style="list-style-type: none"> • Associating numbers with words • Counting using ordinals • Acting stories • Reading for information • Responding to questions • Finding details 	<ul style="list-style-type: none"> • Names of numerals • Use of ordinals • Enactment • Identification of details • Sentences
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • match words with corresponding numerals? • apply ordinals correctly? • make distinctions between family members in relation to their roles? • identify details from the text? 	<u>Materials/Resources:</u> Social Studies text - <u>Our Home in the Caribbean</u> - Book 1 Stories from sacred writings	

ACTIVITY PLAN

Focus Question 1.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>6. continue making entries in their portfolios using the theme “My Family”, naming mother, father etc.</p> <p>7. listen to and sing action songs which relate to family members (e.g. “With mother in the family what a happy home!”), paying attention to pitch and cues.</p> <p>8. prepare simple questions for interviewing grandparents and do the interview e.g.:</p> <ul style="list-style-type: none"> - What is/was the name of your mother/father? - How did they get their family name? - What jobs do/did they do? <p>Report on their interview in the role of a senior citizen.</p>	<ul style="list-style-type: none"> • Compiling portfolio entries • Labelling portfolio entries • Listening to songs • Singing to correct pitch • Practising question form • Interviewing senior citizens • Reporting information 	<ul style="list-style-type: none"> • Cue response • Pitch maintenance • Information gathered • Report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • sing songs, responding accurately to cues and maintaining the correct pitch? • gain information from interview? • convey information in role? • answer questions in sentences? 	<p><u>Materials/Resources:</u></p> <p>Portfolios Action songs about the family Resource persons (senior citizens)</p>	

ACTIVITY PLAN

Focus Question 2.

How do family members care for each other?

Objectives:

Pupils will:

- identify the contributions of the family to the development of its members.
- demonstrate that they appreciate the contributions of the physically challenged.
- discuss the responsibilities of members of groups.
- talk about why groups have rules.
- show by their behaviour that they value rules and regulations.
- respond to questions and directions addressed in SJE.
- use pictures to develop stories.
- recognise that spoken language involves interaction and courtesy.
- give praise and acknowledge the contributions of others.
- respond to and use the present continuous tense.
- write freely in response to stimulus: picture, object, story, song, poem.
- begin to show narrative form in stories.
- express understanding of story or poem in any form of the creative arts.
- explain how changes in the individual/group affect relationships.
- identify and respond physically to the pulse beat in sound encountered.
- perform familiar and new songs using appropriate actions to show moods appropriate to age group (e.g. happiness, gratitude).
- discuss pictures, to determine events, moods, problems, outcomes.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p><u>Pupils will:</u></p> <ol style="list-style-type: none"> 1. discuss roles of different family members using stimulus materials such as pictures in the textbook - <u>Our Home in the Caribbean</u> - Book 1. Talk about ways in which the physically challenged contribute to the family. Practise using the present continuous tense. 2. discuss and list rules observed in their homes and the consequences of disobeying rules. 	<ul style="list-style-type: none"> • Gathering information from text • Recognising the worth of persons with exceptionalities • Practising usage of tenses • Identifying, interpreting and analysing rules 	<ul style="list-style-type: none"> • Roles of members • Continuous tense correctly used • List of rules
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • name roles of family members? • make statements using the present continuous tense correctly? • contribute at least one rule to the list? 	<p><u>Materials/Resources:</u></p> <p>Social Studies text - <u>Our Home in the Caribbean</u> - Book 1</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. role-play different activities performed by adult members, e.g. mother washing, father cooking. Draw pictures of family members working; under drawings, trace/complete/write sentences depicting activities e.g. 'Mother is washing'.</p> <p>4. sing action songs which describe how family members care for each other e.g. "Mullberry Bush" or lullabies</p> <p>5. sequence a number of still pictures about the family to create a story. Display picture-stories. Listen to and appraise each other's stories. Write a story.</p>	<ul style="list-style-type: none"> • Drawing scenes • Writing sentences • Creating portraits • Singing songs • Moving to the beat of songs • Sequencing pictures • Creating stories • Listening to each other • Appraising the work of peers 	<ul style="list-style-type: none"> • Role-play • Sentences • Portraits • Sequenced display • Story told • Written story
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • role-play family members doing different chores? • write sentences, representing the drawings correctly? • sequence pictures to tell a story? • interpret pictures to tell a story? • write a story with at least one sentence? 	<p><u>Materials/Resources:</u></p> <p>Action songs about family members caring for each other Pictures/drawings of family members at work</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How does my family satisfy basic needs?

Pupils will:

- demonstrate an understanding of the basic needs.
- describe some jobs people do in their community.
- tell why people work and make connections between working and meeting needs.
- talk about what people spend money on.
- give praise and acknowledge the contributions of others.
- respond to questions and directions addressed in SJE.
- read and respond to characters/situations in print.
- express their understanding of a story or poem in any form of the creative arts.
- display the ability to use capital and common letters.
- discuss ways in which the Supreme Being/Deity/Creator provides for meeting basic needs.
- identify ways in which the Creator made it possible for us to depend on each other in order to survive.
- with assistance, write freely in response to stimulus: picture, objects, story, poem.
- walk and run to different rhythms in general space at different levels with/without apparatus.
- group real and representative objects in many ways.
- identify different combinations of numbers for a set, e.g. combinations to make ten.
- join sets (addition), partition a set (subtraction) and write simple sentences to describe these operations.
- use addition and subtraction facts to solve problems.
- discuss ways in which we depend on plants and animals.
- use sound-symbol relationships when encountering new words.
- recognise basic sight-words appropriate to grade.
- identify the various Jamaican coins/notes in use.
- talk about money as it relates to thrift.

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss things the family cannot do without. From the list generated, select the things that the family needs to survive/live e.g. clothing, food, shelter. 2. observe pictures showing basic needs. Discuss each picture (food, shelter, clothing, water, love, rest, exercise). Recall and discuss the importance of satisfying each need. Perform simple exercises and play games, then rest. 3. use play-dough, boxes, cardboard, etc. to make models of some of the solutions to basic needs, e.g. houses, clothes, etc. Compose simple sentences to describe the models. 4. listen to stories from sacred writings which tell how the Supreme Being/Deity/ Creator provides for basic needs. Answer questions from stories, sing songs/say poems about the Supreme Being/Deity/ Creator providing basic needs. 	<ul style="list-style-type: none"> • Identifying needs • Selecting basic needs • Observing pictures • Using context clues • Creating models • Composing sentences • Describing models • Listening to stories • Singing songs/reciting poems 	<ul style="list-style-type: none"> • Basic needs identified • Models • Sentences • Answers to questions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • name at least two ways of satisfying needs? • give at least one reason why each basic need is important? • give a representation of an intended object? • compose oral sentences independently? • write sentences with/without support? • give response to questions about stories? 	<p><u>Materials/Resources:</u></p> <p>Pictures of basic needs Play-dough, boxes, cardboard and other materials for modelling Sacred stories</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. discuss ways in which families depend on plants and animals. Work with letter sound repeating the sounds and identifying words with these initial sounds [names of animals, plant and some basic needs]. Write words which begin with the letter used.</p> <p>6. discuss pictures/listen to stories about family members providing for their basic needs. Talk about the need to earn, spend and save money. Role-play situations of family members working to earn money to meet their basic needs. Observe and name Jamaican coins/notes and use these in the classroom shops to pretend they are purchasing/selling items.</p> <p>7. draw sets of food showing up to 9 objects and write numerals for each set (e.g. draw 3 oranges, write numeral 3). Put together sets which result in the addition of single digits. Solve problems which involve the addition of sets. (e.g. 3 bananas and 2 more bananas make how many bananas?) (Oral and written calculations).</p>	<ul style="list-style-type: none"> • Identifying interdependence • Practising letter sounds • Associating letter sounds with symbols • Discussing pictures/ listening to stories • Sharing ideas • Acting out situations • Identifying and manipulating money • Calculating money • Counting and writing numerals • Adding single digits • Associating sets with numerals 	<ul style="list-style-type: none"> • Information contributed • Letter sounds • List of words • Roles enacted • Identification of money • Addition of single digits
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • contribute at least three relevant items of information on how we depend on plants and animals? • wait their turn to speak? • supply correct sounds of given letters? • supply words with same sound? • give realistic enactment of family members at work? • identify the Jamaican notes/coins in common use? • associate numerals with corresponding sets? • add two sets resulting in a single digit? 	<p><u>Materials/Resources:</u></p> <p>Pictures Jamaican coins/notes Items for shop</p>	

ACTIVITY PLAN

Focus Question 4.

Objectives:

What are the activities in which we take part as a family?

Pupils will:

- recognise that some families celebrate special occasions.
- report on some of the things they have seen or heard which take place during family celebrations.
- know that special garments, food, symbols and rituals are associated with celebrations/ceremonies.
- show interest in various customs and practices present in their homes.
- show and tell time on the clock (on the hour and half hour), and read the calendar (year, month, day).
- associate time/occasion with activities.
- identify the months of the year and days of the week with a focus on sequential nature of time.
- compare the lengths of time spent on various activities.
- discuss activities done at particular times and express their feelings about these activities.
- identify themselves as gifts from the Creator given on a special day.
- explore elements and principles of art such as colour, shape, line, texture and pattern as they are applied in the creative expressions in our cultural practices.
- use simple shapes to make patterns in print and movement.
- write simple sentences to complete language-experience stories composed by class.
- form letters and copy a sentence.
- identify various symbols and their meanings.
- recognise basic sight-words appropriate to grade.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. discuss special days that families celebrate, e.g. Mother's Day, Father's Day, christening/blessing/ baptism. Emphasise that families have fun on special days. Discuss other activities in which the family takes part, e.g. worshipping, going on trips, going to fair/concert, etc. Write about their experiences during one of these events. Read to each other.</p>	<ul style="list-style-type: none">• Sharing experiences• Writing narratives• Identifying other activities• Describing other activities	<ul style="list-style-type: none">• Listing of special events• Written paragraph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• name at least two special events celebrated?• with/without support, write about their experiences?	<p><u>Materials/Resources:</u></p> <p>Songs about birthdays Calendar</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. talk about times that are meaningful to families e.g. prayer time, meal times, fun day. Use clocks (real or improvised) to show on the hour and on the half-hour when these events occur. Play games to practise asking and responding to questions such as “What is the time?”, “It is” Talk about duration of time spent on each family activity.</p> <p>3. using songs about birthdays, e.g. “Those who are born in January” etc., discuss how often one has a birthday and how birthdays are celebrated – date, gifts, parties, etc. Identify the names of days of the week and months of the year on a calendar. Write and read the names of the months in which they were born, paying special attention to the formation of letters.</p> <p>4. working in groups, create patterns with the body and name the shapes formed. Select the basic mathematical shapes to make other patterns in drawings/paintings.</p> <p>5. talk about themselves and other family members as special gifts from the Creator.</p>	<ul style="list-style-type: none"> • Telling the time • Identifying days of the week • Identifying months of the year • Writing names of months • Creating patterns • Identifying patterns • Working co-operatively • Balancing and stretching • Sharing ideas 	<ul style="list-style-type: none"> • Identification of time • Written experience • Months and days identified • Legible handwriting • Mathematical shapes formed
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • read/show the time, on the clock, on the hour and on the half hour? • write the months of the year and days of the week legibly? • read names of months and days of the week? • recognise and name mathematical shapes? 	<p><u>Materials/Resources:</u></p> <p>Songs about birthdays Calendar</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. discuss other national celebrations in which families participate, e.g. Easter, Christmas, Emancipation Day, Heroes Day. Name and identify national symbols, e.g. national bird, national flag. Examine symbols for patterns, shape and colour. Count symbols and associate numbers with numerals. Associate symbols with written names. Draw and colour national symbols. Sing national and school songs with emphasis on pitch and duration.</p> <p>7. collect pictures of items which associate clothing, food and symbols with celebrations/events. Create charts, label and read words. Use charts to build language experience stories.</p>	<ul style="list-style-type: none"> • Sharing experiences • Identifying national symbols • Counting symbols • Associating numbers with numerals • Drawing national symbols • Singing songs • Locating information • Creating and labelling charts • Building language experience stories 	<ul style="list-style-type: none"> • Names of symbols • Drawings of national symbols • Target words identified • Completed stories
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify at least two national symbols? • draw a representation of at least one national symbol, using the correct colours and shape? • read target words without assistance? • contribute ideas to build stories? 	<p><u>Materials/Resources:</u></p> <p>Samples of national symbols (real and pictures) Clocks (real or replicas)</p>	

GRADE ONE

Unit Title: **THINGS IN THE HOME**

Term: **TWO**

Unit: **TWO**

Duration: **FOUR WEEKS**

FOCUS QUESTIONS:

1. What are the things in my home and who made them?
2. How do I care for the things in my home and use them safely?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the convention of spoken and written language • Respond critically and aesthetically to literature and other stimuli • Use recognisable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Successfully demonstrate motor movements which are appropriate to grade level 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • attempt to use SJE structures to express themselves. • interpret specific sounds, recognise familiar sounds. • respond to and use: <ul style="list-style-type: none"> - the base verb plus 's' - regular and irregular plural nouns. • listen to, repeat and create patterns from pictures in rhymes, stories, poems, songs. • display ability to use capital letters and common letters. • write simple sentences to complete language experience stories composed by class. • make lists, record observations and personal experiences. • observe, compare, classify, shapes taken from the environment. • discuss geometrical shapes observed in nature or man-made and make generalisations. • describe materials in terms of source, properties or uses. • use locomotor and non-locomotor movements in self-space and general space, at different rhythms, in different directions. 	<p>furniture utensils tools appliances flower garden trees plants animals natural man-made singular forms plural forms Creator sound - source timbre texture mathematical shapes warning symbols care</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Identify, create, respond to sounds in the environment • Know the important features of their environment (home, school) • Explore and know about the dynamic interaction of the physical, social and mental aspects of their lives 	<ul style="list-style-type: none"> • identify the source and types of various sounds in the environment. • interpret sounds through movement. • use voice/sound-makers to create sounds depicting those in the environment. • use voice/instrumental sounds to imitate sounds in the home. • listen to and identify varying sounds which are long/short, high/low, pleasant/unpleasant. • participate in listening games. • take turns when playing sound-makers and instruments. • recognise and respond to differences/similarities in sound (timbre, pitch, duration, dynamics, etc.). • draw and make models of important features of places in the environment. • describe facilities in the home. • group things in the environment into natural and man-made. • name a variety of living and non-living things. 	

GRADE ONE**TERM TWO****THINGS IN THE HOME****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Demonstrate care and use precautionary measures that limit the risk of harm to oneself, to others and to the environment	<ul style="list-style-type: none">• use all the senses (smell, touch, taste, hearing, sight) to determine how to keep the body safe.• conduct simple surveys to determine safe/unsafe areas around them.• identify possible reasons for safe/unsafe areas.• show by their behaviour that plants and animals should be cared for.• talk about ways in which they can keep themselves safe at home.• make safety rules and dramatise situations depicting these rules.• tell ways in which they can take care of home and things in the home.• use, move and store equipment safely.• preserve the environment while studying it.• discuss the correct behaviours and practices which are essential for promoting healthy growth.	

ACTIVITY PLAN

Focus Question 1.

Objectives:

What are the things in my home and who made them?

Pupils will:

- attempt to use SJE structures to express themselves.
- make lists, record observations, personal experiences.
- observe, compare and classify shapes taken from the environment.
- respond to and use regular and irregular plural nouns.
- draw and make models of important features of places in the environment.
- group things in the environment into natural and man-made.
- name a variety of living and non-living things.
- use voice/instrumental sounds to imitate sounds in the home.
- interpret specific sounds, recognise familiar sounds.
- identify the source and type of various sounds in the environment.
- interpret sounds through movement.
- use voice/sound-makers to create sounds depicting those in the environment.
- respond to and use the base verbs plus 's'.
- listen to and identify varying sounds which are long/short, high/low, pleasant/unpleasant.
- participate in listening games.
- take turns when playing sound-makers and instruments.
- recognise and respond to differences/similarities in sound (timbre, pitch, duration, dynamics, etc.).
- discuss geometrical shapes (natural or man-made) and make generalisations.
- describe facilities in the home.
- describe materials in terms of source, properties or uses.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> collect pictures of items that are found in the home (indoor, outdoors). Name the items and talk about what they are used for, e.g. bed for sleeping. Read names from list generated. Make sentences about uses of things in the home, e.g. "I sleep in my bed", and read these from flip chart/sentence strips. group items according to: <ul style="list-style-type: none"> where they are most commonly found, e.g. stove in kitchen the categories: furniture, tools, appliances, utensils etc. natural and man-made. <p>With teacher's assistance, use the words in one of the groupings to write about things in the home. Use familiar words to practise singular and plural forms, e.g. bed, table.</p> 	<ul style="list-style-type: none"> Collecting, naming, assembling pictures Recognising words Practising base verbs Classifying/categorising Writing ideas Practising singular and plural forms 	<ul style="list-style-type: none"> List of items Item matched with use Sentences Items categorised Simple composition Singular and plural forms
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> name some items in the home? correctly match items with uses? create sentences independently? read sentences from flip charts/sentence strips? classify things in the home using the given criteria? contribute ideas related to the topic? use SJE consistently in sentence development? 	<p><u>Materials/Resources:</u></p> <p>Pictures of things in the home</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. make drawings/models of natural and man-made things in the home and label them. Name some people who make these things. Listen to rhymes, songs and poems about people who make things for the home.</p> <p>4. associate (through discussion/stories) natural things with their Creator. Sing songs which state that the Creator is the maker of all things found in nature. Use natural and man-made things to produce group music. Share in the use of sound-makers.</p> <p>5. listen to sounds in the home (live or recorded). Use movements or written symbols (alternative notation) to show responses to loud/soft, high/low sounds. Reproduce vocally or on instruments or sound-makers, the sounds heard in the home. Talk about the sounds in terms of source, timbre and texture.</p>	<ul style="list-style-type: none"> • Drawing pictures/creating models • Making associations • Listening and reproducing • Making associations • Singing in correct time • Pitching voice suitably • Sharing instruments • Listening to sounds • Identifying and discriminating • Representing/interpreting • Reproducing sound 	<ul style="list-style-type: none"> • Drawings/Models • List of people • Songs performed • Physical response • Written response • Oral response
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce a fair representation of the items or objects? • match and associate items with the people who make them? • sing in correct time within the group, maintaining suitable pitch? • give appropriate physical responses to sounds heard? • use the appropriate symbols depicting the various sounds? • express orally an idea about the various sounds? 	<p><u>Materials/Resources:</u></p> <p>Pictures of things in the home Materials for models Stories about creation Songs from MOEC Grade 1 Song Book Material and man-made things Sound-makers Musical instruments</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
6. observe the basic mathematical shapes of things in the home. Collect impressions of the texture (frottage) of things in the home. Use the shapes and frottage to make patterns/pictures. Use pictures and models made to compose and display a frieze/panorama of things in the home.	<ul style="list-style-type: none">• Distinguishing between shapes/textures• Collecting impressions• Arranging pictures/models• Working co-operatively	<ul style="list-style-type: none">• Impression of texture• Patterns/pictures created• Frieze/panorama• Co-operative behaviour
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• produce a good impression of the texture of an object?• use at least two geometric shapes to make a pattern/picture?• contribute an item to the frieze?• work co-operatively in assembling the frieze?	<u>Materials/Resources:</u> Items for frottage Natural and man-made things	

ACTIVITY PLAN

Focus Question 2.
Objectives:

How do I care for the things in my home and use them safely?

Pupils will:

- write simple sentences to complete language experience stories composed by class.
- make lists, record observations, and recording personal experiences.
- display ability to use capital letters and full stops.
- use all the senses (smell, touch, taste, hearing, sight) to detect information on how to keep the body safe.
- conduct simple surveys to determine safe/unsafe areas around them.
- identify possible reasons for safe/unsafe areas.
- show by their behaviour that plants and animals should be cared for.
- tell ways in which they can take care of home and things in the home.
- talk about ways in which they can keep themselves safe at home.
- listen to, repeat and create patterns from patterns in rhymes, stories, poems, songs.
- use locomotor and non-locomotor movements in self-space and general space at different rhythms in different directions.
- make safety rules and dramatise situations depicting these rules.
- use, move and store equipment safely.
- preserve the environment while studying it.
- discuss the correct behaviours and practices which are essential for promoting healthy growth.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. recall the names and uses of particular things in the home. Discuss ways of caring for these things and why. Create sentences about how and why we care for things in the home, paying attention to capital letters and full stops. 2. role-play ways of caring for things in the home. Appraise each other's performances, giving suggestions for improvement. 	<ul style="list-style-type: none"> • Recalling information • Creating sentences • Acting out ways of caring • Critiquing the work of others 	<ul style="list-style-type: none"> • Reasons given • Completed sentences • Appraisal • Observation of behaviour others
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give at least one reason for caring for things? • write sentences using capital letters and full stops? • criticise each other's work constructively? • show concern for each other? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. discuss the consequences of playing with things which could be dangerous to health and safety, e.g. matches, gas ranges, electrical outlets, medicine, poisonous substances, etc. Discuss the warning symbols on labels. Review safety rules. With teacher's assistance, write and read safety rules used in the home. Display them.</p> <p>4. with teacher's assistance, create simple songs, rhymes, jingles about care and safety in the home. Tape songs for retrieval.</p> <p>5. use equipment (skipping-rope, balls, bats), paying attention to care and safety while doing movement activities. Talk about their actions using the present continuous tense e.g. "I am skipping". "We are skipping". Write and read their sentences.</p>	<ul style="list-style-type: none"> • Analysing information • Interpreting messages/symbols • Writing and reading • Creating and singing songs/rhymes/jingles • Recording songs/rhymes/jingles • Cooperating with others • Demonstrating safety measures • Manipulating equipment • Writing and reading sentences 	<ul style="list-style-type: none"> • List of consequences • Interpretation of symbols • Written rules displayed • Songs/rhymes/jingles • Manipulation of equipment • Completed sentences • Oral reading
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give at least one consequence of misusing certain items? • identify at least one warning symbol on labels? • recall at least two safety rules? • convey the safety message in their creations? • manipulate equipment safely? • make sentences, using given format? • read sentences orally? 	<p><u>Materials/Resources:</u></p> <p>Warning symbols, charts, pictures, etc. Samples of dangerous items Rope Ball Bat Tape recorder</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. talk about how they care for the animals and plants at home. Create 'big books' about caring for animals and plants (including pictures and sentences). Demonstrate how they care for animals and plants at home by caring for plants and animals in the school environment. Keep a daily record of what they do, e.g. "We watered the plant".</p>	<ul style="list-style-type: none">• Compiling information• Writing information• Demonstrating care• Recording information	<ul style="list-style-type: none">• Pictorial and written information• Demonstration• Entries in 'big book'
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• contribute in at least one way towards compiling 'big book'?• name ways of caring for plants and animals?• stay on task in demonstrating care for plants and animals?• make contributions to the daily recordings?	<p><u>Materials/Resources:</u></p> <p>Materials for making 'big book'- cartridge paper Social Studies text - <u>Our Home in the Caribbean</u> - Book I Plants Animals</p>	

TERM 3

GRADE ONE

Unit Title: **MYSELF AT SCHOOL**

Term: **THREE**

Unit: **ONE**

Duration: **SEVEN WEEKS**

FOCUS QUESTIONS:

1. How do I know my school?
2. Who are the people at my school and what do they do?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Respond critically and aesthetically to literature and other stimuli • Use recognisable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • respond to questions addressed to them in SJE. • attempt to use SJE structures to express themselves. • describe themselves, others, objects and situations using appropriate words. • collect information and give directions. • talk about their artwork with respect to shape, colour, texture. • recognise that spoken language involves interaction and courtesy. • give praise and acknowledge the contributions of others. • respond to and use pronouns 'I', 'me', 'my'. • express understanding of a story or poem in any form of the creative arts. • perform familiar and new songs using appropriate actions to show moods. • discuss pictures to determine events, moods, problems, outcomes. • make objects for named purposes using given materials. • form letters and copy words and sentences. • display the ability to use capital letters and common letters. • identify an audience in their writing. • observe, compare, classify shapes taken from the environment. • create/play games using different shapes. • estimate and measure units of length. • use appropriate words when referring to a group e.g. set, team, class. 	<p>location places - class, office, sick bay, playing field road near high far low size shape colour set team care similar/different distances like/dislike workers at school groups rules uniform</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Represent and interpret numerical/pictorial information • Recognise that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Know the important features of their environment (home, school) • Demonstrate care and use precautionary measures that limit the risk of harm to oneself, others and the environment • Identify, create, respond to sounds in the environment 	<ul style="list-style-type: none"> • sort, group and classify collected data. • construct and interpret simple tables and pictographs using numbers, pictures and objects. • identify groups to which they belong. • discuss the responsibilities of members of a group. • talk about why groups have rules. • talk about likes, dislikes, uniqueness. • know that not everyone will react in the same way to the same situation. • show by their behaviour that they value rules and regulations. • recognise positive and moral values contained in sacred and other stories. • work co-operatively with their peers. • develop basic locational skills in their environment (such as home and school). • identify the important features of their school and say why they are important. • conduct simple surveys to determine safe/unsafe areas around them. • identify possible reasons for safe/unsafe areas. • preserve the environment while studying it. • tell ways in which they can take care of school and the things in it. • locate and perceive the direction and distance of sounds. • identify the sources and types of various sounds in the environment. • recognise and respond to differences/similarities in sounds (timbre, pitch, duration, dynamics, etc.). 	

ACTIVITY PLAN

Focus Question 1.

Objectives:

How do I know my school?

Pupils will:

- respond to questions addressed to them in SJE.
- collect information and give directions.
- talk about their artwork with respect to shape, colour texture.
- give praise and acknowledge the contributions of others.
- form letters and copy words and sentences.
- display the ability to use capital letters and common letters.
- observe, compare, classify shapes taken from the environment.
- create/play games using different shapes.
- develop basic locational skills in their environment (such as home and school).
- identify the important features of their school and say why they are important.
- perform familiar and new songs using appropriate actions to show moods.
- know that not everyone will react in the same way to the same situation.
- conduct simple surveys to determine safe/unsafe areas around them.
- identify possible reasons for safe/unsafe areas.
- talk about likes, dislikes, uniqueness.
- tell ways in which they can take care of school and the things in it.
- preserve the environment while studying it.
- recognise and respond to differences/similarities in sounds (timbre, pitch, duration, dynamics).
- locate and perceive the direction and distance of sounds.
- identify the sources and types of various sounds in the environment.
- estimate and measure units of length.
- use full stops, commas.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. tell what they know about their school through role-play or 'speak easy' drama mode. Do research to find out how the school got its name and motto and how old it is. Report findings, from which details will be used to compose sentences. Read and then copy sentences. 2. discuss location of school in relation to buildings, road, parish and address. Go on walk-about to observe the school environment. Note location, size, number and shape of buildings/places. Discuss the various activities that take place in the various parts of the school. Discuss the number of sides, straight/curved lines that are in the shapes. Compare these with basic mathematical shapes. Model shapes. With teacher's help, develop a simple plan of the school. 3. talk about items in the school they should care for (e.g. buildings, plants, furniture, equipment) and how they should care for them. Develop class project on care of school, e.g. "Care Our School Campaign", making use of discarded materials. 	<ul style="list-style-type: none"> • Acting out roles • Collecting, organising and reporting • Discussing facts • Writing sentences • Reading sentences • Locating and identifying • Observing details • Identifying shapes • Identifying straight lines • Comparing • Drawing plan • Identifying items • Cutting, pasting and assembling 	<ul style="list-style-type: none"> • Oral/written report • Sentences • Legible writing • Oral reading • Description of school • Comparisons • Plan of school • Co-operative behaviour • Completed project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • collect at least one fact about their school? • form sentences (oral/written) independently? • form letters legibly? • use correctly words such as 'bigger', 'smaller', 'nearer', 'further' in their comparisons? • use models to represent mathematical shapes? • put buildings/places in the approximate positions? • work willingly with each other? • complete their assigned role/task for the project? 	<p><u>Materials/Resources:</u></p> <p>Social Studies text - <u>Our Home in the Caribbean</u> - Book 1</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. talk about safe and unsafe areas in their school. Identify what makes them safe/unsafe. Discuss appropriate behaviour around these places.</p> <p>5. be engaged in listening activities to determine:</p> <ul style="list-style-type: none"> - source of sounds - direction from which sounds come - location of sounds in terms of inside/outside classroom. <p>Listen to sounds which are similar / different in timbre, pitch, duration, dynamics and express their identification by a prescribed action. Listen to music in order to identify a distinctive instrument used in a performance or recording.</p> <p>6. estimate distances of places in the school in relation to each other (in terms of near/far, nearer than/further than). Include distances from home. Use metre stick to verify some of the distances.</p> <p>7. in groups/individually use their bodies to form shapes seen in their school environment. Talk about the shapes created giving praise or suggestions for improvement. Write sentences about the shapes created. Display sentences.</p>	<ul style="list-style-type: none"> • Discussing • Listening to aural stimuli • Responding to aural stimuli • Estimating distances • Measuring distances • Creating shapes • Critiquing shapes • Discriminating shapes • Making decisions • Writing sentences 	<ul style="list-style-type: none"> • List of areas • Identification of appropriate behaviours • Appraisal of environment • Identification/description of sounds • Shapes created
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify and discuss what makes areas in their school safe/unsafe? • discuss appropriate behaviours around unsafe areas? • identify the sources of the various sounds and tell/describe pitch, duration and timbre of each? • use their bodies to produce recognisable outlines of the shapes.? 	<p><u>Materials/Resources:</u></p> <p>MOEC Grade One Song Book Tape recorder/player Audio cassettes</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. sing songs about school after listening to a short introduction. Count the number of beats in a phrase in one of the songs and notate these, using strokes or other symbols. Say poems about school as they develop sentence patterns.</p> <p>9. talk about what they like/dislike about the classroom and school and give suggestions for improvement. (Recognise that there are individual differences and these should be respected).</p>	<ul style="list-style-type: none">• Pitching correctly• Starting on time • Discussing likes/dislikes• Sharing ideas	<ul style="list-style-type: none">• Performance• Alternative notation • Expression of ideas
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• sing pitching their voices suitably and starting on time?• accurately notate beats in phrase?• listen to each other willingly?	<p><u>Materials/Resources:</u></p> <p>MOEC Grade One Song Book Poems about school</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

Who are the people at my school and what do they do?

Pupils will:

- identify groups to which they belong.
- discuss the responsibilities of members of a group.
- attempt to use SJE structures to express themselves.
- describe themselves, others, objects and situations using appropriate words.
- recognise that spoken language involves interaction and courtesy.
- express understanding of a story or poem in any form of the creative arts.
- use appropriate words when referring to a group, e.g. set, team, class.
- sort, group, classify collected data.
- construct and interpret simple tables and pictographs using numbers, pictures and objects.
- show by their behaviour that they value rules and regulations.
- work co-operatively with their peers.
- discuss pictures to determine events, mood, problems, outcome.
- make objects for named purposes using given materials.
- respond to and use pronouns, 'I', 'me', 'my'.
- talk about why groups have rules.
- recognise positive and moral values contained in sacred and other stories.
- identify an audience in their writing.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. name the different groups of people who are in the school and say what they do. In groups, interview people at school at an appropriate time e.g. lunchtime or after school. Report on interview, completing simple sentences about their interviews e.g. "The watchman has worked at this school for.... years". Practise using personal pronouns. Display information from interview on chart or graphs e.g. number of years persons have served my school; number of persons in each category. Talk about the graph/chart.</p>	<ul style="list-style-type: none"> • Identifying groups • Asking questions • Reporting orally • Writing sentences • Using personal pronouns • Organising and interpreting information 	<ul style="list-style-type: none"> • Report • Graph/chart • Interpretation of graph/chart
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give at least two pieces of information about the persons interviewed? • make entries on a graph/chart accurately? • use the graph/chart to compare the categories of persons in their school? 	<p>Materials/Resources:</p> <p>Tape recorder</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. describe the nature of the work done by each category of persons in the school and discuss the importance of each task. Write a short paragraph about a given worker.</p> <p>3. compose “Thank You” cards to express appreciation to the workers in the school.</p> <p>4. talk about the uniforms worn by groups or individuals at the school, e.g. uniforms for school, brownies, cub scouts. Discuss why different groups wear uniforms.</p> <p>5. discuss rules governing groups. Listen to and discuss sacred and other stories which include rules by which groups are governed. Examine the consequences of obeying or disobeying rules. Discuss relationships which are made/broken due to observing/not observing values such as, honesty, truthfulness.</p> <p>6. use games such as ‘Who Am I?’ to role play activities of different categories of workers/persons.</p> <p>7. in groups, draw pictures and make models of different persons who are at school, paying attention to proportion, colour, shape, texture. Use their pictures to make a frieze or class magazine. Talk about their magazine/frieze/panorama.</p>	<ul style="list-style-type: none"> • Identifying tasks • Expressing ideas creatively • Observing and associating • Discussing rules • Drawing conclusions • Manipulating tools • Cutting and pasting • Discussing 	<ul style="list-style-type: none"> • Narrative • Cards • Discussion of consequences • Magazine/frieze/panorama
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create grammatically correct sentences to make up narrative? • create original composition? • suggest at least one consequence of obeying/disobeying rules? • carry out simple instructions in making magazine/frieze/panorama? • talk freely about their composition? • do drawings/models using proportion, colour, shape, texture? 	<p><u>Materials/Resources:</u></p> <p>Paper/cardboard Crayon Coloured chalk Paint Fabric String Tape</p>	

GRADE ONE

Unit Title: TOGETHER AT SCHOOL

Term: THREE

Unit: TWO

Duration: THREE WEEKS

FOCUS QUESTION: 1. What are some of the activities and events at my school?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Respond critically and aesthetically to literature and other stimuli • Use recognizable handwriting and appropriate spelling and vocabulary to write for variety of purposes • Successfully demonstrate motor movements which are appropriate to grade level 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • describe themselves, others, objects and situations, using appropriate words. • recognize that spoken language involves interaction and courtesy. • express their understanding of a story, song or poem in any form of the creative arts. • write freely in response to stimuli (story, picture, song, poem, etc.). • make objects for named purposes using given materials. • make lists, record observations and personal experiences. • walk and run to different rhythms in general space at different levels, with/without apparatus. • use locomotor and non-locomotor movements in self-space and general space at different rhythms, in different directions. • move in space to demonstrate mood and texture. • move different limbs together to establish relationships, using different levels. • create rhythmic patterns (with or without partner) at all levels. • compete in basic track and field activities. • develop good sportsmanship. 	<p>school events national events time day/month/year celebrations title timetable invitations menu symbols</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Demonstrate awareness of time and the relationship with occasions or events • Be aware of the diversity of symbols, customs and practices among different groups • Operate with patterns as they seek to find solutions to problems	<ul style="list-style-type: none">• show and tell time on the clock (on the hour, and half hour), and read the calendar (year, month, day).• identify the months of the year and the days of the week with a focus on the sequential nature of time.• discuss their feelings about activities done at particular times. • identify various symbols and their meanings (flags, badges, colours).• explore elements and principles of art such as colour, shape, line, texture and patterns as they are applied in our culture.• show respect for various customs and practices present in their school.• know that special garments, foods, symbols and rituals are associated with celebrations/ceremonies.• report on some of the things that they have seen or heard of, which take place during school celebrations. • use addition and subtraction facts to solve problems.• apply base ten concepts to money (using dollars or cents only).	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss school events and national events in which the school participates. (Discussion should focus on: types of events, time/date and frequency of these events. Locate on timetable, clock or calendar the time and frequency with which events take place. Write the dates (day/month) when events occur. 2. listen to/perform songs, dances, poems and stories associated with school and national events. Discuss the messages conveyed in songs, poems, etc. Make up a language experience story about celebrating a national event at school. 3. make a collage depicting some of the national celebrations, and display their work. Compile scrapbook using clippings of events. Work in groups to make up their own stories based on the clippings. Give their story a title. 	<ul style="list-style-type: none"> • Observing/discussing calendar events • Identifying time • Performing songs, poems, dances etc. • Summarizing messages • Writing story materials • Assembling materials • Sequencing events • Writing narrative 	<ul style="list-style-type: none"> • Calendar of school event • Identification of time • Performances • Written story • Collage • Scrapbook • Correct use of punctuation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • contribute to the discussion about school/national events using SJE? • tell the time using the clock, and using the calendar, tell the time/day/month year when these events take place? • recite, sing or move, individually or in groups(following given patterns or rhythms)? • follow instructions to move, using levels, space, shapes and direction? • capture the message in their story? • produce a collage which depicts a national event? • select appropriate clippings for a scrapbook ? • talk about their collection? • write titles in capital letters and use full stops appropriately? 	<p><u>Materials/Resources:</u></p> <p>Timetables Calendars Clock Collection of songs, poetry and stories Seeds Wooden/plastic beads Fabric Paper String Thread Sand Feather Paste</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. plan a particular school event, e.g. a party. Write invitations, make poster decorations, costumes and party favours. Plan and write menu. Use discarded materials to model objects and find out how many cookies, drinks, sandwiches, etc., are required for the guests at the party (planning for about ten guests). Shop in classroom “supermarket”.</p> <p>5. review school and national symbols. Identify religious symbols from various sources and write about or draw/make models of them. Examine symbols for simple shape, colour and texture and record how many are in a given set of similar items.</p>	<ul style="list-style-type: none"> • Creating costumes, invitations, party favours • Writing simple menu • Manipulating objects • Listing items • Solving problems • Recalling addition and subtraction facts • Demonstrating courtesies • Associating symbols and events • Classifying and differentiating shapes, colour, texture, etc. 	<ul style="list-style-type: none"> • List of tasks and items • Calculations • Use of appropriate words • Correct matching • Labelled drawings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make preparations and select appropriate items for the events: venue, date, time, invitations, food etc? • make a list of a given number of items? • do simple purchases and give correct change in notes/coins in common use? • use the appropriate courtesy words when shopping? • match colours and shapes to symbols? • label the drawings correctly? 	<p><u>Materials/Resources:</u></p> <p>Materials for decorations, models etc. Pictures or replicas of symbols</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. find out and discuss how different religious groups celebrate various events during the year. Describe some of the articles such as symbols, food, clothing, associated with these celebrations. Draw and colour some of these articles used in different festivals and label them.</p> <p>7. listen to the rhythm of songs being tapped and identify the songs. Make up rhythms to match songs.</p> <p>8. work in groups/individually to display talents through activities such as, games and quizzes.</p>	<ul style="list-style-type: none">• Research and reporting celebrations• Drawing, colouring and labelling pictures • Tapping rhythms• Identifying songs • Competing in games	<ul style="list-style-type: none">• Pictures• Labels • Participation in games/quizzes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• draw and colour a recognizable representation of a given symbol, e.g. a school badge?• label each drawing?• contribute at least one correct answer or item for their team?• give support to their team even when it was losing?	<p><u>Materials/Resources:</u></p> <p>Pictures/video of religious celebrations Games, quizzes Songs</p>	

GRADE 2

TERM 1

GRADE TWO

Unit Title: MY BODY (Part II)

Term: ONE

Unit: ONE

Duration: SIX WEEKS

FOCUS QUESTIONS:

1. **What do I need to know about my brain, heart and skeleton?**
2. **How do these parts work together?**
3. **How do we differ in size?**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to instructions. • listen to ideas of others, clarify meanings and information. • give news reports, directions, explanations. • ask and answer questions. • attempt to use SJE structures to express themselves (more consistently than in grade 1). • listen and respond appropriately to adults. • make comparisons when talking about interests. • respond to information given through different media (sound, print, signs). • perform within a group, responding to elementary ensemble cues. • sequence events, numbers and words. • begin to make choices between home language and SJE in use of: <ul style="list-style-type: none"> - regular and irregular plural nouns. - pronouns 'I', 'me', 'my', 'mine'. • use capital letters, full stops, commas. 	skull muscles skin chest flesh torso control support joint hinge organ shape movement protect heart-beat athlete injury skeleton heart brain thoughts feelings relationships balance length

GRADE TWO**TERM ONE****MY BODY (Part II)****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply relevant decoding skills to the reading process • Read for meaning, fluency and enjoyment • Respond critically and aesthetically to literature and other stimuli 	<ul style="list-style-type: none"> • use sound-symbol relationships when encountering new words. • use: <ul style="list-style-type: none"> - single consonants in the initial, medial and final positions - long and short vowels - the silent 'e'. • read aloud text appropriate to grade. • use context clues. • read grade level text to convey message clearly to listener. • interpret character traits. • distinguish between fantasy and reality. • read or respond to characters or situations in class reader or story. • express their understanding of a story or poem in any form of the creative arts. • create new patterns from patterns in rhymes, stories, poems, designs, music and movement. • perform familiar and new songs using appropriate actions to show mood appropriate to the group (e.g. happiness, gratitude, comfort). • make objects for named purposes using given material. 	<p>stores information blood pumps measure exercise comparison longer shorter gender ethnic stethoscope rhythm instrument creole height weight</p>

GRADE TWO**TERM ONE****MY BODY (Part II)****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply study skills and be able to search for information • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information 	<ul style="list-style-type: none"> • with teacher support, find specific pieces of information in class reader and other texts. • put information into categories. • choose suitable text from a range of texts. • spell a range of high-frequency and sight words. • spell words with endings 's', 'es', 'ed', 'ing'. • spell words encountered in vocabulary lessons. • write simple sentences about their own experiences. • use descriptive words. • record observations about home, school, community. • create/play games using different shapes. • use standard measurements and units of length, capacity and mass (whole units and/or approximation of whole units). • identify, name and locate some internal parts of the body. • use mathematical symbols for comparison and decision-making. • sort, group and classify collected data. • display and analyze data using attributes, e.g. materials, shapes, sizes, colours and patterns. • tell the values of numerals and associate them with their names and numbers. • represent numerical information pictorially. 	

GRADE TWO**TERM ONE****MY BODY (Part II)****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate motor movements successfully which are appropriate to grade level • Identify, create, respond to sounds in the environment • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures 	<ul style="list-style-type: none"> • use locomotor and non-locomotor movements in self-space and general space at different rhythms in different directions. • move in space to demonstrate moods and texture. • use body parts to explore space. • move different limbs together to establish relationships, using different levels. • interpret sounds through movement. • listen to and identify varying sounds which are long/short, high/low, loud/soft, pleasant/unpleasant. • perform by ear, simple music for a number of occasions (vocal and instrumental) with attention to expression, characterization, control and pitch. • share musical ideas in group music making. • keep a steady beat when playing classroom instruments and sound makers. • recognize and respond to differences/similarities in sounds (timbre, pitch, duration, dynamics, etc.). • work co-operatively with their peers. • share the use of equipment/materials through group work. 	

ACTIVITY PLAN

Focus Question 1.

Objectives:

What do I need to know about my brain, heart and skeleton?

Pupils will:

- identify, name and locate some internal parts of the body.
- give news reports, directions, explanations.
- use simple and appropriate vocabulary related to topics.
- begin to make choices between home language and SJE in use of:
 - regular and irregular plural nouns.
 - pronouns 'I', 'me', 'my', 'mine'.
- use capital letters, full stops, commas.
- write simple sentences about their own experiences.
- use sound-symbol relationships when encountering new words.
- use:
 - sounds of single consonants in the initial, medial and final positions.
- spell words with endings 's', 'es', 'ed', 'ing'.
- spell words encountered in vocabulary lessons.
- make objects for named purposes using given material.
- give and respond to instructions.
- listen and respond appropriately to adults.
- interpret sounds through movement.
- perform by ear, simple music for a number of occasions (vocal and instrumental) with attention to expression, characterization, control and pitch.
- recognize and respond to differences/similarities in sounds (timbre, pitch, duration, dynamics etc.).
- use mathematical symbols for comparison and decision-making.
- express their understanding of a story or poem in any form of the creative arts.
- perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort).
- share musical ideas in group music making.
- respond to information given through different media (sound, print, signs).
- listen to ideas of others to clarify meanings and information.
- ask and answer questions.
- display and analyze data using attributes, e.g. materials, shapes, sizes, colours and patterns.
- read aloud text appropriate to grade.

ACTIVITY PLAN

Focus Question 1. (cont'd)

Objectives:

Pupils will:

- read grade level text to convey message clearly to listener.
- keep a steady beat when playing classroom instruments and sound makers.
- read or respond to characters or situations in class reader or story.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- create new patterns from patterns in rhymes, stories, poems, designs, music and movement.
- interpret character traits.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. brainstorm to identify parts of the body. 2. indicate the location of specific internal parts of the body on a chart or model and on each other (heart, brain, skeleton). 3. talk freely about the location and appearance of the heart, brain and skeleton. 4. practice using sentences (orally or in writing) with 'I', 'you', 'we' or 'they' as subject, to talk about parts of the body. 5. identify initial and final consonant sounds and indicate words on flash cards in which these sounds can be heard. 6. with the help of the teacher, compile a word-bank and dictionary of new words used in discussion on body parts. 	<ul style="list-style-type: none"> • Brainstorming • Locating heart, brain skeleton • Locating parts of the body • Describing shapes/sizes • Practising SJE • Writing sentences • Identifying consonant sounds • Putting words in alphabetical order • Identifying meanings 	<ul style="list-style-type: none"> • Body parts correctly located • Oral response in discussion • Sentences in SJE • Word-bank/dictionary
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • locate and identify the heart, brain and skeleton? • make sentences using subject pronouns from pattern given? • compile given list of words in alphabetical order? 	<p><u>Materials/Resources:</u></p> <p>Charts/models of internal parts of the body Flash cards Sentence strips Pictures Jingles Dictionary</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. cut or tear a body outline from paper and paste parts of the body on it, using paper of different colours.</p> <p>8. feel their own or partner's heart-beat and explain what they feel. Use a stethoscope to listen to each other's heart-beats.</p> <p>9. draw the outline of a body and indicate the heart, brain and skeleton.</p> <p>10. put movement to music which begins slowly and increases in speed in stages. Determine and record the changes in heart-beat before and after activity. Use line plots, tally marks and bar graphs to compare heart-beats.</p> <p>11. use parts of the body to make sounds to imitate the changes in heart-beat (e.g. when sitting, running).</p> <p>12. use the symbols for 'greater than' and 'less than' to compare the frequency of heart-beats.</p>	<ul style="list-style-type: none"> • Cutting or tearing paper • Pasting paper • Colouring within boundaries • Explaining observations • Drawing outlines • Labelling organs • Comparing measurements • Recording and representing data • Imitating rates of heart-beats 	<ul style="list-style-type: none"> • Collage • Explanation of how a heart-beat feels (oral/written) • Labelled drawings • Line plots • Imitation of heart-beat • Comparison of sets
<p><u>Evaluation:</u></p> <p>Were pupils able to :</p> <ul style="list-style-type: none"> • cut, tear, colour and paste parts of the body to make a collage? • feel the heart-beat and explain what was felt? • draw the outline of a body indicating heart, brain and skeleton? • place numbers in correct sequence on line plot? • tap to the rhythm of the heart-beat? • use the terms 'less than' and 'greater than' appropriately? 	<p><u>Materials/Resources:</u></p> <p>Paste Crayons Scissors Skeleton Stethoscope and resource person (nurse) Musical accompaniment</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. identify and list objects or names with: (a) a 'br' sound (e.g. brain) and (b) a silent 'b' (e.g. limb, thumb) from charts showing objects. (Prepared by teacher).</p> <p>14. sing along with tape e.g. "Dem Bones", "My head, my shoulders, my knees, my toes".</p> <p>15. discuss songs and draw conclusions about the skeleton for movement, as support, and for the protection of delicate organs like the heart and the brain.</p> <p>16. draw or make a model of bones, heart and brain using the material provided.</p> <p>17. view an X-ray film obtained from doctor's office. Discuss what is seen.</p> <p>18. form plurals by adding an 's' to nouns they have been using.</p>	<ul style="list-style-type: none"> • Listening to/reproducing words with the 'br' sound • Identifying silent 'b' words • Singing songs • Drawing conclusions • Drawing/model making • Observing X-ray film 	<ul style="list-style-type: none"> • Word lists • Conclusions about the role of the skeleton • Models and drawings • List of plural nouns
<p><u>Evaluation:</u></p> <p>Were pupils able to :</p> <ul style="list-style-type: none"> • identify and list the words with 'br' sound and silent 'b' from objects/charts? • state the three functions of the skeleton? • make recognizable representations of different parts of the body? • form plural nouns by adding 's'? 	<p><u>Materials/Resources:</u></p> <p>Chart showing objects Modelling clay Tape recorder or cassette player X-ray film</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>19. collect, label and display the bones of different animals and make models from plasticine, clay or other material.</p> <p>20. read poems (choral reading) e.g. "Bones".</p> <p>21. use movement, music and graphics to illustrate the meaning of the poems.</p> <p>22. talk freely about the poems and then answer questions posed by the teacher.</p> <p>23. read or listen to stories "The Monkey's Heart" and "Tin Man" or similar stories.</p> <p>24. create their own stories/poems about parts of the body using descriptive language.</p> <p>25. feel the tops of their partner's heads, their chests and limbs, then tell what they feel and discuss why each organ needs protection from injury.</p> <p>26. write simple sentences about the functions of the heart, brain and skeleton in their journal.</p>	<ul style="list-style-type: none"> • Making and displaying models • Choral speaking • Using other art forms to illustrate poetry • Making meaning from poetry stimulus • Reading stories • Listening to stories • Writing stories/poems to show creativity • Co-operating with peers • Writing simple sentences 	<ul style="list-style-type: none"> • Models of animals' bones • Role-play/mime/dance • Discussion • Stories/poems • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to :</p> <ul style="list-style-type: none"> • make recognizable representations of the bones of animals? • role-play, mime and dance to poetry in various forms with accompanying rhythm? • discuss the issues in the poems and answer questions about them? • express themselves showing creativity and originality through story/poem writing relating to parts of the body? • write simple sentences neatly and legibly, in their journals, using SJE? 	<p><u>Materials/Resources:</u></p> <p>Percussion instruments Poems e.g. LMW reader <u>Storytime 3</u> "Bones" <u>Storytime 2</u> "The Monkey's Heart" The Wizard of Oz: "Tin Man" Computer Calculator Telephone</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
27. compare the function of the brain with that of machines such as computers, calculators, telephones. 28. identify emotions for each day of the week on a calendar, individually, collectively or in pairs. 29. listen to stories, then discuss with classmates and parents how to deal with sadness, happiness, disappointment and other emotions and feelings.	<ul style="list-style-type: none">• Making comparisons• Identifying feelings• Listening to stories	<ul style="list-style-type: none">• Comparisons: brain/machines• Identification of emotions• Discussion
<u>Evaluation:</u> Were pupils able to : <ul style="list-style-type: none">• make comparisons between the brain and machines?• identify the feelings and emotions of characters in the stories?	<u>Materials/Resources:</u> Models Pictures Stories Worksheets Calendar	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How do these parts work together?

Pupils will:

- listen to ideas of others to clarify meanings and information.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- listen and respond to information given through different media (sound, print, signs).
- use appropriate vocabulary related to topics.
- spell words encountered in vocabulary lessons.
- share musical ideas in group music making.
- read grade level text to convey message clearly to listener.
- give and respond to instructions.
- ask and answer questions.
- perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort).
- perform by ear, simple music for a number of occasions (vocal and instrumental) with attention to: expression, characterization, control and pitch.
- perform within a group, responding to elementary ensemble cues.
- use locomotor and non-locomotor movements in self-space and general space at different rhythms in different directions.
- use body parts to explore space.
- create/play games using different shapes.
- tell the values of numerals and associate them with their names and numbers.
- represent numerical information pictorially.
- move in space to demonstrate moods and texture.
- spell a wider range of high frequency and sight words.
- use capital letters, full stops, commas.
- write simple sentences about their own experiences.
- record observations about home, school, community.
- work co-operatively with their peers.
- share the use of equipment/materials through group work.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. talk freely about parts of the body and how they work together (using “speak easy” technique) in relating how the parts work together. 2. make a list of new words from the discussion on parts of the body (using flash cards). Extend the word bank with new words. 3. identify the following consonant blends: (i) ‘br’ as in brain (ii) ‘sk’ as in skeleton in a wider variety of words. 4. in groups, make up jingles with words beginning with these consonant blends. Share jingles with the rest of the class. 5. in groups, read text with relevant information on the topic and identify how parts of the body work together. 6. report information to class and discuss main points. 7. read or listen to poems about movement e.g. “ Shadow Dance”. 8. talk freely about poems, pictures and answer questions related to the material read. 	<ul style="list-style-type: none"> • Discussing ideas • Listing words • Identifying blends • Composing jingles • Reading for information • Reporting on findings • Listening • Speaking 	<ul style="list-style-type: none"> • Oral reading • Word list • Word bank • Jingles • Oral reading • Report • Oral response in SJE
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • tell how parts of the body work together? • recognize words associated with parts of the body? • compose appropriate jingles? • read materials with understanding? • report findings to the class? • answer questions about the poems? 	<p><u>Materials/Resources:</u></p> <p>Flash cards Picture of skeleton “Knowing My Body” – Grade 2, Caribbean Food and Nutrition Institute (CFNI) booklet “Shadow Dance” from <u>Poems of a Child’s World</u> Tape recorder or cassette recorder</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. sing familiar and new songs (accompanied by recorded music) about body parts working together.</p> <p>10. explore parts of the body to make sounds e.g. finger-clicking, hand-clapping, foot-stamping, breathing, beating chest. Create rhythm using a combination of these sounds to accompany a song.</p> <p>11. in groups, do fitness activities such as jogging, jumping jacks, stretches, toe touches and frog leaps.</p> <p>12. play ring games e.g. “The Wheel is Breaking Down”. Pupils form a ring and skip. Teacher tells how many parts the ring is broken into. Pupils get into groups as required e.g. twos, threes, fives and tens.</p> <p>13. rotate parts of the body to drum beats. Use limbs and torso to create the shapes of organs (heart and brain) and make letters with their bodies to spell these names.</p> <p>14. mime and dance to create body patterns to make curved, straight, narrow, wide and twisted shapes.</p>	<ul style="list-style-type: none"> • Pitching accurately • Maintaining a steady tempo • Walking, running, jogging, skipping, leaping, balancing, hopping and stopping • Grouping, counting, associating and sequencing • Designing and creating shapes to stimuli • Developing co-ordination 	<ul style="list-style-type: none"> • New songs • Sound collage • Fitness activities • Counting • Shapes • Mime/dance of body patterns
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • participate in the singing? • create appropriate sound collage? • create movements and make use of adequate space? • count in groups correctly? • use body parts to create shapes? • mime or dance in a creative way? 	<p><u>Materials/Resources:</u></p> <p>Story of Ezekiel and the Dry Bones (Ezekiel 37: 1-10) Drum or percussion instruments Bible passages e.g. church as a body – 1 Corinthians 12: 12-27</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. in groups, mirror the movements of animals and humans. Use both/alternate legs. Create movements to build and reassemble patterns.</p> <p>16. write freely in their journals about the movements of animals they imitated.</p> <p>17. build language experience stories about class activities involving parts of the body (emphasizing the use of capital letters and full stops).</p> <p>18. make up rhymes, songs and poems to accompany and describe activities in which they are engaged. Discuss each other's work.</p> <p>19. discuss how working co-operatively in groups at home, at school and in the community is related to the working together of the various parts of the body e.g. football players, athletes, groups in school (house system, clubs etc.).</p>	<ul style="list-style-type: none"> • Miming • Writing • Expressing thoughts/feelings • Using punctuation marks • Developing creativity • Comparing relationships 	<ul style="list-style-type: none"> • Mirrored movements • Journal entry • Stories • Presentation of songs, rhymes and poems • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • mirror the movements of specific animals? • make journal entries of two or three sentences? • use capital letters and full stops in sentences? • compose rhymes, songs, and/or poems and present them to the class? • discuss practical aspects of co-operation? 	<p><u>Materials/Resources:</u></p> <p>The story of ants working together - Proverbs 30: 24-25</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How do we differ in size?

Pupils will:

- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- make comparisons when talking about interests.
- read grade level text to convey message clearly to listener.
- distinguish between fantasy and reality.
- use descriptive words.
- use standard measurements and units of length, capacity and mass (whole units and/or approximation of whole units).
- sort, group and classify collected data.
- listen to and identify varying sounds which are long/short, high/low, loud/soft, pleasant/unpleasant.
- respond to information given through different media (sound, print, signs).
- sequence events, numbers and words.
- use the order of numbers and letters to find information.
- use locomotor and non-locomotor movements in self-space and general space at different rhythms in different directions.
- move different limbs together to establish relationships, using different levels.
- spell words encountered in vocabulary lessons.
- listen to ideas of others to clarify meanings and information.
- use context clues.
- interpret character traits.
- read or respond to characters or situations in class reader or story.
- give and respond to instructions.
- use mathematical symbols for comparison and decision-making.

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. look at pictures of very tall and very short peoples (e.g. the Masai and the Pygmy) and discuss famous personalities (past and present) who were noted for their physical stature. 2. read stories about short or tall characters (e.g. giants and dwarfs, Tom Thumb, Gulliver, Thumbelina, Alice in Wonderland,) and discuss the advantages/ disadvantages of being short/tall, big/small depending on the situation. Draw some pictures. 3. use terms to compare heights such as tall, short, taller, shorter, tallest, shortest. 4. in groups, estimate, measure and record heights and weights of pupils in the class. Use tally marks, line plots or bar graphs to represent this information. 5. look at films of animals and say how their sounds differ in relation to their size, e.g. the Lion King, Dr. Dolittle. 	<ul style="list-style-type: none"> • Observing and comparing heights • Reading stories • Discussing characters • Drawing conclusions • Estimating and measuring • Recording and representing data • Listening to animal sounds 	<ul style="list-style-type: none"> • Oral discussion • Oral response • Use of comparisons • Measurements • Tally sheets/bar charts
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make comparisons in the different situations using terms of comparison? • illustrate comparisons by drawing? • measure accurately? • produce accurate tally sheets and charts? 	<p><u>Materials/Resources:</u></p> <p>Pictures Charts Poem: "Tall People, Short People" in <u>Poems of a Child's World</u> or LMW Year 2 Term 3 p.18 Storybooks Television, VCR, videotapes, films Computer (Internet)</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. write sentences comparing themselves to animals of their choice.</p> <p>7. mimic the movement of animals in a race and identify their positions as they finish (first, second, third,...) e.g. The Hare and the Tortoise.</p> <p>8. add to word bank new words learned from these activities.</p> <p>9. read, discuss and dramatize the story of David and Goliath in relation to size.</p> <p>10. look at pictures of muscle development in sports persons and discuss the differences between those muscles and the muscles of other persons.</p> <p>11. make models or draw pictures of what athletes and non-athletes look like.</p> <p>12. compare the lengths of bones using strings, hand-spans and rulers.</p> <p>13. compare mass by weighing each other.</p> <p>14. compare weight in words e.g. heavier, lighter.</p> <p>15. use the symbols for greater than and less than to compare each other's heights and weights.</p>	<ul style="list-style-type: none"> • Writing in comparative terms • Role-playing • Establishing ordinal numbers • Listing words • Listening to story • Discussing and comparing differences • Drawing/creating models • Tabulating measurements 	<ul style="list-style-type: none"> • Use of comparisons in sentence construction • Additions to word bank • Dramatization of story • Pictures or models • Comparisons • Chart or table of comparison • Correct use of 'less than' and 'greater than'
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compose sentences using comparisons? • match cardinal numbers with ordinals? • demonstrate the difference in sizes of the characters in the story? • produce a model or drawing as required? • estimate and measure length and mass? • display data in table form? • use the terms and symbols 'less than (<)' and 'greater than (>)' appropriately? 	<p><u>Materials/Resources:</u></p> <p><u>Caribbean Primary Mathematics</u> – Level 2 Part 1 p.55 <u>Caribbean Primary Mathematics</u> – Level 2 Part 2 pp. 59 and 64 Rulers Scales Flashcards Crayons and drawing paper Bible (1 Samuel 17) or children's version of David and Goliath Posters showing athletes String</p>	

GRADE TWO

Unit Title: **CARE AND SAFETY OF SELF**

Term: **ONE**

Unit: **TWO**

Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. How do I keep my body healthy?
 2. What do I do to be safe (at home, at school, on the road)?
 3. How do others take care of me?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Respond critically and aesthetically to literature and other stimuli 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to instructions. • attempt to use SJE structures to express themselves (more consistently than in grade 1). • give praise and acknowledge the contributions of others. • use capital letters, full stops, commas. • use sound-symbol relationships when encountering new words. • read grade level text to convey message clearly to listener. • establish cause and effect. • draw inferences. • predict outcomes. • make judgments about stories. • distinguish between fantasy and reality. • choose to read outside of prescribed reading period. • read or respond to characters or situations in class reader or story. • express their understanding of a story or poem in any form of the creative arts. • create patterns from patterns in rhymes, chants, poems, stories, designs, music and movement. • talk about situations in stories about which they feel strongly. • maintain a steady beat while using body parts as sound makers. 	<p>protect responsibility inoculate vaccine disease injury accident orphanage paediatrician hygiene disability adoption diet appliances growth equipment disaster earthquakes hurricanes chemicals dangerous legal medicine precautions safety measures pitch tempo conjunctivitis</p>

GRADE TWO**TERM ONE****CARE AND SAFETY OF SELF****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply study skills and be able to search for information • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information 	<ul style="list-style-type: none"> • display ability to reproduce pitch and duration. • perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort). • use simple shapes to make patterns in print and movement. • make objects for named purposes using given material. • put information into categories. • with teacher support, find specific pieces of information in class reader and other texts. • show increasing competence in forming letters. • spell a range of high frequency and sight words. • write simple sentences about their own experiences. • write with feeling to record personal experiences and observations. • use descriptive words. • observe, compare, classify shapes taken from the environment. • discuss geometrical shapes observed in nature or man-made, and make generalizations. • create/play games using different shapes. • estimate and measure using non-standard measurements for units of length, capacity and mass. • use standard measurements and units of length, capacity and mass (whole units and/or approximation of whole units). • talk about changes which occur over time. • use mathematical symbols for comparison and decision making. • sort, group and classify collected data. • make general statements, inferences and draw conclusions on information collected. 	

GRADE TWO**TERM ONE****CARE AND SAFETY OF SELF****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate motor movements successfully which are appropriate to grade level. • Recognize needs and the relationship between earning a living and satisfying these needs • Identify, create, respond to sounds in the environment • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Know the important features of their environment (home, school) • Demonstrate care and use precautionary measures that limit the risk of harm to oneself, others and the environment 	<ul style="list-style-type: none"> • construct and interpret simple tables and pictographs, using numbers, pictures and objects. • move different limbs together to establish relationships, using different levels. • identify the various Jamaican coins/notes in use. • identify equal values of different combinations of Jamaican coins (up to \$1.00) and notes (up to \$100.00). • recognize and respond to differences/similarities in sounds (timbre, pitch, duration, dynamics etc.). • recognize the part values play in making and breaking relationships. • recognize positive and moral values contained in sacred and other stories. • show by their behaviour that they value rules and regulations. • identify the contribution of the family to the development of its members. • work co-operatively with their peers. • share the use of equipment/materials through group work. • develop basic locational skills related to places (such as home and school) in their environment. • conduct simple surveys to determine safe/unsafe areas around them. • identify possible reasons for safe/unsafe areas. • talk about ways in which they can keep themselves safe at home, on the road and at school. • make safety rules and dramatize situations depicting these rules. 	

GRADE TWO

TERM ONE

CARE AND SAFETY OF SELF

UNIT TWO

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">Operate with patterns as they seek to find solutions to problems	<ul style="list-style-type: none">list safety rules to observe when using utensils/appliances (equipment).apply base ten concepts to money (using dollars or cents only, not a mixture).solve simple problems including the use of money.	

ACTIVITY PLAN**Focus Question 1.
Objectives:****How do I keep my body healthy?****Pupils will:**

- give and respond to instructions.
- use simple and appropriate vocabulary related to topic.
- respond to information given through different media (sound, print, signs).
- list ideas of others to clarify meanings and information.
- establish cause and effect.
- draw inferences.
- predict outcomes.
- put information into categories.
- show increasing competence in forming letters.
- estimate and measure using non-standard measurements for units of length, capacity and mass.
- use mathematical symbols for comparison and decision making.
- use standard measurements and units of length, capacity and mass (whole units and/or approximation of whole units).
- make objects for named purposes using given material.
- maintain a steady beat while using body parts as sound makers.
- perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort).
- express their understanding of a story or poem in any form of the creative arts.
- identify equal values of different combinations of Jamaican coins (up to \$1.00) and notes (up to \$100.00).
- give news reports, directions, explanations.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- ask and answer questions.
- listen and respond appropriately to adults.
- identify sources to find specific information (print, human, etc.).
- construct and interpret simple tables and pictographs, using numbers, pictures and objects.
- work co-operatively with peers.
- display ability to reproduce pitch and duration.
- use descriptive words.
- write simple sentences about their own experiences.
- use capital letters, full stops, commas.
- move different limbs together to establish relationships, using different levels.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. identify the three functions of foods (go, grow, glow) from the food chart, and link these, in a simple table, to the six food groups (staples, legumes, food from animals, vegetables, fruits and fats). 2. use words, pictures and actual items at a display table to group foods under the six headings. 3. discuss the effect of lack of food, from any or all of the groups, on life. Read poem, "The Junk Food Man". 4. add to word-bank, new words from the discussion. 5. design (using a computer if available) a menu of healthy foods to give a balanced diet and identify to which food group each item belongs. 6. estimate, measure and record the mass of different foods. Compare actual measurements with their estimate. 	<ul style="list-style-type: none"> • Identifying the functions of foods • Classifying foods • Processing information • Identifying words • Designing visual displays charts/menu • Estimating mass, length, quantity 	<ul style="list-style-type: none"> • Table • Sentences stating why the body needs food • Word-bank/data base • Menu • Measurements (in centimetres, kilograms, litres/millilitres)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a simple table linking food groups to food functions? • write three sentences explaining why the body needs food? • identify words for word bank? • design a menu of healthy foods? • measure with appropriate accuracy? 	<p><u>Materials/Resources:</u></p> <p>Food charts Flashcards Food items</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. estimate, measure and record the length of foods such as spaghetti, bananas or carrots. Compare actual measurements with their estimate.</p> <p>8. estimate, measure and record quantity of food in litres. Compare actual measurements with their estimate.</p> <p>9. in groups, compare, using words and symbols, the mass of various foods as being heavier than/lighter than/same as.</p> <p>10. use papier mache, or other materials, to create models of fruit and vegetables.</p> <p>11. draw and colour pictures of fruit and vegetables and label them.</p> <p>12. sing familiar and new songs about buying and selling food, paying attention to pitch, phrase and expression. Accompany the songs with body percussion, e.g. snapping, clapping, tapping and playing a steady pulse on a Congo drum.</p>	<ul style="list-style-type: none"> • Measuring mass, length, quantity • Recording information • Comparing masses • Designing/creating models • Colouring within line limits • Maintaining steady tempo • Pitching accurately • Performing music • Playing instruments 	<ul style="list-style-type: none"> • Models • Pictures • Group performance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • model, draw and colour appropriately? • pitch accurately and play a steady beat? 	<p><u>Materials/Resources:</u></p> <p>Food items Poem “The Junk Food Man” in the <u>Nutrition Magician</u> Booklet (Caribbean Food and Nutrition Institute) Newspapers Paste Powder paint Varnish First Steps in Science -Activity Book 2</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>13. produce skit or mime showing the advantages of a balanced diet.</p> <p>14. calculate the cost of items, give payment and make change in a market setting.</p> <p>15. identify and discuss the diet and associated practices of various religious groups.</p> <p>16. in groups, design interview questions to gather information on the eating habits of different religious groups in their community. Interview persons from these religious groups and report findings under the headings “What is Eaten/not Eaten”, “Reasons Given”.</p> <p>17. have a discussion on fasting, its significance for good health and for religious practice.</p> <p>18. in small groups, plan meals for a day for someone who does not eat meat, representing this in different ways, e.g. model, drawing or menu.</p>	<ul style="list-style-type: none"> • Dramatizing the effects of a good diet • Calculating bills and change • Identifying groups • Designing interview questions • Interviewing persons • Recording information • Reporting findings • Planning a menu without meat 	<ul style="list-style-type: none"> • Skit/mime • Solutions to problems • List of religious groups and diets • Interview questions • Report presentation • Menu
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • bring out the advantages of a balanced diet in a skit or mime? • solve the addition problems associated with going to the market? • list three religious groups and their diets? • interview persons from three religious groups to gather the needed information? • give a report on their findings? • plan a balanced meal without the use of meat? 	<p><u>Materials/Resources:</u></p> <p>Scale or balance Measuring cups, 1 litre and 2 litre bottles Ruler Audio tapes, recorder and cassettes Congo drum Play money Resource persons from religious groups Doll Cartridge paper and material to make the chart</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>19. brainstorm to recall all the instructions they have ever been given in regard to keeping their bodies clean and healthy.</p> <p>20. in groups, select and add to the instructions for taking care of any particular part of the body. Re-shape this information so as to make a chart of instructions on how to keep that part of the body clean and healthy. Illustrate this, using a doll.</p> <p>21. in groups, take a survey of four classes in the school to find out how many people have had conjunctivitis/“pink eye”, a common eye disease which affects both adults and children in Jamaica. Use the information to draw a pictograph/bar graph. Report findings to class.</p> <p>22. work together with the teacher and a nurse to make recommendations to reduce the incidence of conjunctivitis/“pink eye” in their school.</p> <p>23. take a nature walk to listen to sounds in their environment . Talk about the way different sounds make them feel. Role play the effects of loud noise on the ears, then write short sentences about keeping their ears healthy.</p> <p>24. sit still with eyes closed for one minute. Share orally what happened in the minute. Teacher will record descriptions for children to read.</p>	<ul style="list-style-type: none"> • Brainstorming and organizing information • Collecting, organizing and displaying data • Analyzing data • Making recommendations • Writing sentences • Sitting still • Describing thoughts/sounds 	<ul style="list-style-type: none"> • Illustrated chart • Presentation of findings (chart or graph) • List of recommendations • Rules for caring of the ears • Oral responses
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a chart of instructions on keeping the body clean and healthy? • use information collected to make graph? • make three recommendations on how to reduce “pink eye”? • write three sentences on how to keep the ears healthy? • describe in SJE what was heard/thought? 	<p><u>Materials/Resources:</u></p> <p>Nurse Pictures Crayons Paste Scissors Watch with second hand or stopwatch/timer</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>25. sing the song “Watch Your Eyes” and do actions.</p> <p>26. in small groups, identify ways in which people with different occupations relax or rest.</p> <p>27. discuss how different animals rest and where they rest. (Video tapes or nature films could be useful).</p> <p>28. draw or collect pictures of different animals at rest, and write a sentence for each picture. Share with each other.</p> <p>29. discuss reasons for resting and the consequences of not resting. List the reasons and the consequences.</p> <p>30. engage in physical exercise (e.g. walking, swimming, running). Identify the effects of the exercise on their bodies noting changes in pulse and heart-beat.</p> <p>31. make a list of different types of exercise and the reasons for doing these exercises.</p>	<ul style="list-style-type: none"> • Co-ordinating words and actions • Drawing pictures • Writing sentences • Listing ways of relaxing • Listing reasons for resting • Exercising • Measuring pulse/heart rate • Listing exercises and places 	<ul style="list-style-type: none"> • Drawings of animals at rest • Sentences • List ways of/and reasons for relaxing • Location of pulse points • List of exercises
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • draw pictures of several animals and write about them? • list ways of and reasons for relaxing? • complete exercises and note the effects on pulse and heart-beat? • list four types of exercise and why they are usually done? 	<p><u>Materials/Resources:</u></p> <p>Video tapes and recorder Television set Nature films (Discovery Channel)</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

What do I do to be safe (at home, at school, on the road)?

Pupils will:

- identify possible reasons for safe/unsafe areas.
- talk about ways in which they can keep themselves safe at home, on the road and at school.
- listen to ideas of others to clarify meanings and information.
- establish cause and effect.
- predict outcomes.
- list safety rules to observe in using utensils/appliances (equipment).
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- write with feeling to record personal experiences and observations.
- read or respond to characters or situation in class reader or story.
- give news reports, directions, explanations.
- give and respond to instructions.
- show increasing competence in forming letters.
- use standard measurements and units of length, capacity and mass (whole units and/or approximation of whole units).
- work co-operatively with their peers.
- use descriptive words.
- make judgments about stories.
- observe, compare, classify shapes taken from the environment.
- develop basic locational skills related to places (such as home and school) in their environment.
- discuss geometrical shapes observed in nature or man-made, and make generalizations.
- create/play games using different shapes.
- make safety rules and dramatize situations depicting these rules.
- read grade level text to convey message clearly to listener.
- conduct simple surveys to determine safe/unsafe areas around them.
- sort, group and classify collected data.
- make general statements, inferences and draw conclusions on information collected.
- construct and interpret simple tables and pictographs, using numbers, pictures and objects.
- spell a range of high frequency and sight words.
- use capital letters, full stops, commas.
- share the use of equipment/materials through group work.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> discuss and list do's and don'ts for the safe use of toys, tools, books and equipment to prevent damage to them and injury to self. Make a list. compile lists of things that can cause accidents at home and suggest how these accidents may be prevented. read the following scenario: "Sam's and Samantha's mother has a store room for her tools and appliances. She does not like her children playing there." Write what she would say if she caught them playing there. read story of "The Bear and the Kettle", and discuss the situations and issues in the story. use an old telephone to role play the report of an injury from an accident at home. Say what should or should not have been done. look at films or pictures of people at work (e.g. firemen, policemen) and discuss the ways in which these persons help to keep us safe. Collect pictures of firemen, policemen, etc. at work, paste in scrapbook and label. discuss instructions for taking medication. Discussion should include dosage and regularity. Teacher will introduce idea that some drugs are harmful. Record instructions on a chart. 	<ul style="list-style-type: none"> Discussing Listing accident causes Listing safety rules Writing in role Reading and discussing story Role-playing Discussing safety Recording 	<ul style="list-style-type: none"> List of do's and don'ts List of safety rules Dialogue Role-play Sentences on precaution at home Scrapbook pages Completed charts
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> make comprehensive lists? create authentic dialogue? act convincingly in role? write sentences in SJE with adequate information? compile scrapbook with relevant information? complete chart with clear directions? 	<p><u>Materials/Resources:</u></p> <p>"The Bear and the Kettle" – <u>First Aid in English</u>, Red A Book Films Pictures Old telephone Measuring spoons Measuring cups Posters Resource persons</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. in pairs, measure various drops, teaspoons, tablespoons of an imaginary medicine (coloured water). Compare quantities.</p> <p>9. give examples of helpful and harmful drugs, legal and illegal drugs. Posters from the Ministry of Health or a resource person (Guidance Counsellor) could be used here.</p> <p>10. list and illustrate some of the harmful effects of illegal drugs and dangerous chemicals. Resource persons from Ministry of Agriculture (RADA) or local doctor or pharmacist could be used here. Record, using a variety of modes, some of the harmful effects.</p> <p>11. listen to story “Anancy in Town”. Discuss it. Identify what Anancy did wrong and say what he should have done/not done.</p> <p>12. draw, colour and cut out different road signs. Locate on a local map where they would see these signs and say why they should be obeyed.</p> <p>13. trace with finger, the cut out shapes of the road signs and identify the shapes by number of sides and corners. Name objects in the environment with similar shapes to those of the signs (e.g. circle, square, rectangle, triangle).</p> <p>14. use members of a group to form “live” shape.</p>	<ul style="list-style-type: none"> • Measuring and comparing • Differentiating between legal and illegal, harmful and helpful drugs • Recording information • Listening for information • Articulating response • Locating signs on a map • Identifying shapes 	<ul style="list-style-type: none"> • Comparison of measures • List • List of effects • Oral response • Importance of signs • Labelled shapes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • measure and compare the various amounts? • identify helpful and harmful drugs and their effects? • identify Anancy’s errors and say what he should have done? • identify the importance of specific signs? • identify shapes accurately? 	<p><u>Materials/Resources:</u></p> <p>Map of community “Anancy in Town” – Story 15 LMW Year 1, Term 3, <u>Go!</u> “Road Signs” in LMW Year 1, Term 3, <u>Go!</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>15. use the “speak easy” mode to explain their shapes and the importance of their signs.</p> <p>16. in groups, make a checklist of rules for safe walking and riding on the road. Compile in a “safety book”, illustrate and display.</p> <p>17. read, with teacher, the story “Speed Limit” and say whether or not they are sorry for Donald. Give reasons for their answers.</p> <p>18. walk around the compound to determine safe and unsafe areas (danger zones). Make signs to be placed in areas identified.</p> <p>19. draw or make model of a school with fence around it. Discuss/write about the purposes the fence serves.</p> <p>20. carry out a survey of the different types of accidents that occur at school. Interview the principal, school nurse and other school personnel in this regard. Represent information on a table using tally marks e.g. cuts // bruises // falls /. Discuss what the table shows.</p> <p>21. in small groups, write five safety rules for (a) the playground (b) the classroom. Make use of information from survey. Add to “safety book”.</p>	<ul style="list-style-type: none"> • Writing rules • Reading • Making decisions • Manipulating/modelling • Establishing purposes • Developing questionnaire • Gathering data • Organizing information • Representing data on a table • Writing rules 	<ul style="list-style-type: none"> • Entries in “safety book” • Signs • Model/plan • Sentences • Questions and survey results • Table • Discussion • “Safety book” entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • compile book on safety? • make signs in legible handwriting? • produce a model/plan depicting a school compound? • write about the reasons for having a school fence? • write five rules? • construct interview questions? • represent data on the table and say what it shows? 	<p><u>Materials/Resources:</u></p> <p>“Speed Limit” in LMW reader: <u>Story Time 3</u></p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>22. develop a pictograph to represent the information collected. Take the pictograph home to discuss with their parents and report responses to class.</p> <p>23. write a letter to the principal or appropriate person suggesting ways in which these accidents could have been prevented. (use safety rules in 21).</p> <p>24. talk about what would happen at school in case of a fire or earthquake. Make a list of rules for fire drills and earthquake drills. Practise fire and earthquake drills. Add rules to “safety book”.</p> <p>25. listen to the story “Do Not Play in the River Today”, and write three things they learn from the story.</p> <p>26. write the story with a different ending.</p> <p>27. with teacher’s or nurse’s help make up a First Aid Kit for the class. Balance the selection of things to be included against the pictograph made earlier.</p> <p>28. in groups, compile a first aid booklet on how to treat cuts, bruises, burns, nail scratches and insect bites. Prepare numbered instructions to treat each problem and let a friend carry out those instructions.</p>	<ul style="list-style-type: none"> • Interpreting information • Drawing a pictograph • Letter writing • Listing rules and responding physically • Writing sentences • Predicting outcomes • Selecting items • Sequencing instructions for task 	<ul style="list-style-type: none"> • Pictograph • Report of parents’ responses • Letter • Practice of fire and earthquake drills • Book entries • Sentences • Revised ending • First Aid Kit • Booklet
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • develop and explain the pictograph? • write letter to the principal? • carry out the drills satisfactorily (according to teacher’s checklist)? • record rules in “safety book” using SJE? • write three sentences about what they learned from the story? • write the story with a revised ending? • select items for the First Aid Kit? • compile the instruction booklet? 	<p><u>Materials/Resources:</u></p> <p>“Do Not Play in the River Today” – Doctor Bird Series, Grade 4 “In Jamaica Where I Live” – Doctor Bird Series, Grade 1 Items for the First Aid Kit (real or play) Cartridge paper Resource person from ODPEM/Fire Brigade</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How do others take care of me?

Pupils will:

- listen to ideas of others to clarify meanings and information.
- distinguish between fantasy and reality.
- choose to read outside of prescribed reading period.
- talk about situations in stories about which they feel strongly.
- make comparisons when talking about interests.
- talk about changes which occur over time.
- give praise and acknowledge the contributions of others.
- use capital letters, full stops, commas.
- ask and answer questions.
- work co-operatively with their peers.
- create new patterns from patterns in rhymes, stories, poems, designs, music and movement.
- use sound-symbol relationships when encountering new words.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. discuss, with teacher, the role of adults as care-givers in such tales as Pinocchio, Hansel and Gretel, Cinderella, The Ugly Duckling, Brer Anancy stories, etc. Select and read story of choice from Reading Corner. List the roles. 2. make a comparison of the roles of adults in their lives with those of adults in the stories. Talk about the care a baby requires. Make a time line of the different stages of a baby's development. 3. start an album of themselves showing various stages of development. 	<ul style="list-style-type: none"> • Discussing roles • Selecting and reading • Comparing roles • Making time line • Sequencing pictures 	<ul style="list-style-type: none"> • List of roles • Comparisons • Time line • Album
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the roles of the adults in the stories? • make comparisons with the adults in their lives? • construct a time line? • start an album, showing sequence of their own development? 	<p>Materials/Resources:</p> <p>Storybooks/story tapes Doll Photograph album</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. make lists of all the things that a father, mother or guardian does which pupils would miss if that person should go away. Use capital letters appropriately. Read to each other.</p> <p>5. with teacher, visit a Health Care Centre and talk with professionals about the ways in which children are cared for.</p> <p>6. work in groups to produce skits in which various health care providers are featured (e.g. nurse, doctor, dentist, dental nurse, public health inspector).</p> <p>7. brainstorm to discover types of schools/agencies that exist to meet the needs of children (e.g. orphanages, places of safety, day-care centres, after-school care centres, Children’s Hospital, clinics, school crossing wardens, toy and clothing manufacturers, baby food companies, voluntary organizations such as youth clubs, camp and UNICEF). Record (using various media) the special needs that these institutions meet.</p> <p>8. compose a rap song or other type of musical composition about taking care of children’s needs.</p> <p>9. list new and unfamiliar words and use them in various language activities.</p> <p>10. make a collage using cut-outs from various publications to show people taking care of children.</p>	<ul style="list-style-type: none"> • Making lists • Interviewing/observing health care workers • Dramatizing roles • Identifying organizations, agencies and needs • Composing a song or poem • Organizing cut-outs 	<ul style="list-style-type: none"> • Lists • Presentation of skit • List of organizations • Record of needs • Song lyrics/presentation • List of new words • Collage
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • prepare a list of things they would miss, using capital letters appropriately? • depict the roles of health care providers appropriately in the skit? • complete a list of the special needs the institutions meet? • compose/present songs/poems that were relevant? • list and use new and unfamiliar words in various language activities? • create a collage using ‘positive’ pictures? 	<p><u>Materials/Resources:</u></p> <p>Photographs and album Costumes for occupations Newspaper/Childrens’ Own Magazines Glue Scissors Plain paper</p>	

TERM 2

GRADE TWO

Unit Title: **LIVING TOGETHER AS A FAMILY**

Term: **TWO**

Unit: **ONE**

Duration: **FIVE WEEKS**

FOCUS QUESTIONS:

1. What is a family?
2. How do family members relate to each other?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Give and receive information • Know and use basic language skills and the conventions of spoken and written language	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none">• listen to ideas of others, clarify meanings and information.• ask and answer questions.• attempt to use SJE structures to express themselves (more consistently than in grade 1).• listen and respond appropriately to adults.• respond to information given through different media (sound, print, signs).• perform within a group, responding to elementary ensemble cues.• sequence events, numbers and words.• give praise and acknowledge the contributions of others. • begin to make choices between home language and SJE in use of:<ul style="list-style-type: none">- present and past tense forms of the verb 'to be'.- past tense with 'ed'.- questions with 'is/are', 'have/has', 'do/does'.* use 'please', thank you'.• attempt to identify when SJE is being used.	Family church school friends neighbours relatives gender nuclear extended identify responsibilities characteristics feelings parent structure visitor behaviour comparison adoption foster in-laws step-brother/sister cooperation composition types

GRADE TWO**TERM TWO****LIVING TOGETHER AS A FAMILY****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply relevant decoding skills to the reading process • Read for meaning, fluency and enjoyment • Respond critically and aesthetically to literature and other stimuli • Apply study skills and be able to search for information 	<ul style="list-style-type: none"> • use sound-symbol relationships when encountering new words. • read aloud text appropriate to grade. • read grade level text to convey message clearly to listener. • establish cause and effect. • predict outcomes. • interpret character traits. • read and respond to characters or situations in class reader or story. • express their understanding of a story or poem in any form of the creative arts. • distinguish between problems which suggest the addition and subtraction of sets. • perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort). • discuss pictures to determine events, mood, problems, outcomes. • make objects for named purposes using given material. • put information into categories. 	<ul style="list-style-type: none"> Biological single holiday chores duty activity groups reunion functions events historical emancipation independence heroes reward failure joy museum painting mother grandparent deacon movement dance practice rites style fashion politeness denomination relationship rhythm

GRADE TWO**TERM TWO****LIVING TOGETHER AS A FAMILY****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information • Demonstrate awareness of time and its relationship with occasions or events 	<ul style="list-style-type: none"> • write their versions of language experience stories composed by class. • write simple sentences about their own experiences. • use descriptive words. • record observations about home, school, community. • use the word 'set' to describe a group. • use standard measurements and units of length, capacity and mass. • use mathematical symbols for comparison and decision making. • sort, group and classify collected data. • show and tell time on the clock (on the hour and half hour) calendar (year, month, day). • identify the months of the year and days of the week with a focus on the sequential nature of time. • discuss their feelings about activities done at particular times. • recognize that some families celebrate special occasions. • identify themselves as gifts from the Creator given on special days. 	<p>Sharing teamwork patterning community character communicate interaction social expression guardian attitudes values esteem authority regulations leaders religion celebration worship</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Be aware of the diversity of symbols, customs and practices among different groups 	<ul style="list-style-type: none"> • be aware that everyone belongs to a family and that families differ in many ways. • recognize the part values play in making and breaking relationships. • recognize positive and moral values contained in sacred and other stories. • identify groups to which they belong (class, school, club). • discuss the responsibilities of members of groups. • talk about why groups have rules. • identify self as a unique and worthwhile individual born/made/created. • describe/list behaviours, which they consider to be good, based on their understanding of right and wrong. • discuss size and composition of the family. • trace their family history for three generations. • work cooperatively with their peers. • identify various symbols and their meanings (flags, badges, colours). • show respect for various customs and practices present in their homes/school. • identify special garments, foods, symbols and rituals associated with celebrations/ceremonies. • report on some of the things they have seen or heard of which take place during family celebrations. 	

ACTIVITY PLAN

Focus Question 1:
Objectives:

What is a family?

Pupils will:

- listen to ideas of others to clarify meanings and information.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- use simple and appropriate vocabulary related to topics.
- sequence events, numbers and words.
- use capital letters, full stops, commas.
- discuss size and composition of the family.
- be aware that everyone belongs to a family and that families differ in many ways.
- make objects for named purposes using given material.
- trace their family history for three generations.
- read aloud text appropriate to grade.
- read grade level text to convey message clearly to listener.
- read or respond to characters or situations in class reader or story.
- distinguish between problems which suggest the addition and subtraction of sets.
- use mathematical symbols for comparison and decision making.
- work cooperatively with their peers.
- put information into categories.
- use the word set to describe a group.
- identify groups to which they belong (class, school, club).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine pictures showing different groups of people. With teacher, discuss the characteristics of the different groups in order to arrive at a definition of the word 'family'. 2. arrange word cards (prepared by teacher) to write a definition of the word 'family'. Use capital letters and full stops appropriately in writing. 	<ul style="list-style-type: none"> • Speaking and listening to each other • Organizing words • Writing definitions 	<ul style="list-style-type: none"> • Oral response • Written definition of family
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • discuss various group characteristics? • accurately define the family? 	<p>Materials/Resources:</p> <p>Pictures of family groups Word cards which together make the definition of family</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. discuss characteristics of their immediate family. E.g. size, their position in family, using the “speak easy” mode.</p> <p>4. from description learn to use the terms ‘single parent’, ‘nuclear’ and ‘extended family’.</p> <p>5. make models of their own family using a variety of media.</p> <p>6. bring and introduce photographs of their own family (where available).</p> <p>7. with teacher, read the story “The Family Tree “ and discuss with class. Add and subtract members of each generation on family tree. Examine some sacred stories and draw simple family trees of persons mentioned.</p> <p>8. in small groups, compare the size of different families, using appropriate mathematical signs e.g. =, <, >, +, - and comparative English words such as small, smaller, smallest.</p> <p>9. discuss other groups that they play, share, work and eat with as ‘family’ to define types of family group. Classify the different groups e.g. Brownies, Cub Scouts, Cadets. List the activities shared in the different groups.</p>	<ul style="list-style-type: none"> • Identifying family structure; observing family groups • Ordering numbers • Classifying family groups • Model making • Drawing and labelling family tree • Comparing sizes • Describing other types of families • Listing activities 	<ul style="list-style-type: none"> • Classification of family • Models of family • Family tree of persons in sacred stories • Correct use of mathematical signs • List of activities
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify the types of family to which they belong? • make models of different families? • draw a simple structure of a family tree, arranging all members of the family including themselves? • use the mathematical signs correctly in problem solving exercises? • list the activities they share in various groups? 	<p><u>Materials/Resources:</u></p> <p>Carlton Primary Social Studies – Book 2 (pp. 1-6) “The Family Tree” in LMW Year 2 Term 2 (Story 6) Chart with key words and sentences Plasticine or clay Flour Newspaper Paste Caribbean Primary Mathematics – Level 2 Photographs Sacred stories from different religions</p>	

ACTIVITY PLAN

**Focus Question 2.
Objectives:**

How do family members relate to each other?

Pupils will:

- begin to make choices between home language and SJE in use of
 - present and past tense forms of the verb 'to be'.
 - past tense with 'ed'.
 - questions with 'is/are', 'have/has', 'do/does'.
- establish cause and effect.
- predict outcomes.
- interpret character traits.
- write their own versions of language experiences stories composed by class.
- sequence events, numbers and words.
- use sound-symbol relationships when encountering new words.
- use 'please', 'thank you'.
- perform within a group, responding to elementary ensemble cues.
- attempt to identify when SJE is being used.
- express their understanding of a story or poem in any form of the creative arts.
- recognize the part values play in making and breaking relationships.
- recognize positive and moral values contained in sacred and other stories.
- identify themselves as gifts from the Creator given on a special day.
- identify self as a unique and worthwhile individual born/made/created.
- perform familiar and new songs using appropriate actions to show mood appropriate to the age (e.g. happiness, gratitude, comfort).
- ask and answer questions.
- listen to ideas of others, clarify meanings and information.
- discuss the responsibilities of members of groups.
- respond to information given through different media (sound, print, signs)
- read grade level text to convey message clearly to listener.
- listen and respond appropriately to adults.
- sort, group and classify collected data.
- discuss pictures to determine events, mood, problems, outcomes.

ACTIVITY PLAN

Focus Question 2. (cont'd)

Objectives:

Pupils will:

- write simple sentences about their own experiences.
- use descriptive words.
- talk about why groups have rules.
- describe/list behaviours which they consider to be good, based on their understanding of right and wrong.
- discuss their feelings about activities done at particular times.
- work cooperatively with their peers.
- record observations about home, school, community.
- identify various symbols and their meanings (flags, badges, colours).
- show respect for various customs and practices present in their school/home.
- identify special garments, foods, symbols and rituals that are associated with celebrations/ceremonies.
- report on some of the things that they have seen or heard of which take place during family celebrations.
- identify the months of the year and days of the week with a focus on the sequential nature of time.
- use standard measurements and units of length, capacity and mass.
- give praise and acknowledge the contributions of others.
- make objects for named purposes using given material.
- recognize that some families celebrate special occasions.

ACTIVITY PLAN

Focus Question 2.

PROCÉDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">listen to story of “The New Boy” and discuss the interaction between the new boy and the other members of the school family. Make a list of words that would describe how Errol felt when he realized that he had no money.make the story different by making up a conversation between some good boys, some rude boys, Errol and Allan. Discuss things that were done to the new boy.arrange new words from story “The New Boy” or “The Visitor” in alphabetical order.listen to a taped recording of the folk song “Howdy and Tenky Bruck Nuh Square”. Say poem “Its Fun to be Polite” or similar poem or discuss social game.sing the song “Howdy and Tenky Bruck Nuh Square”, code switching on command between (SJE) and Creole.	<ul style="list-style-type: none">Listening to storyDescribing and analyzing feelingsListing descriptive wordsComparing behavioural patternsDiscussing and listing positive attitudesUsing alphabetical orderListening to songSpeakingSocializingUsing SJE, code switchingDrawing conclusions	<ul style="list-style-type: none">List of descriptive wordsList of positive and negative behavioursList of words in alphabetical order
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">list descriptive words?differentiate between positive and negative behaviours?list words alphabetically?	<p><u>Materials/Resources:</u></p> <p>LMW Year 2 Term 1 – “The New Boy” LMW Year 2 Term 2 – “The Visitor” Social Studies Book – <u>Our Home in the Caribbean</u> - Book 2 Video tape</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. role-play showing situations involving social graces, at home, at school and in the wider community, such as those found in “The Visitor”. Observe pictures/listen to/watch videotapes of selected religious stories. Examine and discuss the interpersonal relationships between family members, then identify values that would be helpful in their own family lives, school and community.</p> <p>7. listen to and sing the song “I Am a Promise” or similar song. Discuss the song to bring out feelings of disappointment, hope, self-worth, dreams and self-esteem. Create a chart of faces showing different emotions.</p> <p>8. make up questions that they will ask a resource person after a talk on interpersonal relationships in family, school and community.</p> <p>9. use “speak easy” mode and take turns in describing activities they share with their family members. List the activities and say which they regard as chores. Focus on the contribution of all family members and the importance of praise when a family member performs chores or other activities well.</p> <p>10. read stories from Social Studies book and view video scenes on family activities. Compare their shared activities with those of their parents and discuss the differences.</p>	<ul style="list-style-type: none"> • Observing, demonstrating • Showing sensitivity to others • Listening to and singing song • Questioning • Describing activities • Reading related stories • Comparing activities 	<ul style="list-style-type: none"> • Role play • List of values • Song • Chart of facial expressions and emotions • List of questions • List • Table showing comparisons
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • role-play to bring out social graces? • identify positive family values? • sing with feeling? • make a chart of faces to convey different emotions? • ask questions to obtain relevant information? • list activities shared by family members? • make comparisons? 	<p><u>Materials/Resources:</u></p> <p>LMW Year 2 Term 2 – “The Visitor” Resource person Social Studies Book – <u>Our Home in the Caribbean</u> - Book 2 Video tape Magazines Newspapers Genesis, chapters 24 to 35 - Story of Joseph and his brothers</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>11. invite parents to tell about activities shared in their families in the past. Compare their shared activities with those of their parents and discuss the changes, inferring why these have occurred.</p> <p>12. collect pictures showing different family activities and put these in categories/groups, e.g. worship, celebrations, chores.</p> <p>13. write sentences about the activities they share at home, school, church and in the community.</p> <p>14. discuss what would happen if nobody took part in these activities. Talk about the responsibilities and rights of each member of the family group.</p> <p>15. name some duties/activities they have responsibility for at home, school or church, and say what happens when they do not carry them out.</p> <p>16. talk or write about celebrations which they share in their family, in the community and in the nation. Work in groups and present group work to the whole class.</p>	<ul style="list-style-type: none">• Asking relevant questions• Comparing activities• Discussing changes • Collecting and categorizing activities • Writing sentences • Explaining why activities are important • Listing responsibilities• Identifying consequences • Categorizing celebrations	<ul style="list-style-type: none">• Interview questions• Comparisons• List of changes • Chart • Sentences describing activities • List of responsibilities• List of consequences • Oral/written presentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• ask relevant questions to obtain the information needed?• identify the changes in the shared activities and list them?• categorize activities according to family group?• write sentences describing various activities?• identify responsibilities and consequences?• present orally or in writing, information about celebrations in which they share?	<p><u>Material/Resources:</u></p> <p>LMW Year 2 Term 1 – “Christmas” (Story 19) Resource person Stories</p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>17. identify and discuss some traditional celebrations. State the meaning we associate with each celebration, e.g. Easter, Christmas (religious celebrations), Independence, Labour Day (national celebrations). Show how these celebrations help to strengthen family relationships.</p> <p>18. interview older members of their community about traditional celebrations and events. Gather information about dances, songs and other activities associated with these events. Make a scrapbook display of this information.</p> <p>19. practise some of the songs and dances and read stories about them.</p> <p>20. enter on a calendar the celebration(s) associated with each month of the year.</p> <p>21. discuss birthdays and plan class party for all who celebrate birthdays in the month. In preparation for the party decide on: time, menu, decorations, programme, invitations.</p>	<ul style="list-style-type: none"> • Identify the significance of celebration • Researching • Discussing traditional celebrations • Categorizing activities and events • Investigating customs • Dancing to rhythm • Pitching • Planning party • Making decisions 	<ul style="list-style-type: none"> • Oral discussion • Scrapbook entries • Dance movements/songs • Completed calendar • Party plan • Decorations/programme
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify some traditional celebrations and their meanings? • make scrapbook entries? • reproduce songs and dances? • make up the calendar of events? • plan party programme? • make invitation cards and decorations? 	<p><u>Materials/Resources:</u></p> <p>Scrapbooks Calendars Cartridge paper Crepe paper Crayons Scissors Glue</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>22. make party hats. Write shopping lists and calculate costs. Estimate and measure items needed in kilograms, grams, litres and metres. Compose and say a special prayer for 'birthday boys/girls', as gifts from the Creator.</p> <p>23. talk about family worship and worship services attended by families of class members of different religions/religious groups. Using resource books to help, write three sentences to describe activities shared at place of worship.</p> <p>24. make mural depicting activities shared by home family, school family, church family and community.</p>	<ul style="list-style-type: none">• Designing cards and hats• Calculating cost• Estimating and measuring quantities • Comparing forms of worship• Describing activities in church• Displaying attitude of reverence	<ul style="list-style-type: none">• Shopping list• Measurements • Comparisons (oral)• Sentences • Completed mural
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• calculate the cost of items needed in making shopping list?• calculate the quantities and measurement of items?• compare the forms of worship orally?• write sentences describing church activities?• design and complete mural?	<p><u>Materials/Resources:</u></p> <p>Measuring instruments</p> <p>Resource books: <u>Bridges to Religion</u> (Heinemann) <u>Junior steps in R.E.</u> (Stanley Thorne) <u>Living Religions</u> (Thomas Nelson & Son)</p>	

GRADE TWO

Unit Title: **SATISFYING OUR NEEDS**

Term: **TWO**

Unit: **TWO**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. Why do I need education, recreation and transportation?
2. How am I educated?
3. How can I spend my leisure time?
4. How do people and goods get from place to place?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Read for meaning, fluency and enjoyment 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to instructions. • listen to ideas of others, clarify meanings and information. • give news reports, directions, explanations. • ask and answer questions. • attempt to use SJE structures to express themselves (more consistently than in grade 1). • listen and respond appropriately to adults. • make comparisons when talking about interests. • talk about their artwork with respect to shape, colour, texture, etc. • use 'please', 'thank you' • use capital letters, full stops, commas. • use sound-symbol relationships when encountering new words. • read aloud text appropriate to grade. • read grade level text to convey message clearly to listener. 	<p>basic school primary kindergarten knowledge preparatory secondary college diploma tutor scholarship school fees cost sharing graduation examination assessment leisure regulations results study term visa airport train station passenger</p>

GRADE TWO**TERM TWO****SATISFYING OUR NEEDS****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically and aesthetically to literature and other stimuli • Apply study skills and be able to search for information • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information • Demonstrate motor movements successfully which are appropriate to grade level. 	<ul style="list-style-type: none"> • read or respond to characters or situations in class reader or story. • express their understanding of a story or poem in any form of the creative arts. • listen and retell traditional folk tale or story. • talk about situations in stories about which they feel strongly. • make objects for named purposes using given material. • put information into categories. • show greater competence in forming letters. • spell a range of high frequency and sight words. • write simple sentences about their own experiences. • write with feeling to record personal experiences and observations. • record observations about home, school, community. • discuss geometrical shapes observed in nature or man-made, and make generalizations. • sort, group and classify collected data. • make general statements, inferences and draw conclusions on information collected. • construct and interpret simple tables and pictographs, using numbers, pictures and objects. • develop good sportsmanship. 	<p>fuel/gas travel pedestrian seat belt high school traffic baggage departure ticket hobbies pilot crew flight attendant vehicles garage harbour hangar computer overhead projector guardian government movement motor rail cargo tunnel dangerous measurement occupation competition indoor outdoor tolerate skills</p>

GRADE TWO**TERM TWO****SATISFYING OUR NEEDS****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Recognize needs and the relationship between earning a living and satisfying these needs • Demonstrate awareness of time and its relationship with occasions or events • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Know the important features of their environment (home, school) • Be aware of the diversity of symbols, customs and practices among different groups • Operate with patterns as they seek to find solutions to problems 	<ul style="list-style-type: none"> • talk about what people spend money on. • demonstrate an understanding that the basic needs are essential for healthy growth. • show and tell time on the clock (on the hour and half hour), calendar (year, month, day). • associate time/occasions with school activities. • identify the months of the year and days of the week with a focus on the sequential nature of time. • discuss their feelings about activities done at particular times. • recognize the part values play in making and breaking relationships. • identify the important features of places and say why they are important. • draw and make models of important features of places in the environment. • explore elements and principles of art such as colour, shape, line, texture and patterns as they are applied in the creative expressions in our cultural practices. • report on some of the things that they have seen or heard of which take place during family celebrations. • solve simple problems including the use of money. 	<p>injury success license embassy road sign speed trap traffic light arrival delay token conductor captain tax accident decision climate team spirit hospital socialization penalty weather equipment ability recreation manipulation agreement relaxation protection practice</p>

ACTIVITY PLAN

Focus Question 1.

Objectives:

Why do I need education, recreation and transportation?

Pupils will:

- demonstrate an understanding that the basic needs are essential for healthy growth.
- talk about what people spend money on.
- use simple and appropriate vocabulary related to topics.
- use sound-symbol relationships when encountering new words.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- use capital letters, full stops, commas.
- read grade level text to convey message clearly to listener.
- write simple sentences about their own experiences.
- listen to ideas of others, clarify meanings and information.
- give news reports, directions, explanations.
- listen and respond appropriately to adults.
- make comparisons when talking about interests.
- read or respond to characters or situations in class reader or story.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none">1. name the basic needs they talked about in grade 1, then make a list of other needs that they have (e.g. need to play, need to learn, need for cars and buses).2. talk about the importance and usefulness of education, recreation and transportation.3. add to list of words in word bank any unfamiliar words that result from discussion. Repeat the words, listening to their sounds and looking at their shapes.	<ul style="list-style-type: none">• Identifying needs• Discussing the importance of education	<ul style="list-style-type: none">• List of needs
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• compile a list of at least ten needs?	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. write on strips of cardboard important statements they made about education, recreation and transportation. Display and practice reading them.</p> <p>5. in groups, select one of the three (education, recreation and transportation) and talk about what happens when a person does not have this facility and note the points. Select a classmate for reporting. Make a list of all new and unfamiliar words and arrange in alphabetical order.</p> <p>6. invite older persons from the community to talk about what education, recreation and transportation were like when they were children. Ask questions of visitors. Identify important points and compare with what is happening now.</p> <p>7. read the story “Heroes’ Day Trip” and answer teacher’s questions about the different methods of transport mentioned in the story. Note advantages/ disadvantages and purposes for which transport is used.</p> <p>8. in groups, dramatize the effects of lack of one of the following: a good education, healthy recreation, proper transportation.</p>	<ul style="list-style-type: none"> • Writing statements • Making comparisons • Listening to and questioning • Reading the story • Comprehending • Dramatizing scenes 	<ul style="list-style-type: none"> • Sentence strips • Oral reading • Report • New words • Oral reading • Oral comprehension • Skits
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write statements with main information making use of capital letters and full stops? • read aloud from the sentence strips? • report on discussion about persons with or without education, recreation and/or transportation? • read fluently? • show understanding by their responses to oral questions? • dramatize appropriately and with conviction? 	<p><u>Materials/Resources:</u></p> <p>Sentence strips Cartridge paper Marker or crayons Glue or tape <u>Heroes Day Trip</u> in Doctor Bird Supplementary reader – Grade 2 Book 1 Pictures from newspapers or magazines</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

How am I educated?

Pupils will:

- perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort)
- identify the important features of places and say why they are important.
- give news reports, directions, explanations.
- spell a range of high frequency and sight words.
- write with feeling to record personal experiences and observations.
- use capital letters, full stops, commas.
- show and tell time on the clock (on the hour and half hour), calendar (year, month, day).
- associate time/occasions with school activities.
- identify the months of the year and days of the week with a focus on the sequential nature of time.
- draw and make models of important features of places in the environment.
- talk about their artwork with respect to shape, colour, texture etc.
- explore elements and principles of art such as colour, shape, line, texture, and patterns as they are applied in the creative expressions in our cultural practices.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to recorded songs or sing songs about school/education emphasizing mood, pitch, dynamics, phrase and expression, e.g. “We Build Our School”. Use body percussion (e.g. snap, clap, tap) to accompany the songs. 2. through discussion, identify various types of schools in the community and country. 3. explain why they are sent to school, or why they come to school. 	<ul style="list-style-type: none"> • Listening to songs • Expressing mood in song • Performing/accompanying a song • Classifying schools • Explaining and giving reasons 	<ul style="list-style-type: none"> • Group and individual performances • Questions
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • perform individually and in groups? • ask questions confidently and appropriately? 	<p><u>Materials/Resources:</u></p> <p>Song “We Build Our School” Cassette/tape recorder Gems such as “Labour for learning”, “Look, listen and you will learn” Model clock</p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How can I spend my leisure time?

Pupils will:

- give and respond to instructions.
- ask and answer questions.
- listen and respond appropriately to adults.
- show increasing competence in forming letters.
- use capital letters, full stops, commas.
- discuss their feelings about activities done at particular times.
- develop good sportsmanship.
- construct and interpret simple tables and pictographs, using numbers, pictures and objects.
- report on some of the things that they have seen or heard of which take place during family celebrations.
- sort, group and classify collected data.
- solve simple problems including the use of money.
- make general statements, inferences and draw conclusions on information collected.
- make objects for named purposes using given material.
- listen and retell traditional folk tale or story.
- talk about situations in stories about which they feel strongly.
- recognize the part values play in making and breaking relationships.

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. interview each other, teachers, parents to discover how they spend their leisure time. Make simple lists. 2. write poems about recreation after listening to the poem 'Leisure' by H. W. Longfellow or other similar work (with or without assistance) 3. write letters, in groups, to sports figures in the community to find out how they spend their leisure time. Read the letters aloud in the groups. 4. dramatize a scene to illustrate the various emotions displayed when a game is won or lost. Discuss the importance of good sportsmanship. 5. design a simple timetable to show how each pupil spends his/her day. Talk about what they like to do best. 	<ul style="list-style-type: none"> • Identifying and listing recreational activities • Listening to a poem • Writing poem • Writing a letter in groups • Dramatizing • Categorizing recreational activities • Discussing preferred activities 	<ul style="list-style-type: none"> • List • Poem • Letter • Skit • Timetable
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a simple list of at least four recreational activities? • compose a poem about recreational activities? • contribute to the writing of a letter to a sports figure? • act appropriately and resolve the perceived problems created by winning or by losing? • develop a simple timetable? 	<p><u>Materials/Resources:</u></p> <p>Poem – "Leisure" by H. W. Longfellow Computer with relevant games software Games and playing equipment <u>Mathematics Activity Booklet 1-3</u> p. 54 "What's my Time?" Pictures <u>Our Home in the Caribbean - Book 2</u> (Our Family at Rest and Play)</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. give individual or group reports on how they spent the Christmas or Summer vacation. Discuss and note the popular activities.</p> <p>7. use computer and other games in the classroom. Learn the rules of the games.</p> <p>8. sort a given number of pictures into indoor and outdoor forms of recreation. List and spell new words.</p> <p>9. solve mathematical problems related to the cost of recreation, e.g. the cost of trips, sporting equipment, sports clothes, etc.</p> <p>10. deduce the most and least popular activities after having been shown a pictograph of five recreational activities.</p> <p>11. list the popular types of recreational activities that pupils in the class engage in at home, at school and in the wider community. Check the list and decide which are the most popular and least popular activities. Record on a tally chart.</p>	<ul style="list-style-type: none">• Comparing how students spent their vacations• Playing games by the rules• Categorizing• Solving problems• Using a pictograph• Making a list• Tallying	<ul style="list-style-type: none">• Reports• Categories• Solutions to problems• List• Tally chart
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• report on how they spent their vacation?• sort the pictures correctly and identify the most and least popular activities?• solve the problems, with or without assistance?• list some popular recreational activities?	<p><u>Materials/Resources:</u></p> <p>Cartridge paper Paste Scissors</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. report on some forms of recreation seen on television, particularly activities popular in other countries (e.g. surfing, skiing). Compare them to local activities.</p> <p>13. draw a scene from story “Stilling the Storm”, having read it along with teacher in St. Mark 4:35-41. Stress the fact that even Jesus needed rest and discuss the importance of rest.</p> <p>14. make models of various items and equipment used for recreational purposes, e.g. board games.</p> <p>15. listen to a well-known sports person speak about the importance of recreation.</p> <p>16. play traditional games such as jacks and ring games. Sing traditional songs from Jamaican folklore and say how important these activities were/are in daily life.</p> <p>17. discuss stories which present positive values and moral ideas of fair play. Say how they would behave in each setting.</p>	<ul style="list-style-type: none"> • Reporting • Drawing and colouring • Making models/board games • Listening • Playing games • Singing in tune • Drawing inferences • Making judgments about stories 	<ul style="list-style-type: none"> • Report • Illustration of scene • Models • Games • Inferences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • report on other forms of recreation seen on television? • draw and colour neatly? • make models or board games in order to facilitate the playing of the games? • participate in heritage songs/games? • make logical inferences? 	<p><u>Materials/Resources:</u></p> <p>Bible Playing pieces Magazines, newspapers Used stockings (for ‘safe’ ball) Wire Plyboard Traditional games and playing equipment Songs, stories, folklore Crayons or paint</p>	

ACTIVITY PLAN

Focus Question 4.

How do people and goods get from place to place?

Objectives:

Pupils will:

- read aloud text appropriate to grade.
- express their understanding of a story or poem in any form of the creative arts.
- listen to ideas of others, clarify meanings and information.
- ask and answer questions.
- listen and respond appropriately to adults.
- use 'please', 'thank you'
- make comparisons when talking about interests.
- put information into categories.
- talk about their artwork with respect to shape, colour, texture etc.
- use capital letters, full stops, commas.
- record observations about home, school, community.
- identify the source and type of various sounds in the environment.
- sort, group and classify collected data.
- solve simple problems including the use of money.
- discuss geometrical shapes observed in nature or man-made, and make generalizations.
- make objects for named purposes using given material.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. name the different modes of transportation by brainstorming. Read "People in our Community" or similar text and see how many of the methods mentioned they were able to think of. List the different modes. 2. listen to taped version of the song "Inna de Bus" and discuss what it says. 3. find out from older family members how people travelled in the past (tram, horse, horse and buggy). 	<ul style="list-style-type: none"> • Naming modes of transportation • Listening to song • Discussing ideas • Researching 	<ul style="list-style-type: none"> • List of modes • Research notes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list several modes of transportation? • research and collect data from older family members? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Song "Inna de Bus" or similar song "People in our Community" in <u>Primary Social Studies</u> - Book 2</p>	

ACTIVITY PLAN**Focus Question 4.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. compare past and present means of travel under the headings: speed, convenience, cost, environmental friendliness, etc. 5. construct a simple pictograph to show how students in the class travel to school. 6. prepare questions and interview a resource person (taxi driver or bus driver) about the part they play in moving people and goods. 7. write a letter to friend in another parish telling him/her about the different means of transport their classmates use to get to school. Check each other's letters for correct format. 8. using their bodies, demonstrate the movements of various types of transportation. Imitate the sounds of vehicles, aeroplanes and trains. 9. draw a picture of the means of transport they would like to own.	<ul style="list-style-type: none"> • Making comparisons • Constructing a pictograph • Questioning/interviewing • Writing a letter • Miming movements and imitating sounds • Imagining and drawing 	<ul style="list-style-type: none"> • Comparisons • Pictograph • Interview questions • Letter • Body movements • Illustration
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none"> • make comparisons by effectively showing the difference between past and present? • produce pictograph, letter and drawing according to instructions? • prepare suitable questions to ask resource person? • make suitable body movements to illustrate means of transport? • draw their preferred means of transport? 	<u>Materials/Resources:</u> Resource person (taxi or bus driver) Cartridge paper Markers Pictures of previous modes of transport <u>Our Home in the Caribbean</u> Book 2 – “Moving Around”	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. add to word-bank, new words that arise from discussion. Test each other's memory of the words.</p> <p>11. sort pictures of various types of transportation under headings: land, water, air; and public/private.</p> <p>12. calculate the costs associated with travelling by taxi or by bus.</p> <p>13. complete a cloze exercise using words associated with the transportation that their classmates use to get to school.</p> <p>14. read and talk about the poem "The Donkey".</p> <p>15. make paper planes, boats etc. Identify the different mathematical shapes formed and label them.</p>	<ul style="list-style-type: none"> • Memorizing • Sorting pictures • Solving mathematical problems • Completing sentences (cloze test) • Reading and discussing poem • Estimating • Making and identifying shapes 	<ul style="list-style-type: none"> • New words • Sorted pictures • Solutions to problems • Completed sentences • Paper planes/boats
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • add new words to the word bank? • sort pictures under several headings? • solve problems associated with fares? • complete sentences correctly? • identify mathematical shapes? 	<p><u>Materials/Resources:</u></p> <p>Crayons or paint Cardboard Money Boxes Bottle stoppers Magazine and newspaper pictures Poem – "The Donkey" – LMW series Year 2 term 2 <u>Mathematics Activity Booklet 1-3 pp. 30 and 42</u> <u>Primary Social Studies – Our Home in the Caribbean – Book 2</u></p>	

TERM 3

GRADE TWO

Unit Title: **THIS IS MY COMMUNITY**

Term: **THREE**

Unit: **ONE**

Duration: **FOUR WEEKS**

FOCUS QUESTIONS:

1. What is a community?
2. What does my community look like?
3. Who are the people in my community?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to instructions. • listen to ideas of others, clarify meanings and information. • give news reports, directions, explanations. • ask and answer questions. • attempt to use SJE structures to express themselves (more consistently than in grade 1). • listen and respond appropriately to adults. • make comparisons when talking about interests. • sequence events, numbers and words. • begin to make choices between home language and SJE in use of: <ul style="list-style-type: none"> - present and past tense forms of the verb 'to be' - pronouns 'I', 'me', 'my', 'mine'. - past tense with 'ed' - questions with 'is/are', 'have/has', 'do/does'. • use capital letters, full stops, commas. • use sound-symbol relationships when encountering words not in sight vocabulary. • read aloud text appropriate to grade. • use context clues. 	<p>community environment natural man-made farming fishing building factory location urban rural origin historic heritage population parish district county mountain reservoir dam pond river valley winding</p>

GRADE TWO**TERM THREE****THIS IS MY COMMUNITY****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Read for meaning, fluency and enjoyment • Respond critically and aesthetically to literature and other stimuli • Apply study skills and be able to research for information • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons 	<ul style="list-style-type: none"> • read grade level text to convey message clearly to listener. • establish cause and effect. • draw inferences. • predict outcomes. • perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort). • use simple shapes to make patterns in print and movement. • make objects for named purposes using given material. • put information in categories. • show increasing competence in forming letters. • begin to form cursive letters. • spell a range of high frequency and sight words. • spell words with endings 's', 'es', 'ed', 'ing'. • spell words encountered in vocabulary lessons. • write simple sentences about their own experiences. • use descriptive words. • record observations about home, school, community. • observe, compare, classify shapes taken from the environment. • discuss geometrical shapes observed in nature or man-made, and make generalizations. 	<p>straight wattle-and-daub brick block concrete slab cut stone ancient modern lumber shingles zinc thatch</p>

GRADE TWO**TERM THREE****THIS IS MY COMMUNITY****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Represent and interpret numerical/pictorial information. • Demonstrate motor movements successfully which are appropriate to grade level • Recognize needs and the relationships between earning a living and satisfying these needs • Identify, create, respond to sounds in the environment • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures 	<ul style="list-style-type: none"> • discriminate between two dimensions and three dimensions e.g. the difference between a painting and a sculpture. • describe materials in terms of source, properties or uses. • talk about changes which occur over time. • sort, group and classify collected data. • make general statements, inferences and draw conclusions on information collected. • display and analyze data using attributes e.g. materials, shapes, sizes, colours and patterns. • construct and interpret simple tables and pictographs using numbers, pictures and objects. • walk and run to different rhythms in general space at different levels with/without apparatus. • tell why people work and make connections between working and meeting needs. • describe some jobs people do in their community. • talk about the value of money as it relates to thrift. • identify the various Jamaican coins/notes in use. • identify equal values of different combinations of Jamaican coins (up to \$1.00) and notes (up to \$100.00). • share musical ideas in group music making. • work co-operatively with their peers. 	

GRADE TWO

TERM THREE

THIS IS MY COMMUNITY

UNIT ONE

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Know the important features of their environment (home, school) • Explore and know about the dynamic interaction of the physical, social and mental aspects of their lives • Demonstrate care and use precautionary measures that limit risk of harm to oneself, others and the environment • Operate with patterns as they seek to find solutions to problems	<ul style="list-style-type: none">• develop basic locational skills related to places (such as home and school) in their environment.• identify the important features of places and say why they are important.• draw and make models of important features of places in the environment. • group things in the environment into natural and man-made. • preserve the environment while studying it.• tell ways they can take care of home/school and the things in these places. • use addition and subtraction facts to solve problems.• solve simple problems including the use of money.	

ACTIVITY PLAN

**Focus Question 1.
Objectives:**

What is a community?

Pupils will:

- perform familiar and new songs using appropriate actions to show moods appropriate to the age group (e.g. happiness, gratitude, comfort).
- walk and run to different rhythms in general space at different levels, with/without apparatus.
- tell why people work and make connections between working and meeting needs.
- describe some jobs people do in their community.
- give news reports, directions, explanations.
- draw inferences.
- use simple and appropriate vocabulary related to topic
- show greater competence in forming letters.
- begin to form cursive letters.
- read aloud text appropriate to grade.
- read grade level text to convey message clearly to listener.
- use context clues.
- identify the important features of places and say why they are important.
- estimate and measure using non-standard measurements for units of length, capacity and mass.
- develop basic locational skills related to places (such as home and school) in the environment.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- give and respond to instructions.
- ask and answer questions.
- listen and respond appropriately to adults.
- use capital letters, full stops, commas.
- draw and make models of important features of places in the environment.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. illustrate the meaning of community by a drawing or performance piece. Compose and sing a song introducing people to their community. 2. in groups, go on a walk-about to observe the community in action and, on return, write two or more sentences on what persons in the community were doing. Read them aloud in the group. Share with whole class. List most common activities. 3. research/discuss the origin of the community's name and write a possible explanation based on information gathered. 4. read "A Day in Town" and compare the town with their own community. List under "similarities" and "differences". 5. estimate distances between buildings or other landmarks on a model or map of the community. Use a string or other non-standard measures to compare distances. 6. use prepositions in sentences to indicate where places are in relation to each other. 	<ul style="list-style-type: none"> • Illustrating a concept (community) through visual or performing arts • Making and recording observations • Walking, stretching • Discussing to arrive at explanations (for community's name) • Estimating and measuring distances • Using prepositions 	<ul style="list-style-type: none"> • Drawing of community or performance piece • Sentences about actions of community members • Written/oral explanations for community's name • Record of distances measured • Oral response (sentences using prepositions)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce drawings or perform pieces representing the meaning of community? • write sentences depicting the actions of community members? • give an explanation of the community's name? • estimate and measure distances? • use prepositions in sentences? 	<p><u>Materials/Resources:</u></p> <p>Plain paper String Rulers <u>Caribbean Social Studies</u> (M. Morrissey) <u>Caribbean Social Studies - Our Neighbourhood</u> (Albertin et al.)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
7. construct questions for a short interview schedule and interview older citizens or other resource persons to find out more about the community. Use written questions, paying strict attention to the formation of letters, use of punctuation, and legible writing. 8. organize the information gathered in a project planned with the teacher's guidance.	<ul style="list-style-type: none">• Construct interview schedules• Interviewing resource persons • Organizing information	<ul style="list-style-type: none">• Interview schedule• Completed responses • Class project
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• construct and complete interview schedules?• produce a well-presented class project?	<u>Materials/Resources:</u> Resources persons Model or map of community "A Day in Town" LMW Year 2 Term 3 (Story 3)	

ACTIVITY PLAN

**Focus Question 2.
Objectives:**

What does my community look like?

Pupils will:

- put information into categories.
- use simple appropriate vocabulary related to topics.
- write simple sentences about their own experiences.
- use descriptive words.
- record observations about home, school, community.
- use capital letters, full stops, commas.
- observe, compare and classify shapes taken from the environment.
- discuss geometrical shapes observed in nature or man-made, and make generalizations.
- group things in the environment into natural and man-made.
- describe materials in terms of source, properties or uses.
- give and respond to instructions.
- listen to ideas of others, clarify meanings and information.
- give news reports, directions, explanations.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- identify the important features of places and say why they are important.
- discriminate between two dimensions and three dimensions e.g. difference between a painting and a sculpture.
- make objects for named purposes of given materials.
- develop basic locational skills related to places (such as home and school) in their environment.
- draw and make models of important features of places in the environment.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. name and classify important buildings in their community according to use, type of building materials used, age, shape, etc. 2. write sentences comparing the structures (e.g. building, bridges, tanks) encountered in the community, using a range of expressions such as larger, smaller, taller, more modern, prettier. Take turns to read sentences to a partner. Use capital letters and full stops correctly in writing. 3. observe man-made structures in the community and make a chart showing colour, size, age, material, purpose. 4. describe land forms (e.g. hills, valleys, plains and cliffs) and water bodies (natural and man-made), e.g. river, lake, pond, tank, mud lake, pool, canal. 5. write and read to the class, two or three sentences describing a body or source of water in the community, e.g. stream, river, pond, lake, tank. The description should include the location, the colour of the water and how the water is used. 	<ul style="list-style-type: none"> • Classifying buildings by various criteria • Comparing structures • Observing • Classifying • Describing land forms, water bodies or sources • Reading aloud • Compiling sentences 	<ul style="list-style-type: none"> • List showing names of buildings • Sentences comparing structures • Chart • Description • Presentation of description
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • name and classify buildings using appropriate criteria? • write sentences comparing structures? • design and make a suitable chart? • describe community land forms? • give satisfactory descriptions of the water bodies or sources? 	<p><u>Materials/Resources:</u></p> <p>Blank outline maps of the community Crayons Toothpicks and labels or coloured thumb tacks <u>Our Home in the Caribbean - Primary Social Studies - Book 2</u> <u>People in Our Community - Primary Social Studies - Book 2</u> (especially pp. 82-86) See also - <u>Primary Social Studies - Book 4</u></p>	

ACTIVITY PLAN**Focus Question 2.**

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. use different colours to indicate on a blank outline map or model of the community how the vegetation and animal life are distributed, i.e. where crops are grown, where farm animals are kept, where pastures are located. Add any other major feature not yet described or drawn (e.g. important buildings, playing fields, parks, car parks, roads, tracks).</p> <p>7. set up a class display showing the work done so far on the community, and invite other teachers and pupils to view it.</p> <p>8. compose a song to welcome the visitors to the display or a song about the community.</p>	<ul style="list-style-type: none"> • Denoting special areas on a map • Setting up display • Extending invitations • Composing a song 	<ul style="list-style-type: none"> • Completed map • Class display • Song (written and performed)
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • show the areas where animals are kept, and how the vegetation is distributed? • mount a well laid-out class display? • compose and sing a welcome song? 	<p><u>Materials/Resources:</u></p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

Who are the people in my community?

Pupils will:

- begin to make choices between home language and SJE in use of:
 - present and past tense forms of the verb 'to be'
 - pronouns 'I', 'me', 'my', 'mine'
 - past tense with 'ed'
 - questions with 'is/are', 'has/have', 'does/do'.
- use sound-symbol relationships when encountering new words.
- use simple and appropriate vocabulary related to topics.
- begin form cursive letters.
- spell words with ending 's', 'es', 'ed', 'ing'.
- spell words encountered in vocabulary lessons.
- write simple sentences about their own experiences.
- sort, group and classify collected data.
- make general statements, inferences and draw conclusions on information collected.
- display and analyze data using attributes e.g. materials, shapes, sizes, colours and patterns.
- construct and interpret simple tables and pictographs, using numbers, pictures and objects.
- give and respond to instructions.
- put information into categories.
- listen to ideas of others, clarify meanings and information.
- work co-operatively with their peers.
- tell why people work and make connections between working and meeting needs.
- describe some jobs people do in their community.
- give praise and acknowledge the contributions of others.
- use descriptive words.
- talk about changes which occur over time.
- sequence events, numbers and words.
- talk about what people spend money on.
- talk about the value of money as it relates to thrift.
- identify the various Jamaican coins/notes in use.

ACTIVITY PLAN

Focus Question 3. (cont'd)

Objectives:

Pupils will:

- identify equal values of different combinations of Jamaican coins (up to \$1.00) and notes (up to \$100.00).
- use addition and subtraction facts to solve problems.
- solve simple problems including the use of money.
- preserve the environment while studying it.
- tell ways they can take care of home/school and the things in these places.
- ask and answer questions.
- attempt to use SJE structures to express themselves (more consistently than in grade 1).
- listen and respond appropriately to adults.
- draw inferences.
- predict outcomes.
- make objects for named purposes using given materials.
- spell a range of high frequency and sight words.

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> take a census of grade or school population on the bases of age and gender. Group and classify data using table, simple pie chart or bar graph. Write sentences describing their findings. Read them to partner to ensure that they make sense. compare categories using greater than, less than, smaller, larger. Go on community walk-about and collect data on the population on the basis of one or two of the following: gender, jobs, age range, religious affiliation. Discuss categories and groups of people in the community. Make a table of comparisons. in small groups, compare two communities. Identify similarities and differences using information on size, population groups, organizations, schools and other services. use music, poetry, drama and visual arts to characterize or present different groups of workers. Say or write at least two sentences about a worker explaining how that worker helps to meet the needs of the people in the community. 	<ul style="list-style-type: none"> Collecting data Classifying data Recording findings Observing Counting and recording information Categorizing data Comparing numbers Comparing communities Manipulating sounds Composing and creating pieces Giving clear explanations 	<ul style="list-style-type: none"> Tally sheet/census report Tables/graphs Sentences in SJE Table of comparisons Comparison of communities Performance Oral/written explanations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> collect accurate and relevant data? use the data to construct tables and graphs? write at least two sentences in SJE? compare the communities using the data collected? make a presentation, creatively depicting work groups? explain the role of various workers in the community? 	<p><u>Materials/Resources:</u></p> <p>LMW Series – <u>Stories About Us</u> – Year 2 Term 1 – “The New Policeman” (Story 7) and “David Helps his Uncle” (Story 6) <u>People in our Community - Primary Social Studies – Book 2</u> <u>Caribbean Primary Mathematics - Level 2 - Part 1</u> pp. 30-31 <u>Caribbean Primary Mathematics - Level 2 - Part 2</u> pp. 32-33,70</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. talk to older community members to find out the types of jobs people did in the past. Make a list of past occupations and compare with those of the present.</p> <p>6. discuss how some of these jobs have changed, why they have changed and how the changes have affected the community. Write a short paragraph describing the changes in the occupations within the community.</p> <p>7. in small groups, discuss the value of money as people satisfy their needs buying and selling various things. Solve various addition and subtraction problems involving the use of money.</p> <p>8. discuss ways in which people in the community may harm the environment and identify any such evidence in the community. Listen to and discuss sacred and other stories, which speak of care or destruction of the environment. List positive and negative actions taken in them.</p> <p>9. create a poster to show ways of protecting the environment.</p>	<ul style="list-style-type: none">• Interviewing older people• Comparing occupations • Giving possible explanation for change• Writing a paragraph • Making change and solving transaction problems • Identifying evidence • Making a poster	<ul style="list-style-type: none">• Table of comparisons • Explanations• Paragraph • Completed workbook activities • List of actions • Poster
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• give adequate comparisons of past and present occupations?• give possible explanations for job changes?• write a short paragraph to describe these changes?• solve the mathematical problems correctly?• identify and list positive and negative actions within the environment?• construct a poster giving correct information in neat and legible writing?	<p><u>Materials/Resources:</u></p> <p>Cartridge paper Crayons or paints Sacred stories <u>People in our Community - Primary Social Studies – Book 2</u> pp. 51-53 Resource persons</p>	

ACTIVITY PLAN

Focus Question 3.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
10. design and make a recycling bin for the classroom in order to separate garbage into groups. Consider ways to recycle/dispose of the different types of garbage. Write labels and instruction cards to be posted in the classroom.	<ul style="list-style-type: none">• Designing a container	<ul style="list-style-type: none">• Garbage container and labels
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• design a bin with compartments for sorting waste?	<u>Materials/Resources:</u> Materials to construct bin	

GRADE TWO

Unit Title: PLACES OF INTEREST IN MY COMMUNITY

Term: THREE

Unit: TWO

Duration: THREE WEEKS

FOCUS QUESTIONS:

1. What are the places in our community that we find interesting?
2. Why do we find these places interesting?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Read for meaning, fluency and enjoyment • Respond critically and aesthetically to literature and other stimuli • Apply study skills and be able to search for information 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to instructions. • listen to ideas of others, clarify meanings and information. • give news reports, directions, explanations. • ask and answer questions. • attempt to use SJE structures to express themselves (more consistently than in grade 1). • make comparisons when talking about interests. • respond to information given through different media (sound, print, signs). • talk about their art work with respect to shape, colour, texture etc. • use 'please', 'thank you'. • use capital letters, full stops, commas. • use sound-symbol relationships when encountering new words. • read aloud text appropriate to grade. • predict outcomes. • make objects for named purposes using given material. • identify sources of specific information (print, human, etc.). • use simple and appropriate vocabulary related to topics. 	<p>ancient architecture brochure chemical composing deforestation disaster dumping educational endangered explore extinct fascinate gallery heritage historical hygiene man-made modern monument museum natural pesticides physical features pollution preserve recycle/reuse scenery</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Know the important features of their environment (home, school) • Explore and know about the dynamic interaction of the physical, social and mental aspects of their lives 	<ul style="list-style-type: none"> • begin to form cursive letters. • spell words encountered in vocabulary lessons. • write simple sentences about their own experiences. • begin to use different kinds of sentence patterns. • write with feeling to record personal experiences and observations. • use descriptive words. • observe, compare, classify shapes taken from the environment. • discuss geometrical shapes observed in nature or man-made, and make generalizations. • estimate and measure using non-standard measurements for units of length, capacity and mass. • use standard measurements and units of length, capacity and mass (whole units and/or approximation of whole units). • use the senses to explore and recognize the similarities and differences between materials. • describe materials in terms of source, properties or uses. • talk about changes which occur over time. • work co-operatively with their peers. • develop basic locational skills related to places (such as home and school) in their environment. • draw and make models of important features of places in the environment. • discuss the changes they would like to see in their environment, that would make them happier/more comfortable. • group things in the environment into natural and man-made. 	<p>sculptor sculpture secluded swamp vegetation</p>

ACTIVITY PLAN

**Focus Question 1.
Objectives:**

What are the places in our community that we find interesting?

Pupils will:

- give and respond to instructions.
- use SJE structures to express themselves (more consistently than in grade 1).
- listen to ideas of others, clarify meanings and information.
- use sound-symbol relationships when encountering new words.
- read aloud text appropriate to grade.
- identify sources of specific information (print, human, etc.).
- use simple and appropriate vocabulary related to topics.
- begin form cursive letters.
- write simple sentences about their own experiences.
- give news reports, directions, explanations.
- ask and answer questions.
- begin to make choices between home language skills and SJE in use of:
 - questions with 'is/are', 'has/have', 'does/do'.
- use 'please', 'thank you'
- work co-operatively with their peers.
- identify sources of specific information (print, human, etc.).
- write with feeling to record personal experiences and observations.
- use descriptive words.
- work co-operatively with their peers.
- develop basic locational skills related to places.
- estimate and measure using non-standard measurements for units of length, capacity and mass.
- discuss the changes they would like to see in their environment, that would make them happier/more comfortable.
- record observation about home, school, community.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. work in pairs to produce a skit in which a visitor asks another person about a particular place of interest and asks directions to find it. Each pair will write the skit in SJE and then choose who will act it out. 2. speak freely about their experiences on a recent trip to a place of interest. Using SJE, write sentences about the experience, exchange them with a friend and read each other's work. Identify and list all new words. 3. read a passage about any natural resource or attraction. Circle the new words and, in groups of six, put them each on a flash card, for display within the group. Each student within the group will then: <ol style="list-style-type: none"> (a) demonstrate the number of syllables in each word by giving a clap, tap or snap for each syllable (b) try to make a sound that he/she thinks matches the words. 4. in small groups, select places of interest in the community. Either invite a resource person to talk about the place or use magazines and books to read about the place of interest. Use the information to write an article for Children's Own. 	<ul style="list-style-type: none"> • Writing sentences • Role-playing • Constructing sentences • Reporting findings • Reading for information • Identifying new words • Breaking words into syllables • Co-operating to make decisions • Responding respectfully to each other's opinions 	<ul style="list-style-type: none"> • Skit and dialogue • Sentences • Flashcards and syllabication • Article
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write the dialogue and perform the skit? • write at least four sentences in SJE? • make the flash cards and pronounce the words? • write the article using the information gathered? 	<p><u>Materials/Resources:</u></p> <p>Costumes Cartridge paper and markers Passage from a brochure or guide book Resource person or magazines and books</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. look at pictures of statues and other sculptures/artwork. Discuss the words ‘sculpture’, ‘sculptor’ to bring out the meaning of the words in relation to a place of interest, e.g. a church, park or art gallery, where they may be found. Write sentences in sequence to make a paragraph using these words. Practise saying the terms correctly.</p> <p>6. in small groups, write questions that the group wishes to ask about a place such as: (a) a banana boxing-plant (b) a packaging depot for any other export crop (c) a community police station (d) a post office (e) a shop or supermarket. Questions may be about: type of building, age of building, type of walls – bricks/concrete/board, history of its use, number of people who work there, jobs they do. Select one of the places, visit it and ask the prepared questions. Write a paragraph on their findings.</p> <p>7. in groups, mime for the whole class important leisure time/ recreational activities that take place at the community sports field. Group 1 will show ‘children safely at play’. Group 2 will show ‘children safely at play in an organized game (e.g. netball, football, cricket)’. Group 3 will show ‘playing field as a place to keep fit and healthy’. Group 4 will show ‘playing field as a venue for an outdoor function’.</p>	<ul style="list-style-type: none"> • Writing creatively • Defining terms • Sequencing sentences • Collecting data • Reporting findings • Organizing information • Conducting interviews • Sharing in groups • Miming an activity 	<ul style="list-style-type: none"> • Descriptive sentences • Interview questions and paragraphs • Mime
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a paragraph describing a building? • prepare interview questions and use the answers to write a paragraph? • portray scenarios effectively in mime? 	<p>Materials/Resources:</p> <p>Pictures of sculptures in church or park Other artwork Resource persons</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8. in groups, locate on a map provided, a place of interest they know. List words that can be used to describe the place. Draw a picture of the place.</p> <p>9. use string to estimate and measure distances between their school and four places of interest indicated on a map of the community. State which place is furthest or nearest from their school.</p> <p>10. discuss interesting natural features of the community which may include:</p> <ul style="list-style-type: none"> - river, pond, waterfall, spring - garden, wetland/swamp, woodland - cave, hill, rocky outcrop, cliff, beach. <p>Visit these, where possible, highlight the important features and compile a brochure to encourage people to visit the community to see these places. Discuss the reasons for wanting visitors in their community.</p> <p>11. list ways in which they can enhance or keep a place of interest pleasant to visit (e.g. disposing of garbage, not writing on walls, not breaking artifacts/monuments).</p>	<ul style="list-style-type: none"> • Locating places on a map • Communicating with classmates • Drawing a scene • Estimating distances • Observing natural features • Writing persuasively about the features • Designing brochure • Listing activities 	<ul style="list-style-type: none"> • Descriptive words • Picture • Estimation • Completed brochure • Reasons • List
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list words and draw a picture of a place of interest? • indicate which places were furthest or nearest? • contribute to brochure to attract visitors? • make a list of activities that display civic pride? 	<p><u>Materials/Resources:</u></p> <p>Crayons or paint Cardboard and paste Pictures Brochures/guide books Resource person Map of community with four places indicated</p>	

ACTIVITY PLAN

**Focus Question 2.
Objectives:**

Why do we find these places interesting?

Pupils will:

- give and respond to instructions.
- use descriptive words.
- use simple and appropriate vocabulary related to topics.
- give news reports, directions, explanations.
- begin to use different kinds of sentence patterns.
- identify the important features of places and say why they are important.
- make comparisons when talking about interests.
- use standard measurements and units of length, capacity and mass.
- make objects for named purposes using given material.
- use the senses to explore and recognize the similarities and differences between materials.
- draw and make models of important features of places in the environment.
- observe, compare, classify shapes taken from the environment.
- discuss geometrical shapes observed in nature or man-made, and make generalizations.
- spell words encountered in vocabulary lessons.
- predict outcomes.
- identify sources of specific information (print, human, etc.).
- group things in the environment into natural and man-made.
- talk about their artwork with respect to shape, colour, texture, etc.
- discuss the changes they would like to see in their environment that would make them happier/more comfortable.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. make believe that they are at a place of interest. A volunteer from each group will pretend to be a tour guide for the place. He/she will give a tour of the site for members of another group. All members of each group will help the tour guide to decide on what he/she will say or do. 2. make a journal entry entitled "An important crop in my community". Discuss the crop, the way it is grown, packaged and sold. Use the information from the discussion to write in their journals. Read what they wrote to a friend. 3. compare, in writing, two places of interest (buildings) they have visited and observed. Use some of the phrases below to help write comparisons: <ul style="list-style-type: none"> - is more beautiful than - is more ancient than - is more stylish than - is more colourful than - is more interesting than - is quieter than - is larger than. 4. visit a historical site, and in groups: <ol style="list-style-type: none"> (a) make a model of a monument or object of interest found in the area. Measure models and display them (arranged in order of length) for whole class. (b) use available material to make craft items as souvenirs. List reasons why the place should be considered of historical interest. 	<ul style="list-style-type: none"> • Co-operating in group activities • Discussing ideas and information • Responding respectfully to each other's opinions and position • Gathering information • Writing information • Making comparisons • Observing details • Constructing sentences • Designing craft items • Cutting and folding accurately and pasting neatly • Giving reasons 	<ul style="list-style-type: none"> • Journal entries • Descriptive writing involving comparisons • Models • Craft items • List of reasons
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use the information gathered to make a journal entries? • use expressions of comparison? • make attractive models and craft items? • give a satisfactory list of reasons? 	<p><u>Materials/Resources:</u></p> <p>Newspaper and paste Boxes Shells Seeds and seed pods Cardboard Play dough Paint and any other available craft materials</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. take a nature walk to identify shapes and colours among leaves, mountains, hills, buildings, bridges, clouds, etc. Collect dry and green leaves, flowers, bark, shells and stones to make an imaginative composition in scrapbook according to shape, form and colour.</p> <p>6. pretend that they were the persons who constructed an important building. Make a chart with two columns, one column for listing the materials used, the other for the part of the building where each material was used. Use checklist with building construction words to help with the spelling of words.</p> <p>7. name a place in the community famous for its economic importance to the people. Find out what the employees did before the place began to operate. Say how it contributes to the life of the district and what effect its removal might have. Predict its future importance to the people.</p> <p>8. in groups, look at a number of cards with pictures of man-made and natural places of interest. Choose a card and classify the picture as being man-made or natural. Discuss the Creation story and sing related songs.</p> <p>9. draw a 'natural' and a 'man-made' object on two separate sheets of plain paper. Place the drawing with the natural object over a natural, textured surface and colour the drawing with crayons. Place the drawing with the man-made object over a man-made textured surface and colour that drawing. Compare the effects.</p> <p>10. discuss ideas as to what they can do to make their community more interesting for themselves and visitors.</p>	<ul style="list-style-type: none"> • Observing lines and texture • Classifying shapes • Sorting and compiling shapes • Observing details • Identifying different materials • Making a chart • Spelling correctly • Asking questions • Recording information • Classifying objects • Identifying differences in texture • Drawing objects • Making comparisons • Generating ideas 	<ul style="list-style-type: none"> • Scrapbooks of shapes • Charts • Classification • Picture with texture rubbing • List of ideas
<p><u>Evaluation:</u> Were pupils able to:</p> <ul style="list-style-type: none"> • identify the building materials used in the different parts of the building? • sort the cards into the two groups? • show the texture of the drawings and compare the visual effects? • make suggestions as to how their community can be made more interesting? 	<p><u>Materials/Resources:</u> Cartridge paper and markers Prepared cards Natural textured surface and man-made textured surface Plain paper and crayons Checklist of construction terms - <u>Our Home in the Caribbean</u> Bk 2 Genesis chapters I and II</p>	

GRADE TWO

Unit Title: PLANTS AND ANIMALS IN MY COMMUNITY

Term: THREE

Unit: THREE

Duration: FOUR WEEKS

FOCUS QUESTIONS:

1. What are the plants and animals in my community?
2. How are plants and animals useful?
3. How do I care for/protect the plants and animals in my community?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Read for meaning, fluency and enjoyment • Respond critically and aesthetically to literature and other stimuli 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • give and respond to instructions. • listen to ideas of others, clarify meanings and information. • give news reports, directions, explanations. • ask and answer questions. • use SJE structures to express themselves (more consistently than in grade 1). • listen and respond appropriately to adults. • respond to information given through different media (sound, print, signs). • use capital letters, full stops, commas. • use sound-symbol relationships when encountering new words. • read aloud text appropriate to grade. • read grade level text to convey message clearly to listener. • choose to read outside of prescribed reading period. • express their understanding of a story or poem in any form of the creative arts. • engage in sound games to identify various voices. • perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort). • make objects for named purposes using given materials. 	<p>timber furniture protection material fuel divi-divi tree wool tannery leather soil erosion soil conservation fertilizer transportation economic value decoration lumber ornamental shelter clothing computer hardware software beautification environment habitat reproduction movement</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Apply study skills and be able to search for information • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial information 	<ul style="list-style-type: none"> • with teacher support, find specific pieces of information in class reader and other texts. • identify sources of specific information (print, human, etc.). • begin to form cursive letters. • spell a range of high frequency and sight words. • spell words encountered in vocabulary lessons. • write simple sentences about their own experiences. • begin to use different kinds of sentence patterns. • use descriptive words. • record observations about home, school, community. • write in response to stimuli: pictures, objects, songs, poems, etc. • estimate and measure using non-standard measurements for units of length, capacity and mass. • use the senses to explore and recognize the similarities and differences between materials. • describe materials in terms of source, properties or uses. • talk about changes which occur over time. • sort, group and classify collected data. • display and analyse data using attributes e.g. materials, shapes, sizes, colours and patterns. • construct and interpret simple tables and pictographs, using numbers, pictures and objects. 	<p>pollution pollute cactus veterinarian deforestation reforestation pesticide insecticide logwood dye lignum vitae herbs gourd – clean calabash coconut – animal feed thatch coir spice tumeric</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Demonstrate motor movements successfully which are appropriate to grade level • Recognize needs and the relationship between earning a living and satisfying these needs • Identify, create, respond to sounds in the environment • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Explore and know about the dynamic interaction of the physical, social and mental aspects of their lives • Demonstrate care and use precautionary measures that limit the risk of harm to oneself, others and the environment • Investigate the natural world as an essential resource in fulfilling our physical and aesthetic needs • Operate with patterns as they seek to find solutions to problems 	<ul style="list-style-type: none"> • walk and run to different rhythms in general space at different levels with/without apparatus. • move in space to demonstrate moods and texture. • use body parts to explore space. • talk about the value of money as it relates to thrift. • identify equal values of different combinations of Jamaican coins (up to \$1.00) and notes (up to \$100.00). • use voice/sound makers to create sounds depicting those in the environment. • work co-operatively with their peers. • share the use of equipment/materials through group work. • discuss ways in which we depend on plants and animals. • take safety precautions during investigations. • preserve the environment while studying it. • show by their behaviour that plants and animals should be cared for. • name a variety of living and non-living things that were created. • use addition and subtraction facts to solve problems. • solve simple problems including the use of money. 	

ACTIVITY PLAN

**Focus Question 1.
Objectives:**

What are the plants and animals in my community?

Pupils will:

- give and respond to instructions.
- respond to information given through different media (sound, print, signs).
- use capital letters, full stops, commas.
- put information into categories.
- begin to form cursive letters.
- spell words encountered in vocabulary lessons.
- record observation about home, school, community.
- use the senses to explore and recognize the similarities and differences between materials.
- sort, group and classify collected data.
- display and analyze data using attributes e.g. materials, shapes, sizes, colours and patterns.
- work co-operatively with their peers.
- name a variety of living and non-living things that were created.
- use sound-symbol relationships when encountering new words.
- spell a range of high frequency and sight words.
- engage in sound games to identify various voices.
- use voice/sound makers to create sounds depicting those in the environment.
- identify the source and type of various sounds in the environment.
- display ability to reproduce pitch and duration.
- give news reports, directions, explanations.
- ask and answer questions.
- read aloud text appropriate to grade.
- read grade level text to convey message clearly to listener.
- show by their behaviour that plants and animals should be cared for.
- use addition and subtraction facts to solve problems.
- solve simple problems including the use of money.
- make objects for named purposes using given material.
- estimate and measure, using non-standard measurements for units of length, capacity and mass.
- talk about the value of money as it relates to thrift.
- identify equal values of different combinations of Jamaican coins (up to \$1.00) and notes (up to \$100.00).
- choose to read outside of prescribed reading period.

ACTIVITY PLAN

Focus Question 1. (cont'd)

Objectives:

Pupils will:

- choose to read outside of prescribed reading period.
- with teacher support, find specific pieces of information in class reader and other texts.
- identify sources of specific information (print, human, etc.).
- talk about changes which occur over time.
- walk and run to different rhythms in general space at different levels with/without apparatus.
- use body parts to explore space.
- express their understanding of a story or poem in any form of the creative arts.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. go on a field trip and collect samples of plants and animals. Examine and classify them according to observable features (size, sound, colour, texture and shape). Record information in a variety of ways (e.g. charts, illustrations,). 2. brainstorm to arrive at the characteristics of plants and animals. Write and then read, sentences about plants and animals. Spell new words from the discussion (use dictionary). Display new words on a chart and add to work bank. 3. listen to taped sounds of animals and (a) identify sounds and compare pitch and volume (b) compose and perform sound collage (c) sing "Old MacDonald Had a Farm". 4. read the story "Accident" with teacher's help. Outline the problems mentioned in the story about taking care of a cow. 	<ul style="list-style-type: none"> • Collecting data • Classifying plants and animals according to observable features • Listening for and giving information • Writing and reading sentences • Discriminating and comparing sounds • Singing songs • Reading and comprehending 	<ul style="list-style-type: none"> • Classification • Characteristics • Performance piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • classify plants and animals according to observable features? • identify and list characteristics of plants and animals? • make a sound collage? 	<p><u>Materials/Resources:</u></p> <p>Dictionary Tape recorder and cassette tape Animal or plant Wood, nails, wire, tools or Plant pot, potting soil LMW Year 2 Term 2 <u>Up the Road</u> "Accident"</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. in groups, decide what types of animals and plants each group is going to rear/care for in a habitat. State how and where they will be reared/cared for. Record the procedure to be followed in their journals.</p> <p>6. in groups, plan, design and estimate the cost of building the shelter required in the rearing or caring for the specimen in the project. Calculate and display the cost. Select materials, measure and record measurements and build the shelter.</p> <p>7. in groups, do research on their project to find out how best to care for and maintain their specimens. Share information with class. Focus attention on specimens, periodically record and report any changes in growth, making use of charts and graphs.</p> <p>8. imitate the movements of animals and plants using different levels (mimetics) e.g. animal – leaping, walking, jumping, hopping, waddling; plant – growing, swaying in the wind.</p>	<ul style="list-style-type: none"> • Decision making • Developing sense of responsibility • Participating and co-operating to foster team work • Planning, designing, estimating, measuring, recording, costing and calculating • Participating effectively in small groups • Researching and analyzing information • Taking notes • Observing and reporting • Writing and drawing • Miming the movements of animals and plants (e.g. shame o’ lady) 	<ul style="list-style-type: none"> • Journal entry • The shelter • Projects
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • take decisions and make a journal entry? • plan, design and build a suitable shelter? • establish a viable project? 	<p><u>Materials/Resources:</u></p> <p>Materials to construct shelter Specimens</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. read the poem “Jenny’s Animal Book”. Develop a picture book of animals and write creatively about their favourite animals.</p> <p>10. in groups with teacher, identify and write down tasks they will perform to see if plants and animals feed, grow and move in the same way (e.g. plants growing under different conditions).</p> <p>11. view video tapes, film footage or still pictures about the movement, growth and feeding habits of animals and plants. Correspond via letter, e-mail or the Internet to compare their findings with those of pupils in other communities.</p> <p>12. read “A Bad Drought” with teacher’s help. Say how the lack of water affected the plants and animals in the story.</p>	<ul style="list-style-type: none"> • Writing creatively • Taking decisions and making comparisons • Participating in group activities • Listening and observing • Drawing inferences • Writing letters • Reading and comprehending 	<ul style="list-style-type: none"> • Creative writing pieces • Written tasks and conclusions • Letter • Oral comprehension
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create an original poem/story? • design and carry through the tasks to compare plants and animals? • write and send the letter to other students? • answer questions about the story correctly? 	<p><u>Materials/Resources:</u></p> <p>Food etc. for animals and plants Video tapes, films or pictures Computer with Internet or software LMW Year 2 Term 2 <u>Up the Road</u> “A Bad Drought” LMW Year 2 Term 1 <u>Stories About Us</u> “Jenny’s Animal Book” Paste Scissors Crayons</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How are plants and animals useful?

Pupils will:

- discuss ways in which we depend on plants and animals.
- take safety precautions during investigations.
- express their understanding of a story or poem in any form of the creative arts.
- spell words encountered in vocabulary lessons.
- write simple sentences about their own experiences.
- respond to information given through different media (sound, print, signs).
- construct and interpret simple tables and pictographs, using numbers, pictures and objects.
- share the use of equipment/materials through group work.
- choose to read outside of prescribed reading period.
- identify sources of specific information (print, human, etc.).
- describe materials in terms of source, properties or uses.
- listen to ideas of others, clarify meanings and information.
- listen and respond appropriately to adults.
- begin to form cursive letters.
- begin to use different kinds of sentence patterns.
- use descriptive words.
- write in response to stimuli: picture, object, song, poem, etc.
- make objects for named purposes using given materials.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. look around their classroom and note the things that are made from plants and animals. Talk about the many uses of plants and animals, e.g. food, clothing, decorations, pets, paper. Record and report this information in a variety of ways. 2. read or listen to information about plants and animals provided by the teacher, such as “The Talking Tree”. Discuss the meaning of unfamiliar words and learn to spell them. Use words to make sentences. 3. draw the animals and plants they heard about in the text. 4. participate in producing pictographs or bar graphs representing the number of animals and plants used for food, protection, shelter and medicine. 	<ul style="list-style-type: none"> • Observing • Recording and reporting • Reading/listening to text • Word recognition • Spelling difficult words • Drawing • Organizing information 	<ul style="list-style-type: none"> • List • Oral report • Sentences about plants and animals • Drawings • Pictograph /bar graph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • list the uses of plants and animals? • report their findings? • write sentences and spell new words? • draw the animals/plants? • produce pictograph/bar graph? 	<p><u>Materials/Resources:</u></p> <p><u>The Talking Tree</u> in Doctor Bird Supplementary Reader Grade 2, Book 1.</p> <p>Crayons Plain or squared paper</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. find out what parts of the animals and plants are used to make musical instruments, cooking utensils, accessories and jewellery. Report their findings 6. listen to, observe and record information that a resource person presents on "Food that comes from plants and animals". Make a scrapbook showing what they learn. 7. write a paragraph pretending to be an animal or a plant and say how it helps humans. 8. use parts of plants to make model houses, hats and musical instruments. 9. use papier mache to make models of animals that protect us.	<ul style="list-style-type: none"> • Investigating and discovering information • Listening, observing and recording information • Presenting information creatively • Selecting and manipulating materials to make models • Identifying and classifying plants 	<ul style="list-style-type: none"> • Report • Scrapbook • Paragraph • Models
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • report on the parts of plants and animals that are used in the various ways? • produce a scrapbook showing which plants and animals are used for food? • write a paragraph pretending to be an animal/plant? • produce models of houses, hats and animals? 	<p><u>Materials/Resources:</u></p> <p><u>Our Home in the Caribbean</u> - Book 2 (final pages) <u>Caribbean Primary Social Studies - Our Local Community</u> - Book 1 Resource person Scrapbooks</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>10. examine a display of medicinal plants to see if they can identify them and say what they are used for. Sing and dramatize songs, e.g. “Elena an’ ‘im Muma go a grun”, to emphasize the need for care in using plants as medicine.</p> <p>11. plan to beautify part of the school yard by: (a) planting a tree (b) making a flower garden (c) planting grass in a dusty area.</p> <p>12. read “Going to the Concert” or “Sunday School” and then discuss the various ways we use plants and animals for transportation and recreation.</p> <p>13. go on a field trip to the Rio Grande, Martha Brae, White River, or look at pictures of river rafting and make a model raft from bamboo. Sing the song “Rafting on the Rio Grande”.</p> <p>14. make up a short prayer of thanksgiving for plants and animals.</p>	<ul style="list-style-type: none"> • Identifying and classifying plants • Performing, pitching, projecting, showing motor co-ordination, miming of actions in song • Organizing and carrying out a project • Taking responsibility for the project • Reading • Discussing the uses of animals and plants • Observing and modelling • Expressing gratitude 	<ul style="list-style-type: none"> • Performance • Project • Model raft • Prayer
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • sing and mime creatively? • organize and carry out a class project? • make the raft and get it to float? • write a prayer expressing gratitude? 	<p><u>Materials/Resources:</u></p> <p>Straw, bamboo, coconut leaves, other plants, wire, cord Newspaper and paste Samples of medicinal bushes, trees, flowers or grass seed “Going to the Concert” in LMW Year 1 Term 3 – <u>Go!</u> Story of Cinderella – transportation from pumpkin and mice Pictures of rafting “Tree planting for schools” and “Organic gardening for schools” both by the Jamaica Environment Trust/Save the Children Fund “Sunday School” LMW Year 2 Term 2 - <u>Up the Road</u></p>	

ACTIVITY PLAN

Focus Question 3.

Objectives:

How do I care for/protect the plants and animals in my community?

Pupils will:

- show greater competence in forming letters.
- write simple sentences about their own observations.
- use different kinds of sentence patterns.
- use descriptive words.
- record observations about home, school, community.
- take safety precautions during investigations.
- preserve the environment while studying it.
- express their understanding of a story or poem in any form of the creative arts.
- perform familiar and new songs using appropriate actions to show mood appropriate to the age group (e.g. happiness, gratitude, comfort).
- move in space to demonstrate moods and texture.
- use SJE structures to express themselves (more consistently than in grade 1).
- with teacher support, find specific pieces of information in class reader and other texts.
- work cooperatively with their peers.
- identify sources of specific information (print, human, etc.).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. go on a nature walk to observe plants and animals in their natural environment. Describe what they observed, using illustrations and sentences. 2. identify the natural environment of various animals and plants (e.g. fish, bird, snake, lizard, iguana, cactus, mangrove, rice, water-lily, mushroom). Say what is special about the environment in which they live or grow. Make peep show, panorama or mobiles to show animals/plants in their natural environment. Discuss how to care for animals and plants in their natural environment. 	<ul style="list-style-type: none"> • Observing, identifying, describing and illustrating plants and animals in their environment • Associating animal/plant life with their environments • Creating, designing and manipulating materials 	<ul style="list-style-type: none"> • Illustrations and sentences about the animals/plants they observed • Peep show/panorama/mobile
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a few sentences about the plants and animals they observed? • make peep show, panorama or mobile? 	<p><u>Materials/Resources:</u></p> <p>First Steps in Science - Book 3 Finding Out - Book 3</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. sing songs, for example: "Please come and see my rabbit", "Sweetly sings a donkey", "In a cottage in a wood", "Once I saw a little bird going hop! hop!".</p> <p>4. investigate the ways in which animals/plants protect themselves, e.g. communicating with each other. Report on findings.</p> <p>5. imitate movements of animals/plants protecting themselves, e.g. snail or soldier crab in shell, chameleon changing colour, using a musical accompaniment.</p> <p>6. talk about things people do to harm or destroy the plants and animals in their community.</p> <p>7. talk freely about what would happen if (a) Johnny shot down a bird's nest (b) all the trees, grass and plants were destroyed in a certain area (c) people consistently killed certain types of animals.</p> <p>8. in groups, plan and design a project on one of the following (a) recycling waste (b) a plant nursery (c) an animal sanctuary.</p>	<ul style="list-style-type: none"> • Pitching, showing motor co-ordination, projecting • Researching • Using self-space and general space • Following instructions • Giving opinions • Thinking critically and analyzing information • Organizing, analyzing and evaluation information 	<ul style="list-style-type: none"> • Report • Performance piece • Speak easy • Project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • report findings on ways in which animals/plants protect themselves? • imitate animals protecting themselves? • talk about harmful human actions? • carry out the project and produce a portfolio? 	<p><u>Materials/Resources:</u></p> <p>"At the Zoo" and "The Big Green Lizard" in LMW Series Year 2, Term 1 - <u>Stories About Us</u> Story of "Noah and the Ark" <u>First Steps in Science</u> - Book 3 <u>Finding Out</u> - Book 3</p>	

GRADE 3

TERM 1

GRADE THREE

Unit Title: **MY BODY (Part III)**

Term: **ONE**

Unit: **ONE**

Duration: **SEVEN WEEKS**

FOCUS QUESTIONS:

1. Why are teeth, stomach and lungs important parts of my body?
2. Why and how should I care for different parts of my body?
3. How does food help to make my body healthy?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • name and locate different types of teeth, and match with their uses. • make inferences about types of teeth and their properties – colour, shape, texture (rough, smooth, hard). • distinguish between temporary and permanent teeth (number, shape, size). • illustrate approximate location of the teeth, stomach and lungs. • make observations about the relationship between types of teeth and their uses. • describe and state the main functions of the teeth, stomach and lungs. • relate information about teeth, stomach and lungs, in sentences using Standard Jamaican English (SJE). • describe the appearance of the stomach - size, shape, colour and texture. • demonstrate elastic nature of the stomach. • discriminate between inhaled and exhaled air. • collect information from a number of sources. • interpret key ideas and words from a number of texts. • read, interpret and solve problems from information given in table, pictograph, bar chart. 	<ul style="list-style-type: none"> location function/uses incisor canine pre-molar molar (dentine) texture (enamel) temporary permanent model stomach lungs trachea windpipe gullet elastic breathe exhale inhale expand contract inflate deflate

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the process 	<ul style="list-style-type: none"> • outline simply what different religions say about why the parts of the human body function so efficiently together. • state reasons why we should take care of our teeth. • list ways to take care of teeth, stomach and lungs. • identify factors which contribute to good health. • discuss the need for proper disposal of body waste and secretions. • identify foods according to groups and nutrients. • discuss what each nutrient contributes to the body for healthy growth and development. • discuss some problems which result from improper diet. • describe ways of preparing food. • identify favourite foods and suggest how they are prepared. • identify and describe some dietary customs which conform to guidelines for good health and stated religious practices. • outline some of the reasons which religious groups give for their food-related practices. • discuss hygiene practices to be followed in preparing food. • distinguish between basic Creole and SJE grammatical structures. • use structural analysis (prefixes and suffixes). • use consonant blends, consonant digraphs, clusters with greater consistency. 	cavity movement enhance growth development hygiene eliminate defecate urinate food group - staple - vegetables - fruits - food from animals - legumes - fats and oils food nutrients - carbohydrates - proteins - fats - minerals - vitamins - water Muslims/Moslems Islamics Hindus Rastafarians Christians Jews posture stride gait social behaviours

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Respond critically and aesthetically to a variety of stimuli • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons	<ul style="list-style-type: none">• express their understanding of a story or poem in any form of the creative arts.• read, listen to and retell stories and dramatize situations/create dances from these.• create patterns from the patterns in rhymes, stories, songs and movement.• compare information given in various texts on particular issues.• make value judgements about texts, such as which has more information.• show ability to sequence ideas.• develop and use relevant vocabulary to describe/discuss/ evaluate aesthetic pieces, informational material and other material.• respond critically to material read and observed.• use the art forms as a medium for personal creative expression, communication and emotional release.• pitch accurately and use singing voice to express characterization and mood. • read and revise writing.• write neatly and legibly in cursive.• write to share ideas and feelings (showing sensitivity to language).• spell high frequency words, sight words appropriate to grade, and words encountered across subject areas.. • create pictures or three-dimensional forms to represent the body.• cut, tear, paste, fold, join, draw, paint, model, assemble using a variety of materials, to create two-dimensional and three-dimensional images, representing relationships.	

GRADE THREE**TERM ONE****MY BODY (Part III)****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Represent and interpret numeral/pictorial data • Successfully demonstrate motor movements appropriate to the grade level • Explore and know about the dynamic interaction of the physical, social, emotional, spiritual and mental aspects of their lives, and those of others • Recognize the relationship between earning a living and satisfying basic needs, as we value and use money • Operate with pattern and numerals as they seek to find solutions for problems 	<ul style="list-style-type: none"> • interpret and write two-digit numerals. • group teeth in a variety of ways (e.g. temporary, permanent, type, size, shape, uses). • collect and record attribute data. • place in serial order any set of two-digit numbers. • estimate, measure and compare units of measure in appropriate situation. • read and interpret a horizontal or vertical bar chart. • present information using graphics from text. • identify appropriate units of measure for items bought or sold. • state ways to show that regular exercise enhances the development of the body. • identify and list ways in which exercise affects the body. • demonstrate activities that create physical stress and fatigue. • recognize the function of social graces in community life. • write amounts of money using the correct symbols - \$ and C. • tell the worth of a set of coins and/or notes. • mentally determine change from a given sum of money. • place in serial order, any set of numbers up to three digits. • compare and calculate the cost of alternatives for making decisions. 	

ACTIVITY PLAN

**Focus Question 1.
Objectives**

Why are my teeth, stomach and lungs important parts of my body?

Pupils will:

- group teeth in a variety of ways (e.g. temporary, permanent, number, size, shape, use).
- name and locate different types of teeth and match with their uses
- make inferences about types of teeth and their properties - colour, shape, texture (rough, smooth, hard).
- distinguish between temporary and permanent teeth (number, shape, size).
- illustrate approximate location of the teeth, stomach and lungs.
- describe appearance of the stomach - size, shape, colour and texture.
- demonstrate elastic nature of the stomach.
- make observations about the relationship between types of teeth and their uses.
- describe and state main functions of the teeth, stomach and lungs.
- discriminate between inhaled and exhaled air.
- relate information about teeth, stomach and lungs, in sentences using SJE.
- create picture and three-dimensional forms to represent the body.
- interpret and write two-digit numerals.
- collect and record attribute data.
- place in serial order any set of two-digit numbers.
- read and interpret a horizontal or vertical bar chart.
- distinguish between basic Creole and SJE grammatical structures.
- use structural analysis (prefixes and suffixes).
- collect information from a variety of sources.
- spell high frequency words, sight words appropriate to grade, and words encountered in vocabulary lesson.
- read, interpret and solve problems from information given in table, pictograph, bar chart.
- sustain expression in SJE.
- use consonant blends, consonant digraphs, clusters with greater consistency.
- interpret key ideas and words from a number of texts.

ACTIVITY PLAN

Focus Question 1.
Objectives:

Why are my teeth, stomach and lungs important parts of my body?

Pupils will:

- write neatly and legibly in cursive.
- write to share ideas and feelings (showing sensitivity to language).
- compare information given in various texts on particular issues.
- make value judgements about texts, such as which has more information.
- show ability to sequence ideas
- pitch accurately and use singing voice to express characterization and mood.
- develop and use relevant vocabulary to describe/discuss/evaluate aesthetic pieces, informational material and other material.
- demonstrate willingness to share ideas by participating cooperatively in group/class activities.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. observe themselves or model, make observations about teeth - shape, texture, size, number and position and record in notebooks. Use neat, legible handwriting to label a diagram showing positions for each type of teeth. Make journals entries.</p> <p>2. eat samples of food brought from home, (given suitable guidelines, before and after eating, to focus on which type of teeth perform which functions). Record observations then discuss, in groups, the eating process to identify the function of each type of teeth. In a paragraph, list the names for each type of teeth, (including common forms), and the corresponding functions. [e.g. front teeth – incisors – biting/cutting ‘eye’ teeth – canines – tearing/gripping ‘jaw’ teeth – molars (pre-molars) – crushing/grinding].</p>	<ul style="list-style-type: none"> • Observing for details • Making journal entries • Classifying teeth • Inferring from observation 	<ul style="list-style-type: none"> • Labelled diagram • Paragraph on uses of each type of teeth
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • label diagram neatly, legibly and correctly? • use SJE to write paragraph with correct match of each type of teeth with its name and corresponding functions/uses? 	<p>Materials/Resources:</p> <p>Mirrors Models or other multi-media materials on teeth Food samples Unlabelled diagram of mouth showing different types of teeth Text, e.g. <u>First Steps in Science</u> series, Books 1-6</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>3. using text written on work card/graphic/commercial material, etc., match correct number for each type of teeth to its name and function/uses. In groups, using table, bar graph or pictograph, tally and record the number and types of teeth for each age represented in the group. Presenting findings. Use data from findings to solve computational problems (teacher-made).</p> <p>4. listen to/read teacher-made story on a village of children aged 9 to 10 years, all losing some of their teeth. [Story should convey that – teeth are temporary or permanent – temporary ('milk') teeth are replaced by permanent set – the importance of caring for 'milk' teeth] Discuss the story and give reasons to care for 'milk' teeth. Illustrate a scene from the story.</p>	<ul style="list-style-type: none"> • Interpreting information in graphic form creating own material • Constructing simple bar graph/table/pictograph • Recording information using tally marks • Problem solving • Listening/reading to deduce information • Identifying relevant facts • Comparing temporary and permanent set • Making inferences from story • Illustrating 	<ul style="list-style-type: none"> • Responses to written text • Table, bar graph or pictograph • Solutions to computational problems • Paragraph • Illustration
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly match number to type of teeth and functions/uses? • produce a table/paragraph/pictograph showing correct information? • use correct operation to solve each problem? • write paragraph with valid and relevant reasons to care for (temporary) 'milk' teeth? • produce illustration relevant to theme? 	<p><u>Materials/Resources:</u></p> <p>Teacher-made story on village children losing some of their teeth Multi-media material relating to temporary and permanent teeth Samples/models from companies manufacturing/distributing oral hygiene products Printed text Resource person(s)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>5. with teacher, indicate approximate position of stomach and lungs on themselves/ model, observe picture charts, videotapes, or software showing location of stomach and lungs, then complete unlabelled chart/diagram to identify stomach and lungs. Examine picture/chart of (or actual) stomach of an animal, record their observations (size, shape, colour, texture) and make oral report on these to the class.</p> <p>6. drink 2-3 cups of water, then describe what happens to the stomach. Discuss some functions of the stomach, and record findings in a paragraph. [Focus on stomach increasing in size to accommodate food eaten - functions of storing food/preparing food for digestion].</p> <p>7. in groups, use balloons and other materials to make a model of the lungs, then demonstrate the action of the lungs during inhalation. Report on differences between the two actions.</p>	<ul style="list-style-type: none"> • Locating stomach and lungs • Communicating information • Observing for details • Discussing functions • Recording findings • Describing observations • Manipulating model • Making valid inferences 	<ul style="list-style-type: none"> • Labelled chart/diagram of stomach and lungs • Oral report • Paragraph • Report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly label the chart/diagram to show location of stomach and lungs? • give a report with correct information about size, texture, etc. of animal's stomach? • write paragraph with correct information? • make report with correct information 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on stomach and lungs Unlabelled chart/diagram of internal body organs including stomach and lungs Balloons, straws, etc., for making model of lungs Gloves/plastic bags for handling stomach sample Actual sample of animal's stomach, e.g. chicken, cow (if possible) Relevant text, e.g. <u>First Steps in Science</u> series, Books 1-6</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>8. discuss use of prefixes, e.g. inhale/exhale, pre-molars, and create word frames using pre-fixes. Research information on teeth, stomach and lungs. Discuss, then compile word bank or class dictionary of new words. Translate statements in Creole relating to teeth, stomach and lungs to SJE. Compile a list of words beginning and ending in 'th'. Participate in spelling activity using words with the 'th' voiced/unvoiced (e.g. this/that, Thomas/Thompson) then create a jingle with the 'th' sound.</p> <p>9. in groups, pretend to be a tooth, stomach or lung, and create an aesthetic piece to convey the function of the organ. Make model of the organ, given its dimensions.</p> <p>10. exhale regular puffs of air to produce staccato notes, vocally or instrumentally (harmonica/recorder), then smooth unbroken exhalation to produce legato sounds.</p>	<ul style="list-style-type: none"> • Organizing, recording and comparing information • Discussing use of prefixes • Creating word games and jingles • Developing word bank and class dictionary • Translating Creole to SJE • Pronouncing words correctly • Creating aesthetic pieces • Making models • Controlling breathing 	<ul style="list-style-type: none"> • Word games on prefixes • Class dictionary • Written statements • Spelling activity • Jingle • Aesthetic piece • Model • Performance of notes and sounds
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce word game with correct use of prefixes? • compile class dictionary? • write statements with correct meaning and accurate spelling? • correctly pronounce adequate number of given words? • make jingles that were original and relevant, showing proper sequencing, in SJE? • create an aesthetic piece that had strong visual elements, was original, conveyed correct information? • produce a model with stated dimensions, representing an organ? • do a performance piece that showed accurate pitch, note value and timing, while exhaling for six crochet beats? 	<p><u>Materials/Resources:</u></p> <p>Word/letter cards Teacher-made spelling test Materials for making models Props for aesthetic piece Harmonica (mount organ)/recorder</p>	

ACTIVITY PLAN

Focus Question 2.

Why and how should I care for different parts of my body?

Objectives:

Pupils will:

- outline simply what different religions say about why the parts of the human body function so efficiently together.
- state ways to show that regular exercise enhances the development of the body.
- identify and list ways in which exercise affects the body.
- demonstrate activities that create physical stress and fatigue
- recognize the function of social graces in community life.
- state reasons why we should take care of our teeth.
- list ways to take care of the teeth, stomach and lungs.
- identify factors which contribute to good health.
- discuss the need for proper disposal of body waste and secretions.
- cut, tear, paste, fold, join, draw, paint, model, assemble, using variety of materials, to create two-dimensional and three-dimensional images, representing relationships.
- present information using graphics from text.
- read, listen to and retell stories and dramatize situations/create dances from these.
- express their understanding of a story or poem, in any form of the creative arts.
- estimate, measure and compare units of measure in appropriate situations.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. with teacher’s assistance, prepare a set of simple sayings from different religions concerning why the parts of the human body work so well together. Then make a decorated sticker for each saying (identifying source), and display on personal possessions or in classroom. Compose songs/poems about the sayings. 2. discuss in groups, some local and traditional ways of caring for the body and list these. Then brainstorm, discuss and develop stories to convey the need to care for the body, and present these to class. 	<ul style="list-style-type: none"> • Organizing information • Creating stickers/songs/poems • Discussing information • Discussing and developing stories 	<ul style="list-style-type: none"> • Decorated stickers/songs or poems • List of ways to care for the body • Stories
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make sticker/song/poem with theme relevant to saying? • make list with relevant and valid information? • produce stories with correct information, audience impact, using SJE? 	<p>Materials/Resources:</p> <p>Pictures/samples of modern/traditional objects used in caring for the body e.g. ‘chew stick’ - teeth; hot roasted potato – underarm odour; ‘loofah’/ ‘strainer’ - bathing; ackee pod - soap suds; deodorants; toothpaste; soap</p> <p>Multi-media materials on hygiene</p> <p>Resource person(s)</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>3. discuss with teacher/resource person(s) - e.g. public health officer, guidance counsellor, food and nutrition teacher, dentist-</p> <ul style="list-style-type: none"> a) care of the body b) hygiene c) diet d) growth and development e) appropriate social behaviour (including social graces). <p>Dramatize a performance piece, write a narrative or create a poster on how any of the above contribute to healthy growth. Make journal entry about how any of the above contribute to healthy growth.</p> <p>4. find information in class readers and informational texts about care of the body, hygiene, etc., and present findings.</p>	<ul style="list-style-type: none"> • Interpreting information • Asking relevant questions on topic • Creating performance piece/narrative/poster • Researching information 	<ul style="list-style-type: none"> • Performance piece/narrative/poster • Findings
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a performance piece/narrative/poster with correct and valid information, audience impact, using SJE? • find and present material relevant to care of the body, etc? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on hygiene Resource person(s) Sayings from sacred texts and other sources Materials to make stickers, posters Props for performance piece</p>	

ACTIVITY PLAN

Focus Question 2.

<u>PROCEDURES/ACTIVITES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>5. record measurement of height and weight, length of stride, distance of jump, etc., and place in a portfolio. Monitor measurements over the term/year and report differences between initial, final values in graphic form, e.g. bar graph, pictograph, pie-chart, etc. Make journal entry.</p> <p>6. pretend to be someone with a problem relating to the teeth, stomach or lungs Use an art form (e.g. short poem, song, mime, dance) to convey:</p> <p>a) what the problem is b) how it could have been prevented c) how it can be remedied.</p> <p>7. examine multi-media materials including newspaper or magazine clippings of athletes and other persons engaged in exercise activities, then brainstorm and record in tabular form, advantages/disadvantages of not exercising.</p>	<ul style="list-style-type: none"> • Recording observations • Measuring body attributes • Grouping by type or number • Communicating ideas through use of art forms • Organizing information • Sharing ideas with others 	<ul style="list-style-type: none"> • Portfolio • Graphic representations • Art form presentation • Table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • select and organize relevant items for portfolio? • produce graphics with correct information? • produce art form that was original and creative and which clearly conveyed the facts and had impact on the audience? • produce table with correct and relevant information? 	<p><u>Materials/Resources:</u></p> <p>Measuring devices e.g. ruler or tape measure Prop and materials for art form presentation Multi-media materials on behaviours/practices that contribute to maintaining good health</p>	

ACTIVITY PLAN

Focus Question 2.

PROCÉDURES/ACTIVITES	SKILLS	ASSESSMENT
8. design, individually or in groups, a board game (e.g. ‘Snakes and Ladders’ with ‘forward’ move for positive responses and ‘backward’ move for negative reponses), based on behaviours/practices that show caring for the body. 9. in groups, develop a performance piece to role-play without using voice, based on some situations that cause physical/mental stress, and how to avoid these, e.g. watching television until too late/overeating/transportation problems.	<ul style="list-style-type: none">• Creating board game• Manipulating materials • Communicating ideas• Creating performance	<ul style="list-style-type: none">• Board game • Performance piece
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• create a board game with correct content, audience appeal, good use of colour and appropriate materials?• produce a performance piece with audience impact, that accurately conveyed intended information, making good use of props?	<u>Materials/Resources:</u> Materials for making board games Props for performance piece Multi-media materials on situations that cause physical/mental stress Resource person(s)	

ACTIVITY PLAN

Focus Question 3.
Objectives:

How does food help make my body healthy?

Pupils will:

- identify foods according to groups and nutrients.
- discuss what each nutrient contributes to the body for healthy growth and development.
- discuss some problems which result from improper diet.
- describe ways of preparing food.
- identify favourite foods and suggest how they are prepared.
- identify and describe some dietary customs which conform to guidelines for good health and stated religious practise.
- outline some of the reasons which stated religious groups give for their food-related practices.
- discuss hygiene practices to follow in preparing food.
- create patterns from the patterns in rhymes, stories, songs and movement.
- read and revise writing.
- respond critically to material read and observed.
- use the art forms as a medium for personal creative expression, communication and emotional release.
- identify appropriate units of measure for items bought or sold.
- write amounts of money using the correct symbols - \$ and C.
- tell the worth of a set of coins and/or notes.
- mentally determine change from a given sum of money.
- place in serial order, any set of numbers up to three digits.
- compare and calculate the cost of alternatives for making decisions.

ACTIVITY PLAN

Focus Question 3. How does my food help in making my body health?

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. examine pictures/samples of food, and place these into food groups (staples, legumes, fruits, vegetables, fats and oils, food from animals), and tabulate along with short sentences stating what the foods in each group supply to the body (food for 'go' - energy; 'grow' - building and maintaining body cells; 'grow' - regulating body processes). Report to the class on information from table (using syllabication to help in pronunciation and word meaning). 2. role-play television interview setting in which 'resource persons' from different religious groups demonstrate some of their dietary practices, and give simple explanations for the reasons behind these practices. Use pictures or actual sample. 3. discuss the types of food eaten at different times of the day, then develop a menu for a particular time of day, and estimate then calculate the cost of the ingredients for meal(s) in the menu. 	<ul style="list-style-type: none"> • Classifying foods into food groups • Building vocabulary skills • Role-playing • Conveying information • Estimating and calculating • Creating suitable menu 	<ul style="list-style-type: none"> • Table of food groups • Reasons/demonstration conveyed via interview/role-play • Menu • Cost of ingredients for menu
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make table with correct information? • read sentences fluently and correctly? • convey authentic information via role-play? • give clear and concise demonstration and explanations? • produce a menu appropriate to the given time of day, with foods representative of all the food groups? • correctly calculate the cost of the menu ingredients? 	<p><u>Materials/Resources:</u></p> <p>Pictures/samples of different foods Charts or other multi-media materials on the food groups (available through the Caribbean Food and Nutrition Institute – C.F.N.I., at U.W.I.) Food prices taken from the electronic media, etc. Audio and/or props for role-play/interview</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITES	SKILLS	ASSESSMENT
<p>4. be guided by teacher through the preparation of a simple dish, e.g. fruit salad, or a simple meal, e.g. cheese sandwich. Include washing hands, making sure ingredients are safe and clean, making sure utensils and working areas are clean. [NB: meal involves at least two food groups, one of which must be from the staples food group].</p> <p>5. as a class, collect food items and/or containers and set up a 'shop/market'. Price items in the 'shop/market', then act as buyers/sellers, in making purchases from prepared shopping lists, and include both dry and liquid measures, [litres, grams, kilograms]. Do test involving quantities and prices for food purchases, based on the classroom 'shop/market' scenario.</p>	<ul style="list-style-type: none"> • Manipulating materials • Sequencing steps • Manipulating materials and equipment • Estimating cost of items • Comparing cost • Measuring food • Reading labels, etc. 	<ul style="list-style-type: none"> • Prepared dish/meal • Calculated costs • Test on food quantities and prices
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly follow guidelines in preparing simple dish/meal? • do correct calculations for food purchases/sales in 'shop/market'? • correctly solve an adequate number of problems in the test? 	<p><u>Materials/Resources:</u></p> <p>Ingredients for dish/meal Facilities for practising good hygiene in relation to food preparation Samples/models/labels/containers for 'shop/market' scenario Measuring instruments Money (fake or real) Labels for good prices/quantities Paste or Glue Teacher-made test</p>	

ACTIVITY PLAN

Focus Question 3.

<u>PROCEDURES/ACTIVITES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>6. examine pictures/video tapes/other multi-media materials of malnourished children/adults, making observations of shape and size of parts of the body, condition and colour of skin and hair. Discuss the effects of lack/excessive intake of food from particular food groups, and write a brief fictional piece or create an art work about someone who had either too much, or too little of foods from a particular food group.</p> <p>7. research information on food nutrients (proteins, fats, vitamins, minerals, carbohydrates, water), and the proportion in each food group, and give oral report to class on finding.</p>	<ul style="list-style-type: none"> • Observing multi-media materials • Comparing observations • Seeking and finding specific information • Communicating ideas relating to proportions/ fractions 	<ul style="list-style-type: none"> • Fictional piece/art work • Oral report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce fictional piece having correct information, drawing relevant connections between effects and food intake, using SJE? <p>or</p> <ul style="list-style-type: none"> • produce art work showing relevance to theme, proficiency in manipulation of materials • give an oral report with correct information on the proportion of food nutrients for each food group? 	<p><u>Materials/Resources:</u></p> <p>Multi-media material on malnourished persons (obese as well as under-nourished)</p> <p>Multi-media materials on food nutrients including computer databases e.g. Internet (where possible)</p> <p>Resource person(s) e.g. nurse or dietician</p> <p>Audio- and/or video-recorder for capturing oral reports</p>	

ACTIVITY PLAN

Focus Question 3.

<u>PROCEDURES/ACTIVITES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>8. develop then dramatize a feast where persons from different religious groups are invited, and foods prepared to suit as many guests as possible. Make a chart to show foods eaten / not eaten by various religious groups.</p> <p>9. discuss the preparation of foods to be eaten and list which food groups are usually eaten raw (e.g. fruits, vegetables), and which are usually cooked (e.g. food from animals). Individually or in groups, write a brief narrative outlining one method of food preparation and examples of dishes/meals prepared by this method. [This may be extended to have pupils actually prepare the dish/meal]</p>	<ul style="list-style-type: none"> • Researching and reporting information • Communication ideas through dramatic presentation • Participating in group/class activities • Classifying food groups into categories-raw/cooked • Sequencing ideas 	<ul style="list-style-type: none"> • Chart on foods eaten/not eaten by particular religious groups • Performance piece • List of food in categories • Narrative
<p><u>Evaluation:</u></p> <p>Were pupil able to:</p> <ul style="list-style-type: none"> • produce chart with correct match between selection of foods and particular religious groups? • create a performance piece that conveyed correct information relating to match of foods with each religious group? • produce narrative with correct information, preparation steps correctly sequenced, in SJE? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials including computer databases e.g. Internet (where possible) on foods eaten/not eaten by particular religious groups Resource person(s) Samples/visuals of different types of food dishes/meals Props for performance piece Ingredients for preparing dish/meal (if required)</p>	

GRADE THREE

Unit Title: **SATISFYING OTHER NEEDS**

Term: **ONE**

Unit: **TWO**

Duration: **FOUR WEEKS**

FOCUS QUESTIONS:

1. What is the difference between basic needs and other needs?
2. How do we satisfy other needs?
3. Does satisfying other needs make a difference to life?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Respond critically and aesthetically to a variety of stimuli • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • respond appropriately in special situations: greeting people, giving instructions, expressing thanks, showing visitors around. • sustain expression in Standard Jamaican English (SJE). • generate sentences using adverbs and adjectives to describe effectively. • generate sentences using the simple present tense. • use structural analysis (syllabication). • use consonant blends, consonant digraphs and clusters with greater consistency. • use structural analysis (compound words). • talk about situations in stories or poems about which they feel strongly. • read and respond to characters/ situations in class reader or story. • show ability to sequence ideas. • express their understanding of a story or poem, in any form of the creative arts. • write neatly and legibly in cursive. 	<p>forgiveness security trust satisfy stability disabled/challenged orphans abused consequences threat society respect expression purpose responsibility interaction comfort love respect</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Represent and interpret numerical/pictorial data • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Identify, create and respond to sounds in the environment • Explore and know about the dynamic interaction of the physical, social, emotional, mental and spiritual aspects of their lives and those of others 	<ul style="list-style-type: none"> • write to share ideas and feelings (showing sensitivity to language). • write independently in response to stimuli: objects, pictures, poems, stories. • spell high frequency words, sight words appropriate to grade, words encountered across subject areas. • write for practical purposes, e.g. letter of invitation. • present information using graphics from text. • show ability to make reasoned judgement on the basis of evidence presented. • perform music for school events and other occasions. • perform simple Caribbean folk songs and music suited for a variety of events or occasions. • distinguish between basic and other needs. • discuss some ways in which moral values help to shape society. • describe ways in which love may be expressed. • outline situations in which trust is required. • describe the importance of acceptance to the individual. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
	<ul style="list-style-type: none">• explain the role of personal and creative expression in satisfying other needs.• identify specific ways in which people satisfy their need for love, trust, worship, friendship, etc.• suggest ways in which religious beliefs and practices can provide security when inter-personal relationships break down.• develop value skills needed for personal, family, community, national and world harmony.• list some of the effects of the absence of positive moral values on the society.• identify life-threatening situations and explain how religious beliefs and practices help people to cope with these situations.• demonstrate understanding of the fact that moral values are essential for the development of character.• develop a sense of responsibility for the consequences of their actions, and act with regard for the rights, life and dignity of persons in the family, community, nation and the world.• respond positively to stated human values in word and action.• identify and describe some social graces.• identify and discuss ways in which people satisfy their need for worship.	

ACTIVITY PLAN

Focus Question 1.

Objectives:

What is the difference between basic needs and other needs?

Pupils will:

- distinguish between basic and other needs.
- discuss some of the ways in which moral values help shape society.
- describe ways in which love may be expressed.
- identify and describe some social graces.
- outline situations in which trust is required.
- describe the importance of acceptance to the individual.
- explain the role of personal and creative expression in satisfying other needs.
- use structural analysis (syllabication).
- write neatly and legibly in cursive.
- write to share ideas and feelings (showing sensitivity to language).
- generate sentences using adjectives and adverbs to describe effectively.
- show ability to sequence ideas.
- spell high frequency words, sight words appropriate to grade, words encountered across subject areas.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to pre-recorded story (teacher-made or otherwise), or read articles which illustrate the relationship between basic and other needs, and respond to questions posed. Discuss story/articles and list the other needs mentioned. Dramatize the main points of the story. 	<ul style="list-style-type: none"> • Listening, analyzing and drawing conclusions • Dramatizing 	<ul style="list-style-type: none"> • Oral response to questions • List of needs • Dramatic presentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give appropriate responses to questions posed? • list other needs mentioned in story/articles? • make dramatic presentation that effectively conveyed the main points of the story/articles? 	<p><u>Materials/Resources:</u></p> <p>Tape recorder Audio cassette Newspaper articles</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. use given pictures/own drawings to produce two charts which distinguish between basic and other needs.</p> <p>3. talk freely about other needs, defining new words as they emerge in the discussion. Add new words to word bank.</p> <p>4. observe and discuss objects and scenes, notices giving information, people or events in their immediate environment that suggest other needs that people have, such as to:</p> <ul style="list-style-type: none"> - give and receive love and forgiveness - trust and be trusted - accept others and be accepted by others - find comfort - express themselves creatively (e.g. in song, dance, writing, speech, drama, art) - worship - be respected and respect others - feel safe - be emotionally and mentally healthy - have meaning and purpose in life (a reason for living). <p>In groups, dramatize other needs that people have, taken from the above list.</p>	<ul style="list-style-type: none"> • Analyzing, classifying • Expressing ideas • Defining words/concepts • Compiling word bank • Discussing information • Participating in discussion • Dramatizing other needs 	<ul style="list-style-type: none"> • Charts • Ideas expressed • Discussion • Dramatic presentation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • classify pictures/drawings correctly, accurately according to basic/other needs? • give relevant ideas that are clearly expressed? • contribute to discussion, e.g. asking appropriate questions, giving relevant responses, waiting their turn to speak? • portray needs accurately and effectively? 	<p><u>Materials/Resources:</u></p> <p>Art materials Pictures from newspapers and magazines Photographs Story books Pictures Notices Resource persons Scenes from events in home/school/community</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. make journal entries.</p> <p>6. write a paragraph expressing their feelings/needs. Pick out and discuss adjectives and adverbs used.</p> <p>7. listen to the story “The Ugly Duckling”. Discuss with teacher why the swan thought it was an ugly duckling, and how it must have felt during and at the end of the story. [Include in the discussion, changes that take place during growth and how this might affect self-worth].</p> <p>8. dramatize the story “The Ugly Duckling” and others, e.g. from sacred texts, which illustrate the need for love, acceptance and understanding, as one grows and matures.</p> <p>9. from the story “The Ugly Duckling”, identify words with prefixes, e.g. <u>un</u> - happy. Discuss how prefixes change the meanings of words. Find words with prefixes in other stories and informational texts, in which needs are mentioned. Make a list and add the words to class word banks/dictionaries.</p>	<ul style="list-style-type: none"> • Making journal entries • Describing feelings/needs • Identifying and sequencing information • Listening and responding • Role-playing • Using prefixes 	<ul style="list-style-type: none"> • Written paragraphs • Growth changes identified and sequenced • Responses • Dramatization of situations • List of words with prefixes
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use adjectives and adverbs correctly in paragraph? • give reasonable responses to the story? • produce dramatic presentations which were relevant, showed creativity and were based on other needs? • list words with prefixes from a wide variety of texts? 	<p><u>Materials/Resources:</u></p> <p>Props for dramatic presentations Story: “The Ugly Duckling” from LMW Series, <u>Story Time 3</u>, page 13</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How do we satisfy other needs?

Pupils will:

- identify specific ways in which people satisfy their need for love, trust, worship, friendship, etc.
- develop values and skills needed for personal, family, community, national and world harmony.
- read and respond to characters/situations in class reader or story.
- write to share ideas and feelings (sensitivity to language).
- perform music for school events and other occasions.
- perform simple Caribbean folk songs and music suited for a variety of events or occasions.
- generate sentences using the simple present tense.
- use consonant blends, consonant digraphs and clusters with greater consistency.
- use structural analysis (compound words).
- write independently in response to stimuli: objects, pictures, poems, stories.
- express their understanding of a story or poem, in any form of the creative arts.
- present information using graphics from text.
- talk about situations in stories and poems about which they feel strongly.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. examine pictures, stories and scenarios which portray a need/needs to be satisfied. Discuss different ways in which these needs may be satisfied, e.g. through emotional, spiritual, creative expression. Dramatize scenes showing how needs may be satisfied.</p>	<ul style="list-style-type: none">• Discussing, interpreting and dramatizing	<ul style="list-style-type: none">• Performance piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• present a performance piece that conveyed appropriate ways of satisfying needs?	<p><u>Materials/Resources:</u></p> <p>Pictures, stories, scenarios that portray how needs are satisfied Props for performance piece</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. listen to/read sacred and other stories that relate to needs, e.g. “The Good Samaritan”, “Cinderella”. Illustrate parts of the story with a collage.</p> <p>3. (a) relate stories from their own experiences in which friends/other persons/ organizations, assisted them in satisfying needs.</p> <p>(b) in groups, translate from Creole to SJE, sentences used by pupils to describe their experiences of needs satisfied/not satisfied. Read SJE translations to the class (Group leaders).</p> <p>(c) prepare questionnaire for interview, rehearse how interview will be conducted, and practise social graces while interviewing resource persons from human rights organizations, etc., to find out what their organizations do to help satisfy needs.</p> <p>(d) record information in an organized way, e.g. on a chart, to show the match between needs and organizations/resource persons, and report to class.</p> <p>4. tally the needs identified by each pupil in class and display findings in pictograph/ bar graph.</p>	<ul style="list-style-type: none"> • Listening/reading for information • Drawing conclusions and making recommendations • Sharing ideas • Sustaining expression in SJE • Listening to/asking questions of resource person(s) • Recording and reporting information • Organizing information • Communicating information in graphics 	<ul style="list-style-type: none"> • Collage • Written/oral translations • Report • Pictograph/bar graph
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create collage appropriate to stories? • convey findings from interviews with resource persons? • translate sentences from Creole to SJE? • produce a report which showed correct match between organizations/ resource persons and needs, and record findings from interviews? • construct pictograph/bar graph to give correct information? 	<p><u>Materials/Resources:</u></p> <p>Materials for making collage Pictures Stories Scenarios from sacred and other texts Resource persons from organizations for interviews</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. produce simple songs from rhymes/jingles to depict other needs, e.g. 'Mother, Mother, I need love, Come and give me a great big hug', sung to the tune of 'Doctor, Doctor, I am sick'.</p> <p>6. sing Caribbean folk songs, calypsoes, etc., suited for different events (e.g. marriage, festivals), creating own movements using self and general space. Discuss and state some needs that are met by these songs, festivities, and movements.</p> <p>7. from the story "The Old Witch Woman", say how the persons in it were treated and how each must have felt. Discuss what needs each person had and how these were met. Then respond to oral/written questions posed.</p> <p>8. from the story "The Old Witch Woman", identify words with digraphs (e.g. <u>children</u>) and blends (e.g. <u>grass</u>). Say the words, then use them in own writing.</p>	<ul style="list-style-type: none"> • Creating simple songs • Singing • Creating movements • Responding to characters in story • Identifying/using digraphs and blends 	<ul style="list-style-type: none"> • Songs • Designed movements • Responses to oral/written questions • Written piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create songs that had appropriate lyrics and infectious rhythms? • design one movement sequence using three steps? • give responses which identify the needs of characters and the fulfillment of these needs? • identify, say and use words with digraphs and blends correctly in written piece? 	<p><u>Materials/Resources:</u></p> <p>Rhymes/jingles Caribbean folk songs, etc. on cassette tapes Tape recorder Story: "The Old Witch Woman", from LMW Series, Year 3, Term 2, pages 23 to 28</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
9. change the verbs in the first paragraph of the story “The Old Witch Woman” from the past tense, to the present tense, giving oral or written responses. 10. find compound words, e.g. hill-side, in the story “The Old Witch Woman”. Look for compound words in other stories, newspapers and informational texts. Use some of these words to write a poem about needs and put the poem to music. 11. (individually) develop creative piece - song, dance, picture, poem, painting, story, etc. which expresses personal thoughts/feelings about identified needs, e.g. need for love, friendship, safety. In a sharing session, present creative pieces.	<ul style="list-style-type: none">• Changing verb tense • Identifying/using compound words• Writing creatively• Creating poems/songs • Developing creative pieces	<ul style="list-style-type: none">• Oral/written responses • Poems/Songs • Creative pieces
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• give responses showing change of verbs from past tense to the present tense?• write poems using compound words creatively?• produce works that were creative and expressed the chosen theme?	<u>Materials/Resources:</u> Story: “The Old Witch Woman”, LMW Series, Year 3, Term 2, pages 23 to 28 Materials for producing the creative pieces	

ACTIVITY PLAN

Focus Question 3.

Objectives:

Does satisfying other needs make a difference to life?

Pupils will:

- list some of the effects of the absence of positive moral values on the society.
- suggest ways in which religious beliefs and practices can provide security when inter-personal relationships break down.
- identify life-threatening situations and explain how religious beliefs and practices help people to cope with these situations.
- identify and discuss ways in which people satisfy their need for worship.
- discuss some ways in which moral values help to shape society.
- demonstrate understanding of the fact that moral values are essential for the development of character.
- develop a sense of responsibility for the consequences of their actions and act with regard for the rights, life and dignity of persons in the family, community, nation and the world.
- show ability to make reasoned judgement on the basis of evidence presented.
- respond positively to stated human values in word and action.
- respond appropriately in special situations, greeting people, giving instructions, expressing thanks, showing visitors around.
- read and respond to characters or situations in class reader or story.
- talk about situations in stories and poems about which they feel strongly.
- write for practical purposes, e.g. letter of invitation.
- express their understanding of a story or poem, in any form of the creative arts.

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> listen to story/examine pictures, newspaper articles or news items from media, about life-threatening experiences, e.g. rape, burglary, violence at home/school, in community. Discuss these as well as other situations that they and/or other persons have faced, and dramatize one such situation. Discuss the appropriate way(s) to cope in the different situations, produce drawings to illustrate these and write sentences about them. identify available resources [personal, spiritual, institutional, e.g. school, police; Red Cross, Office of Disaster Preparedness and Emergency Management (ODPEM)], on which individuals can depend in order to cope with life-threatening situations. Discuss what each does, then give scenario(s) and name which resource(s) should be used for a given situation. identify a situation/scenario where they have offended someone, or vice versa. Discuss the need for forgiving, and/or apologizing. Write a letter in response to the situation. listen to the story “Lend Me a Pencil”, then say if the persons in the story displayed the right values. Discuss other ways they could have acted. 	<ul style="list-style-type: none"> Sharing experiences Discussing information Dramatizing Communicating ideas Selecting appropriate resources Letter writing Expressing ideas clearly Responding to values 	<ul style="list-style-type: none"> Dramatization Drawing Sentences Resources selected Letter Class discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> perform dramatic piece with message clearly conveyed? produce drawing with ideas clearly conveyed? write sentences relevant to drawing? select resources appropriate to scenario(s)? write letter with proper content and format? in the discussion, identify issues from the story and propose alternative actions for the characters? 	<p><u>Materials/Resources:</u></p> <p>Story, pictures, newspaper articles, media news items on life-threatening situations Props for dramatization Materials to produce drawing</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
5. dramatize scenario, e.g. child's lunch money is stolen. Other pupils acting as child's teacher, parent, friend, etc., respond accordingly to the scenario. Discuss the positive and negative ways in which satisfying needs affect those around us.	<ul style="list-style-type: none">• Dramatizing• Making judgements	<ul style="list-style-type: none">• Responses and discussion
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• make ethical judgements, do effective dramatization of scenario?	<u>Materials/Resources:</u> Pamphlets and other informational material from organizations, etc. identified Story: "Lend Me a Pencil", LMW Series, <u>Story Time 3</u> , pages 59 to 61 Costumes, etc. to assist with dramatization	

TERM 2

GRADE THREE

Unit Title: **PROVIDERS OF GOODS AND SERVICES**

Term: **TWO**

Unit: **ONE**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. Who are the providers of the goods and services which we need?
2. How do workers contribute to the development of my community?
3. How do rules help workers at the workplace?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPT
<ul style="list-style-type: none"> • Give and receive in information • Read and interpret numerical/pictorial data • Respond critically and aesthetically to a variety of stimuli 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • collect information from a variety of texts. • identify and spell correctly words associated with key concepts. • read, interpret and solve problems from information given in tables pictographs or bar charts. • estimate, measure and compare units of measure in appropriate situations. • read and interpret a horizontal or vertical bar chart. • conduct a probability experiment then record and predict outcomes. • develop a simple data collection instrument. • present information using graphics from text. • create pattern from the patterns in rhymes, stories, songs, movement, etc. 	<p>occupation architect ceramic independence sculptor preserve compliance rights regulations punishment services deface visual resources contribution graphic textile expression responsibility reliable incentives nurse medicine</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPT
<ul style="list-style-type: none"> Recognize that individuals, while unique, belong to several different groups, and that groups have rules and authority figures 	<ul style="list-style-type: none"> identify different groups of workers in the country. use Standard Jamaican English (SJE) appropriately to initiate and respond to interactions in the classroom. initiate and respond to dialogue in journals, showing awareness of audience. identify major occupations in the visual arts (e.g. painter, sculptor, graphic designer, textile artist, ceramist, architect). demonstrate an appreciation for the art works produced by various visual arts practitioners in the community. use any medium to depict workers engaged in occupations in the community. with awareness of role in group, participate in co-operative music-making for school and community events. engage in group music-making that combines pictures, drama and movement. demonstrate understanding of the roles of different workers. explain how and why occupations vary from one community to another in Jamaica and elsewhere. produce creative piece in response to stimuli, in or outside the classroom collect information on specific topics from more than one text. draw conclusions on the basis of a series of events and/or pictures presented. list the rights and responsibilities of workers. identify rules and regulations which govern behaviour in the home, school and workplace. show that they value the works of art in their community. 	<p>painter garbage collector doctor lawyer essential ceramist resident relationship</p>

GRADE THREE**TERM TWO****PROVIDERS OF GOODS AND SERVICES****UNIT ONE**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPT
<ul style="list-style-type: none">• Demonstrate an awareness of time and the relationships between occasions or events • Appreciate that interdependent relationships are necessary for survival and development	<ul style="list-style-type: none">• explore changes in occupations in their community over the last fifty years.• predict occupational changes in the future. • evaluate the importance of each group of workers in the community.• explain how these workers help to satisfy the needs of the community members.• give examples of ways in which workers and community members depend on each other.• give examples of ways in which workers depend on each other.• talk freely about observations.• develop and implement activities to care for the classroom, school, home and community.• develop and implement activities for maintaining the cleanliness of the home, school and community.	

ACTIVITY PLAN

Focus Question 1.
Objectives:

Who are the providers of the goods and services which we need?

Pupils will:

- identify different workers in the community.
- list the rights and responsibilities of workers.
- identify rules and regulations which govern behaviour in the home, school and workplace.
- use SJE appropriately to initiate and respond to interactions in the classroom.
- identify major occupations in the visual arts (e.g. painter, sculptor, graphic designer, textile artist, ceramist, architect).
- use any medium to depict workers engaged in occupations in the community.
- develop a simple data collecting instrument.
- estimate, measure and compare units of measure in appropriate situations.
- initiate and respond to dialogue in journals, showing awareness of audience.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. a) talk about and name the things that communities need, b) use a table to categorize these things into: i) those provided within the community (including those done by workers coming into the community), ii) those that one has to leave the community to access, e.g. airport, hotel services; and name the workers who provide them. c) group things identified into goods and services. d) create a two-dimensional or three-dimensional composition depicting worker(s) engaged in occupational activity.</p>	<ul style="list-style-type: none"> • Grouping according to categories • Categorizing workers • Constructing a table • Creating compositions 	<ul style="list-style-type: none"> • List • Table • Categorized list • Composition
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • provide a list, giving a wide variety of the things that a community needs? • construct a table with accurate information, matching providers with the goods and services provided? • group things correctly as goods or services? • create an interesting composition depicting workers engaged in a relevant activity? 	<p><u>Materials/Resources:</u></p> <p>Materials for making the composition</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. group the workers from the table in the previous activity (Activity 1), into different categories, giving reasons for each grouping. Discuss the terms ‘essential services’ as defined by law, e.g. emergency services, and ‘non-essential services’. Group workers as providers of:</p> <ul style="list-style-type: none"> a) essential services b) non-essential services c) goods. <p>Write sentences on the importance of the services provided by the workers in the essential services. [Note that the providers of goods and services are important, but not classified under the law as essential].</p> <p>3. prepare for field trip by doing the following activities:</p> <ul style="list-style-type: none"> a) writing letters to organisations seeking permission to visit, b) preparing interview schedules, c) practising mock interviews with peers. <p>Record notes during trip (using tape recorder) and make group report to class on findings. (Field trip should focus on identifying the different categories of workers in the organization; the interdependence among workers; rights, responsibilities of workers; rules at the workplace).</p> <p>With teacher’s assistance, summarise findings from field trip and record in their notebooks. Make journal entries on visits to organizations.</p>	<ul style="list-style-type: none"> • Justifying categories • Sharing ideas • Making distinctions • Writing sentences • Constructing interview schedule • Conducting interviews • Reporting findings 	<ul style="list-style-type: none"> • Grouping of workers into chosen categories • Grouping of workers • Sentences • Group report to class • Summary • Journal entries
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give valid reasons for each category? • group workers in appropriate categories (essential and non-essential)? • write sentences on the importance of services provided? • give a report which outlined what each category of workers did; how their work related to that of the other workers in the organization? • produce summary with main points clearly stated in SJE? • write in their journals using SJE? 	<p>Materials/Resources:</p> <p>Document on “Essential Services Law” obtained from the House of Parliament Tape recorder (or video recorder), tapes Sites for field trip Resource persons</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. for the organization visited on field trip in previous activity, create a pictograph/ bar chart to represent the number of workers in each category.</p> <p>5a) create poem/song/rap/dub about a worker situation which relates to a well-known tune, e.g. 'Carry Mi Ackee' or 'Sammy Plant Piece a Corn' or 'Jesus on the Telephone'.</p> <p>b) share with class, mime of a worker doing some task and ask peers to identify who the worker is.</p> <p>6. name the communities from which these workers come, estimate the distances they travel, and identify their modes of transportation as well as the frequency of their visits to the community. Record this information in a table, and make calculations relating to the total distance travelled by different workers over a period of time.</p>	<ul style="list-style-type: none"> • Organizing data • Communicating ideas • Creating poem/song/rap/ dub • Estimating distances • Recording information 	<ul style="list-style-type: none"> • Pictograph/bar chart • Performance pieces • Completed table • Calculations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a pictograph/bar chart that depicted the number of workers in the various categories? • create a performance piece with relevant content, audience appeal? • record in a table, the mode of transportation and the frequency with which workers visit the community? • make calculations relating to the total distance travelled by particular workers over a period of time? 	<p><u>Materials/Resources:</u></p> <p>Song</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

How do workers contribute to the development of my community?

Pupils will:

- create pattern from the patterns in rhymes, stories, songs, movement, etc.
- demonstrate an appreciation for the art works produced by various visual arts practitioners in the community.
- show that they value the works of art in the community.
- with awareness of role in group, participate in corporate music-making for school and community events.
- engage in group music-making that combines pictures, drama and movement.
- demonstrate understanding of the roles of different workers.
- produce creative piece in response to stimuli, in or outside the classroom.
- draw conclusions on the basis of a series of events and/or pictures presented.
- collect information on specific topics from more than one text.
- explain how and why occupations vary from one community to another in Jamaica and elsewhere.
- explore changes in occupations in their community over the last fifty years.
- predict occupational changes in the next fifty years.
- read and interpret a horizontal or vertical bar chart.
- conduct a probability experiment then record and predict outcomes.
- develop a simple data collecting instrument.
- present information using graphics from text.
- evaluate the importance of each group of workers in the community.
- explain how these workers help to satisfy the needs of the community members.
- give examples of ways in which workers and community members depend on each other.
- talk freely about observations.
- give examples of ways in which workers depend on each other.

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> gather information through field trip, resource persons or interviews, on the types of occupations done by workers in other communities. Identify, discuss and then list the main occupations performed by workers in these other communities. Discuss and list reasons for the variety of occupations found in these communities, e.g. available resources, location, etc. Write letters to friends telling them about the major occupations in their own community and invite them to do the same. read "A Village by the Sea" from <u>Our Home in the Caribbean Bk. 3</u>, and discuss some activities that take place in a fishing village. Identify compound words in text and use in oral/written sentences. in groups, use research tools to investigate the changes in occupations over the last fifty years by: <ul style="list-style-type: none"> interviewing resource persons, e.g. an elderly person, collecting pictures, photographs, artefacts, or making drawing, identifying and rehearsing songs/instrumental pieces/dances related to past occupations eg. "Buy Yu Sta'ch", "Manuel Road", "Carry Mi Ackee", "Day Oh". Discuss the occupations discussed in the songs. How have these changed over the last fifty years? creating pictures, models, etc. representing tools used in past occupations, and presenting to peers as a class exhibition. 	<ul style="list-style-type: none"> Researching information Recording information Drawing conclusions Writing purposefully Reading for information Identifying compound words Interviewing Collecting data Selecting and performing musical pieces Discussing past occupations Creating art pieces Mounting display Making oral presentation 	<ul style="list-style-type: none"> List of occupations List of reasons Letters to friends Oral/written sentences Performance of songs List of changes in occupations
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> list the main occupations for each community? give valid reasons for the variety of occupations in each community? write letters to friends about the major occupations in their communities? make sentences using compound words from text? discuss and document how occupations have changed, and why? gather relevant information and successfully stage exhibition? 	<p>Materials/Resources:</p> <p>Research tools, e.g. multi-media materials, community resource persons, library, old newspapers, etc. Pictures, photographs, drawings, artefacts, etc. Songs about past occupations Materials for making pictures, models</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. name the categories of workers in the community, e.g. health and sanitation, security, education, utilities. Discuss the role of each in contributing to the development of the community and make fact sheets on each category, stating how the workers in each category contribute to the development of the community. In groups, assume the role of workers in a particular category and describe their role in contributing to the development of the community.</p> <p>5. listen to story (teacher-made or otherwise) on how workers and community members depend on each other. Make a drawing from the story and write sentences about the drawing. Share examples from their experiences on how workers within a community depend on each other. Place a square on a bar chart to represent the worker they would like to become. (Bar chart can be on chalkboard with space for extending categories, and each child can select from existing category or a new one). Tally and record according to categories of workers.</p>	<ul style="list-style-type: none"> • Analyzing contribution of workers • Preparing fact sheets • Role-playing • Listening for details • Writing sentences • Expressing and sharing ideas • Recording information 	<ul style="list-style-type: none"> • List of workers and their contributions • Fact sheet • Role-play • Sentences • Drawing • Bar chart
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce fact sheets with accurate and precise information? • in role-play, clearly show how the worker contributes to the development of the community? • make drawing that accurately depicted scene from story? • write sentences relevant to drawing? • develop bar chart indicating the workers they would like to become? 	<p><u>Materials/Resources:</u></p> <p>Costumes for role-play Story from e.g. <u>Swing into English</u> series on workers and community members Squares for bar chart.</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. identify and discuss the importance of the visual arts in their community, e.g. billboards giving information; carvings preserving our heritage. Invite resource persons such as artists/craftsmen to display examples of work in the school and talk about their work. Observe skills demonstration and then make creative pieces using the skills acquired.</p> <p>7. discuss, then use illustrations or computer graphics to depict occupations predicted for the future. Note new/unusual words and add to word bank/class dictionary</p>	<ul style="list-style-type: none"> • Observing for details • Identifying examples • Producing pieces • Making predictions 	<ul style="list-style-type: none"> • Creative pieces • Illustrations
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create simple pieces using the skills acquired? • creatively depict the predicted occupations in the illustrations? 	<p><u>Materials/Resources:</u></p> <p>Cartridge paper Crayons Paint Pictures, texts, stories on the visual arts Materials for making creative pieces Materials for producing illustrations</p>	

ACTIVITY PLAN

Focus Question 3.

How do rules help workers at the workplace?

Objectives:

Pupils will:

- list the rights and responsibilities of workers.
- identify rules and regulations which govern the behaviour in the home, school and workplace.
- develop and implement activities to care for the classroom, school, home and community.
- develop and implement activities for maintaining cleanliness of home, school and community.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups, discuss and list the rights and responsibilities of other workers in the school community. In groups, role-play individuals abusing workers' rights or workers demonstrating a high level of responsibility. Discuss further to elicit opinions on the importance of respecting the rights of the workers as well as the workers' responsibilities. 2. in groups, discuss and list the rules at home, school and workplace, and then group them, e.g. safety rules, rules for cleanliness. Establish rules for the class. List and display them using the computer or other resource. Identify and design an appropriate compliance strategy for each rule. 	<ul style="list-style-type: none"> • Discussing to form conclusions • Dramatising • Report findings • Listing from discussion • Organizing information • Designing strategy 	<ul style="list-style-type: none"> • List of workers with related responsibilities or rights • List of rules • Display of class rules • List of strategies
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a list of workers' rights and responsibilities? • prepare a list of rules for home/school/workplace? • display appropriate class rules? • design appropriate compliance strategies for related rules? 	<p><u>Materials/Resources:</u></p> <p>Materials for making display</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. in groups, plan strategies to monitor the successful implementation of the rules. Prepare, from discarded material, receptacles for classroom garbage disposal, and discuss the appropriateness of their use.</p> <p>4. develop a checklist to be used in observing practices for a guided tour within their communities. Then do a 'walking tour' of workplaces in the community to observe and report on rules, and look for evidence of both compliance and non-compliance.</p> <p>5. discuss how these rules foster good relationships. In groups, design posters to depict why rules should be obeyed. Display and discuss them.</p> <p>6. listen to the beginning of a story relating to 'respect for rules' and then complete the story. Tape stories and then replay. Watch video cassettes that focus attention on the importance of compliance with rules, e.g. PALS video re conflict resolution, JIS videos. Write community notices for radio/television stations, highlighting the importance of obeying rules at the workplace as well as the dangers of disobeying the rules. Write words for a rap or dub poem encouraging others to obey rules. Present creative piece to the class.</p>	<ul style="list-style-type: none"> • Constructing garbage bins • Organizing information • Preparing checklist • Observing details • Organizing information • Designing poster • Writing purposefully • Observing for details • Organizing information • Writing creatively 	<ul style="list-style-type: none"> • Receptacles • Strategies • Checklist • Report • Posters • Completed story • Community notices • Poem/song • Performance piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • devise strategies to monitor implementation of rules? • use discarded materials to make garbage receptacles? • prepare appropriate checklist for guided tour? • report on the details of the walking tour? • design posters depicting why rules should be obeyed? • satisfactorily complete story on respect for rules? • produce notices for television/radio stations? • write words for rap or dub poem/song? • present creative piece encouraging others to obey rules? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials Computer, software Cartridge paper Thumbtacks Cellotape Newsprint Paint, crayons, markers, dye Tape recorder, radio Scissors Pictures Costumes Musical instruments</p>	

GRADE THREE

Unit Title: **RELATING TO OTHERS OUTSIDE OF JAMAICA**

Term: **TWO**

Unit: **TWO**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. What types of relations do we have with people of other countries?
2. Why is it important that we relate to other countries of the world?
3. In what ways are we alike or different from the people with whom we relate outside of Jamaica?
4. How can we ensure that Jamaica maintains good relations with other countries?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Appreciate that interdependent relationships are necessary for our survival, growth and development 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use correctly the following concepts: relationship, interdependence, culture. • identify and discuss the different ways in which individuals may relate to each other (e.g. as family members, friends, community members, communities). • identify the types of relations that exist between Jamaica and other countries of the region and the world. • identify imports and exports. • explain why particular relations exist between Jamaica and other countries of the world. • state the advantages and disadvantages of Jamaica's relations with other countries of the region and the world. • discuss the opportunities tourism provides for us to relate to peoples from other countries and cultures. • identify and discuss factors that attract tourists to Jamaica. • define and use correctly the concepts: tourist, tourism, foreign exchange. • identify career/employment opportunities in the tourist sector. • discuss negative and positive effects of tourism on Jamaica. 	<ul style="list-style-type: none"> interdependence culture tourism economy trade import export produce employment tourist foreign exchange communication harassment development values cooperation discipline relations relationships

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Be aware of the diversity of symbols, customs and practices among different groups • Give and receive information • Know and use basic language skills and the conventions of spoken and written language 	<ul style="list-style-type: none"> • discuss ways that, as a country, we can nurture good relations with other countries. • identify factors that can lead to the breaking off of ties between countries. • describe some of the possible consequences of the breaking off of ties between countries. • identify and discuss ways in which shared values help in fostering good relations among countries and peoples. • explain how people of different faiths in Jamaica relate to others of like faiths in other parts of the world. • use information about themselves to identify similarities and differences between themselves and their penpals. • discuss how Jamaicans are alike or different from the peoples of other countries, in terms of religion, clothing, leisure activities/entertainment, etc. • ask and answer questions. • locate specific information from class reader and other sources. • sustain expression in Standard Jamaican English (SJE). • speak with awareness of intonation, pitch, pronunciation, etc. • generate own sentences using he/she/it/ singular noun + base verb + s. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Respond critically and aesthetically to a variety of stimuli • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Explore the attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial data • Recognize the relationship between earning a living and satisfying basic needs as we value and use money 	<ul style="list-style-type: none"> • use art forms as a medium for personal creative expression, communication and emotional release. • compare information given in various texts on particular issues. • respond critically to information read and observed. • pitch accurately and use singing voice to express characterization and mood. • read, listen to and retell stories, create dances and dramatize situations from these. • develop and use relevant vocabulary to decide, discuss/evaluate aesthetic pieces, informational material and other material. • write neatly and legibly in cursive. • write for practical purposes, e.g. letter to persuade, inform. • write to share ideas and feelings (showing sensitivity to language). • write independently in response to stimuli: objects, pictures, poems, stories. • spell high frequency words, sight words appropriate to grade, and words encountered across subject areas. • identify similarities and differences among themselves. • read and interpret horizontal and vertical bar charts. • present information on tables, graphs, etc. • tell the worth of a set of coins or notes. 	

GRADE THREE**TERM TWO****RELATING TO OTHERS OUTSIDE OF JAMAICA****UNIT TWO**

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none">• Apply relevant decoding skills to reading process• Read for meaning, fluency and enjoyment• Apply study skills and be able to research information	<ul style="list-style-type: none">• use structural analysis (syllabication).• read at grade level to convey message clearly to listener.• predict outcomes.• draw inferences.• locate, without teacher support, specific information from class reader and other types of texts.	

ACTIVITY PLAN

Focus Question 1.

Objectives:

What types of relations do we have with people of other countries?

Pupils will:

- define and use correctly the following concepts: relationship, interdependence, culture, relations.
- identify and discuss the different ways in which individuals may relate to each other (e.g. as family members, friends, community members, communities).
- identify the types of relations that exist between Jamaica and other countries of the region and the world.
- sustain expression in SJE.
- ask and answer questions.
- write neatly and legibly in cursive.
- write to share ideas and feelings (showing sensitivity to language).
- write independently in response to stimuli: objects, pictures, poems, stories.
- generate their own sentences using he/she/it/singular noun + base verb + s.
- spell high frequency words, sight words appropriate to grade and words encountered across subject areas.
- predict outcomes.
- draw inferences.
- respond critically to information read.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. using family photographs, engage in discussion about how family members are related. Tell what they understand by the term 'relationship'. Write sentences/paragraphs to explain how members of their family are related.</p>	<ul style="list-style-type: none"> • Discussing • Deducing 	<ul style="list-style-type: none"> • Sentences/paragraphs • Meaning of relationship
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write sentences/paragraphs about family relationships, paying attention to handwriting? 	<p><u>Materials/Resources:</u></p> <p>Photographs Pictures Text e.g. <u>Caribbean Primary Mathematics, Level 3</u></p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. identify and talk about relationships/relations between objects (size, texture, shape, etc.); colours (primary, secondary, etc.); numbers; shapes; events; etc. Manipulate shapes and write the letters representing the shapes. (Refer to <u>Caribbean Primary Mathematics</u>, page 8).</p> <p>3. discuss other kinds of relationships among people (outside of family), e.g. at school, in the community. In neat, legible handwriting, list ways in which these relationships are alike or different. Make cartoons illustrating different relationships/relations of which they are a part.</p> <p>4. in SJE, talk about the relationships/relations between communities. Suggest ways in which these relationships may be improved. Document, using a variety of modes.</p>	<ul style="list-style-type: none"> • Making comparisons • Detecting relationships • Manipulating shapes • Observing and analyzing • Selecting relevant information • Solving problems • Making inferences 	<ul style="list-style-type: none"> • Classified shapes • Example of relationships which exist within any of the following: <ul style="list-style-type: none"> - shapes - numbers - colours - groups of events - groups of people • List • Cartoons • Examples in SJE of how communities relate • Examples of how relationships may be improved
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • give examples of relationships/relations between shapes, numbers, etc.? • produce list comparing relationships/relations existing at school, in community? • draw cartoons creatively portraying relationships/relations? • give in SJE, examples of how communities relate, and suggest improvements? 	<p><u>Materials/Resources:</u></p> <p>Media articles on relationships/relations between communities Resource persons from the communities</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. make up stories about life in isolation (i.e. what life would be like without these relationships/relations of which we are all a part).</p> <p>6. engage in discussion about how countries relate to each other, bringing out the meaning of 'interdependence'. Write sentences about interdependent relationships/relations, paying special attention to the following: - use of singular noun and base verb + s - spelling - legibility of handwriting.</p> <p>7. collect labels/tags of items around the home for class discussion on the origin of these goods. Classify these into goods which are imported/exported. Start scrapbook on the topic. Identify and locate the countries from/to which goods are imported/exported. Put these on blank maps for scrapbook. Make collage depicting either imports or exports.</p> <p>8. in groups, read texts, magazines, newspapers, etc. for additional information about imports, exports, and for identifying trade as an important relationship that all countries share. Summarize their findings and report to class, using different modes.</p>	<ul style="list-style-type: none"> • Creating short stories • Predicting outcomes • Expressing ideas clearly • Using subject/verb agreement • Applying spelling rules • Writing legibly • Collecting information • Reading and classifying product labels • Locating places on map • Classifying data • Using art to express ideas • Reading/responding critically to information • Making summaries • Reporting 	<ul style="list-style-type: none"> • Short stories (oral/written) • Sentences • Maps • Collage • Summary • Oral report
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write/tell plausible and creative stories based on predictions? • write sentences legibly, using subject/verb agreement and correct spelling? • label maps neatly and accurately? • design collages with accurate information, showing creativity and clarity of ideas? • read critically to summarize information and report to class using SJE? 	<p>Materials/Resources:</p> <p>Labels/tags from items Scrapbook Blank world maps Multi-media materials on relationships between countries Texts e.g. <u>Our Home in the Caribbean</u>, Social Studies Book 3</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. collect and sort pictures according to the relationships/relations they depict between Jamaica and other countries, e.g. tourism, sports, education, etc. In groups, prepare charts to illustrate specific relationships/relations, and write/compose jingles/ rhymes/poems/songs, etc. about these relationships.</p> <p>10. a) identify key vocabulary related to the topic, and add these words to a word-bank/dictionary. b) prepare and participate in spelling contest.</p> <p>11. write in journals and share journal entries.</p>	<ul style="list-style-type: none"> • Classifying and sorting • Composing • Writing creatively • Alphabetizing • Using spelling rules • Analyzing own response to situations 	<ul style="list-style-type: none"> • Charts • Jingles/rhymes/poems/songs, etc. • Word bank/dictionary • Spelling contest • Entries in journals
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • prepare well labelled charts with accurate information? • compose creative pieces with proper sequencing and accurate content? • establish the meanings, spell correctly and alphabetize words? • write in journals using SJE? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on relationships between countries</p>	

ACTIVITY PLAN

Focus Question 2.
Objectives:

Why is it important that we relate to other countries of the world?

Pupils will:

- identify imports and exports.
- explain why particular relationships/relations exist between Jamaica and other countries of the world.
- state the advantages and disadvantages of Jamaica’s relations with other countries of the region and the world.
- discuss the opportunities tourism provides for us to relate to peoples from other countries and cultures.
- identify and discuss factors that attract tourists to Jamaica.
- define and use correctly the concepts: tourist, tourism, foreign exchange.
- identify career/employment opportunities in the tourist sector.
- discuss negative and positive effects of tourism on Jamaica.
- read and interpret horizontal and vertical bar charts.
- present information on tables, graphs, etc.
- sustain expression in SJE.
- ask and answer questions.
- pitch accurately and use singing voice to express characterization and mood.
- explain how people of different faiths in Jamaica relate to others of like faiths in other parts of the world.
- predict outcomes.
- locate, without teacher support, specific information from class reader and other sources.
- write to share ideas and feelings (showing sensitivity to language).
- write independently in response to stimuli: objects, pictures, stories.
- write for practical purposes, e.g. letter to persuade, inform.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
Pupils will: 1. view videotapes/transparencies/pictures or other multi-media materials on trade. Discuss the importance of trade to a country (e.g. earning foreign exchange), then make a summary.	<ul style="list-style-type: none"> • Observing rules of discussion 	<ul style="list-style-type: none"> • Discussion • Summary
Evaluation: Were pupils able to: <ul style="list-style-type: none"> • discuss/summarize information from videos/transparencies, etc., about the importance of Jamaica’s trade links? 	Materials/Resources: Videotapes/transparencies/pictures or other multi-media materials on trade	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2a) collect and categorize pictures, articles from newspapers, about Jamaica’s imports and exports.</p> <p>b) use bar graphs to make comparisons about: - volume of imports and exports - value of imports and exports Write about the important points.</p> <p>3. create skit and/or drawings to depict what could happen if our trading links were cut off.</p> <p>4. collect, categorize, discuss pictures depicting other relationships between Jamaica and other countries, e.g. sports, religion, education. Prepare page(s) in scrapbook under the caption ‘Other important relationships that we share’, and write sentences about the importance of each relationship shown.</p>	<ul style="list-style-type: none"> • Interpreting information • Making comparisons • Drawing conclusions • Predicting outcomes • Expressing ideas • Collecting and categorizing information • Providing information 	<ul style="list-style-type: none"> • Comparisons (written) • Skit/drawings • Scrapbook • Sentences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • identify some imports and exports? • use bar graphs to compare volume and value of trade? • produce skit/drawings showing clarity of ideas, accuracy of information, creativity, to depict the cutting of trade links? • use pictures, scrapbook, sentences, etc. to depict Jamaica’s links with other countries? 	<p><u>Materials/Resources:</u></p> <p>Projector for multi-media materials Graphic material on volume and value of Jamaica’s imports and exports Materials for producing skit/drawings Scrapbook Pictures depicting links other than trade between Jamaica and other countries Resource persons</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>5. guided by teacher, prepare simple interview schedule, of not more than five questions, aimed at finding out:</p> <ul style="list-style-type: none"> - how many religious groups/churches have linkages abroad - the countries with which they have linkages - how these linkages help them to grow and develop. <p>Using interview schedule, conduct research among religious groups/churches in the community, to find out about their linkages with similar groups abroad, and the importance of these linkages to the survival and growth of the religious groups/churches. Write a simple report of the findings, using graphs and tables where appropriate.</p> <p>6. visit a tourist resort to gain first hand information about tourism attractions and activities. Prepare a list of questions to ask of management, workers and guests. Include questions about importance of tourism to Jamaica, special features that attract tourists to the particular resort, types of employment opportunities in the industry, advantages and disadvantages of tourism to Jamaica, what can be done to attract more tourists to the island. (Tape recorder may be used to record responses). Use information to do a mini-project highlighting attractions, activities, career opportunities in the tourism industry and the advantages/disadvantages of tourism to Jamaica.</p>	<ul style="list-style-type: none"> • Conducting research • Asking appropriate questions • Preparing and presenting information • Preparing questionnaires • Asking appropriate questions • Gathering data 	<ul style="list-style-type: none"> • Questions for the interview • Research findings • Report written • Mini-project
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • prepare interview schedule, collect information and write simple reports about findings? • construct/administer questionnaires to gather information, and use this information to mount a mini-project, highlighting key features of tourism? 	<p><u>Materials/Resources:</u></p> <p>Resource persons Sites for tourism visits Texts Newspaper articles</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. in groups, make picture composition accompanied by text, depicting the importance of countries assisting each other, e.g. in times of disaster. Share the composition with the class.</p> <p>8. make a list of key vocabulary words, then prepare for and participate in class spelling contest.</p> <p>9. discuss the words to the song, "No Man is an Island" as illustrating interdependence, then perform song. Write in journals.</p>	<ul style="list-style-type: none"> • Presenting information • Competing according to spelling rules • Analyzing • Dramatizing • Writing in journals 	<ul style="list-style-type: none"> • Picture composition • Spelling contest • Defining interdependence • Journal entries
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make picture composition depicting the importance of country-to-country cooperation? • spell words correctly? • discuss "No Man is an Island" as illustrating interdependence? 	<p><u>Materials/Resources:</u></p> <p>Visual materials depicting country-to-country cooperation Materials for making picture composition Lyrics and music for song, "No Man is an Island"</p>	

ACTIVITY PLAN

Focus Question 3.
Objectives:

In what ways are we alike or different from the people to whom we relate outside of Jamaica?

Pupils will:

- identify similarities and differences among themselves.
- use information about themselves to identify similarities and differences between themselves and their penpals.
- read, listen to and retell stories, create dances and dramatize situations from these.
- sustain expression in SJE.
- speak with good voice quality (intonation, pitch, pronunciation) and delivery.
- spell high-frequency words, sight words appropriate to grade, words encountered across subject areas.
- discuss how Jamaicans are alike or different from the peoples of other countries, in terms of religion, clothing, leisure activities/entertainment, etc.
- tell the worth of a set of coins or notes.
- use art forms as a medium for personal creative expression, communication and emotional release.
- collect information on specific topics from more than one text.
- pitch accurately and use singing voice to express characterization and mood.
- compare information given in various texts on particular issues.
- write for practical purposes, e.g. letter to persuade, inform.
- locate, without teacher support, specific information from class reader and other sources.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. list information about themselves in notebooks, e.g. their name, sex, birth date, favourite foods, hobbies, etc., and make a personal chart that organizes this information for comparison with their classmates, using the categories above as headings. Use their information and that from “Children’s Own” and other newspapers, to write to penpals from other countries, requesting similar information for the purpose of making further comparisons.</p>	<ul style="list-style-type: none"> • Organizing/comparing information • Making comparisons • Writing letters 	<ul style="list-style-type: none"> • Organizational chart • Letters
<p><u>Evaluation:</u></p> <p>Were the pupils able to:</p> <ul style="list-style-type: none"> • construct neat organizational chart for comparison of bio-data? • write letters requesting information? 	<p><u>Materials/Resources:</u></p> <p>“Children’s Own” and other newspapers</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT																
<p>2. in groups/pairs, select a country with which Jamaica shares some kind of relationship and make up a list of questions about some of the things they would like to learn about the country selected. Country selected may be from the following:</p> <table border="0" data-bbox="217 579 1034 699"> <tr> <td><u>Caribbean</u></td> <td><u>North America</u></td> <td><u>Africa</u></td> <td><u>Asia</u></td> </tr> <tr> <td>Trinidad</td> <td>Canada</td> <td>Nigeria</td> <td>Japan</td> </tr> <tr> <td>Barbados</td> <td>United States of America</td> <td>Ghana</td> <td>India</td> </tr> <tr> <td>Guyana</td> <td></td> <td>South Africa</td> <td>China</td> </tr> </table> <p>Use the following areas for the investigation: language, main religion, national symbols, currency, special customs/events, special holidays, folk tales, special foods, games children play, traditional dress, sporting events, traditional music and dances. Carry out research in areas of interest identified and organize the findings on a panorama for display and comparison.</p> <p>3. Carry out further research to be able to:</p> <ol style="list-style-type: none"> identify similarities and differences detected between Jamaica and the country studied. compare the value of the currency of the country studied with the value of the Jamaican dollar. convert the currencies. compare the cost of items in both countries. 	<u>Caribbean</u>	<u>North America</u>	<u>Africa</u>	<u>Asia</u>	Trinidad	Canada	Nigeria	Japan	Barbados	United States of America	Ghana	India	Guyana		South Africa	China	<ul style="list-style-type: none"> • Using question form • Classifying/organizing information • Using resources materials • Making comparisons • Converting currencies • Identifying important details 	<ul style="list-style-type: none"> • Questions • Panorama • Research • Comparisons
<u>Caribbean</u>	<u>North America</u>	<u>Africa</u>	<u>Asia</u>															
Trinidad	Canada	Nigeria	Japan															
Barbados	United States of America	Ghana	India															
Guyana		South Africa	China															
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • construct neat panoramas with relevant information and valid content? • do research activities and display relevant findings in an appropriate manner? 	<p><u>Materials/Resources:</u></p> <p>Resource persons from High Commissions and Embassies Texts e.g. <u>Primary Social Studies</u>, Book 6 Multi-media materials on chosen countries and relevant objects/samples</p>																	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. e) describe the national symbols of countries studied – identify similarities and differences with Jamaica, f) sing the national anthems of the countries, g) make dolls depicting national dress of each country, h) perform traditional dances from the countries.</p> <p>4. using SJE, share aspects of research findings with rest of class; share stories (read/tell) from country studied. Mount exhibition of research project. Make and send invitation cards asking members of the school community to view the display.</p> <p>5. discuss, then make notes about the ways in which understanding the similarities/differences between countries can help people of the world to live in harmony.</p>	<ul style="list-style-type: none"> • Singing • Making models • Performing traditional dances • Reporting information • Storytelling • Observing rules of discussion • Note making/writing 	<ul style="list-style-type: none"> • Descriptions • National anthems • Models (dolls) • Performance of traditional dances • Stories • Invitation cards • Exhibition • Discussion • Notes/paragraphs • Observation of behaviours
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • do research activities and display relevant findings in an appropriate manner, e.g. singing anthems, performing dances? • read/tell traditional stories? • mount exhibition with correct information displayed in creative and attractive ways? • organize themselves in groups for discussion and active participation? • make notes with relevant symbols and inscription (e.g. heroes, coats of arms)? • begin to show understanding/respect for the culture of others? 	<p>Materials/Resources:</p> <p>Stories from selected countries Materials for making/mounting the exhibition Note cards (if needed)</p>	

ACTIVITY PLAN

Focus Question 4.

Objectives:

How can we ensure that Jamaica maintains good relationships with other countries?

Pupils will:

- discuss ways that, as a country, we can nurture good relations with other countries.
- identify factors that can lead to the breaking off of ties between countries.
- describe some of the possible consequences of the breaking off of ties between countries.
- identify and discuss ways in which shared values help in fostering good relations among countries and peoples.
- collect information from a variety of sources.
- present information on tables, graphs, etc.
- sustain expression in SJE.
- spell high frequency words, sight words appropriate to grade, words encountered across subject areas.
- use structural analysis (syllabication).
- read at grade level to convey message clearly to listener.
- develop and use relevant vocabulary to describe, discuss/evaluate aesthetic pieces, informational material and other material.
- write for practical purposes, e.g. letter to persuade, inform.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <p>1. with teacher, using SJE, discuss good/poor interpersonal relations. In groups, use puppetry to show examples of poor interpersonal relations and how these can be improved.</p>	<ul style="list-style-type: none">• Participating in discussion• Observing rules• Creating characters	<ul style="list-style-type: none">• Discussion notes related to topic• Puppet show
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• organize their ideas using correct mechanics, and draw inferences from using puppets?	<p><u>Materials/Resources:</u></p> <p>Paper bags or stockings (for puppets) Dictionary</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. list new words and concepts on board, break into syllables and say words, and find their meanings in dictionaries.</p> <p>3. guided by teacher through discussion, establish the importance of maintaining good relations among countries. (The role that good relations play in maintaining world peace should be emphasized).</p> <p>4. in groups, read aloud from pamphlets, newspaper headlines/articles, texts, etc., about the importance of world peace. Prepare a speech on maintaining world peace and present to class. Collect for scrapbook, articles, etc. that address world peace.</p> <p>5. engage in discussion on why tourists visit Jamaica and some of the benefits derived as a result of their visits. Summarize discussion.</p> <p>6. a) calculate tourist arrivals for a given period and the corresponding earnings. b) compare tourism totals from year to year. c) use pictographs, bar graphs, etc., to present data on tourist arrivals and the amount of money tourists spend.</p>	<ul style="list-style-type: none"> • Dividing words into syllables • Locating word meaning • Discussing • Reading aloud • Making speeches • Organizing information • Participating in discussion • Calculating • Making comparisons 	<ul style="list-style-type: none"> • Words pronounced • Meanings located • Discussion • Speeches (oral/written) • Scrapbook • Summary • Addition/subtraction • Graphs
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • syllabize words and locate meanings in dictionaries? • write sentences about the importance of world peace? • appropriately transfer information to scrapbook? • recall and summarize the benefits derived from tourism? • interpret information from data sources accurately and portray findings using graphs? 	<p><u>Materials/Resources:</u></p> <p>Pamphlets, newspaper headlines/articles, etc., on maintaining world peace Scrapbook Tourism data from print media and other sources</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. paint pictures to depict aspects of the exchange of cultures which takes place when tourists visit.</p> <p>8. read materials or newspaper articles which refer to tourists being harmed in some way, and relate incidents in their own words, using SJE.</p> <p>9. react to media-reported incidents of tourists being harmed, by relating in SJE how these incidents impact negatively on the tourist industry, and on the relations between the countries involved. Write a letter to the media expressing regret, stating either how such incidents could negatively affect relations between countries, or how such incidents could be avoided.</p> <p>10. create scenarios which depict the importance of observing rules in relating to others, at home, school, etc.</p> <p>11. read/listen to stories which illustrate what happens when countries: a) cooperate with each other (i.e. obey rules and regulations). b) do not cooperate with each other.</p>	<ul style="list-style-type: none">• Painting pictures • Reading for information• Using SJE • Establishing cause and effect• Writing letter• Creating/organizing/relating information • Role-playing • Reading information	<ul style="list-style-type: none">• Pictures • Letters • Scenarios created
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• use colour in original and creative ways in pictures depicting aspects of different cultures?• write letters with proper format and content?• create and present scenarios relevant to given theme?	<p><u>Materials/Resources:</u></p> <p>Media articles on tourist related incidents Letter pages from different newspapers Props for the scenarios Stories on relations between countries</p>	

ACTIVITY PLAN

Focus Question 4.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>12. refer to newscast and newspaper stories about foreigners who have been victims of crimes in Jamaica. Discuss ways in which crime and violence can hurt relations between countries. Make list of suggestions for dealing with such problems.</p> <p>13. prepare page(s) in scrapbook to depict factors that harm relations between countries, and possible ways of improving them.</p> <p>14. with teacher, compare customs of peoples of other countries with those of Jamaica, to bring out the fact that although we may practise different customs, there is still interdependence among countries, and that understanding and respect can help to create peace and unity. Present research findings.</p> <p>15. examine the story of "The Good Samaritan", or similar stories from other major religions, and discuss ways in which the story illustrates care and respect, in spite of differences in nationality, customs or creed.</p>	<ul style="list-style-type: none">• Identifying cause and effect • Organizing information • Analyzing information • Making inferences• Participating in discussion	<ul style="list-style-type: none">• List of suggestions • Scrapbook • Research findings • Discussion
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• make list with relevant suggestions?• organize information appropriately in scrapbook?• do research, and give adequate and appropriate information in findings?	<p><u>Materials/Resources:</u></p> <p>Media articles on crimes against foreigners Scrapbook Multi-media materials on the customs of different countries Related stories from major religions</p>	

ACTIVITY PLAN

Focus Question 4.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>16. in groups:</p> <ul style="list-style-type: none"> a) create and present scenarios, which show how understanding, care and respect can overcome difficulties, and help to build and maintain good relations. b) create and perform rhymes/jingles/skits/pop songs, etc., entitled, 'Maintaining good relations with other countries is a must'. <p>17. using new words learnt, do for further study, e.g.</p> <ul style="list-style-type: none"> a) syllabication b) locating dictionary meaning c) building word bank d) explaining in own words, their understanding of words or phrases encountered. <p>Organize and participate in spelling contest based on these words.</p>	<ul style="list-style-type: none"> • Creating/performing pieces • Using vocabulary words 	<ul style="list-style-type: none"> • Scenarios • Rhymes/jingles,etc. • Spelling contest
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create scenarios relevant to theme, which had an impact on the audience? • compose rhymes/jingles/skits/songs, etc. with appropriate lyrics? • syllabize unfamiliar words, suggest their meanings and use dictionary, etc., to locate meanings for these words? • obey spelling contest rules? 	<p><u>Materials/Resources:</u></p> <p>Props for scenarios Music to support lyrical compositions</p>	

GRADE THREE

Unit Title: **ASPECTS OF THE JAMAICAN CULTURE**

Term: **TWO**

Unit: **THREE**

Duration: **FOUR WEEKS**

FOCUS QUESTIONS:

1. What is culture?
2. (a) How did the Jamaican culture emerge? (b) How does it continue to evolve?
3. Why is our culture valuable to us?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Be aware of and appreciate the diversity of symbols, customs and practices among different groups 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • define and use the concept, culture. • explain how culture evolves over time. • identify and list sources from which aspects of our culture are derived. • explain how various ethnic groups contributed to our cultural development. • research and present information about the development of Jamaica's culture in a variety of ways. • draw conclusions from a given series of events about the development of the Jamaican culture. • analyse and explain how the Jamaican culture continues to evolve. • identify cultural aspects that are uniquely Jamaican. • state ways in which pupils individually and collectively influence culture, e.g. music, foods. • name the National Heroes and Heroine, giving reasons why the country honours each of them. • identify national symbols and explain how they help to promote national identity and unity. • conduct research on specific aspects of the Jamaican culture. • use pictures or three-dimensional forms to depict aspects of our culture. 	<p>ancestors ethnic groups Tainos Spanish English Africans East Indians Chinese Syrians/Lebanese culture heritage evolve dress bandana dance kumina bruckins mento music drama speech food folklore slavery emancipation</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Identify, create and respond to sounds in the environment • Recognize that individuals, while unique, also belong to several different groups, and that groups have rules and authority figures • Explore and know about the dynamic interaction of the physical, emotional and mental aspects of their lives and those of others • Give and receive information 	<ul style="list-style-type: none"> • identify ways in which we promote, retain and transmit some aspects of culture. • identify the changes in some aspects of our culture over the last fifty years (dress, dance, food, etc.). • listen to and retell traditional, local and international folk tales. • explore the role of culture in promoting international understanding. • perform simple Caribbean folk songs and music for a variety of events and occasions. • identify or compose musical pieces for special occasions. • listen to and dramatize stories, songs, poems. • make up and perform dance pieces. • identify the major occupations in the visual arts, e.g. painters, sculptors. • demonstrate appreciation for the works of art produced by visual arts practitioners in the community. • demonstrate understanding of the fact that moral values are essential for the development of character. • develop a sense of responsibility for the consequences of their actions. • collect information from a variety of sources. 	<p>patois colony reggae soca Caribbean bandana Rastafarian Hindu Muslim Christian Jew traditions community foreign exchange independence indigenous custom Creole tourist festival celebrations national symbols National Heroes identity trade exchange tax value valuable</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know and use basic language skills and the conventions of spoken and written language • Respond critically and aesthetically to a variety of stimuli • Represent and interpret numerical/pictorial data • Appreciate that interdependent relationships are necessary for survival, growth and development 	<ul style="list-style-type: none"> • distinguish between Creole and Standard Jamaican English (SJE), recognizing that language changes according to situation. • use vocabulary from research/stories to complete word bank and class dictionary. • using SJE, talk freely about cultural development/emergence/evolution. • write in journals and share journal entries. • translate phrases and sentences from Creole to SJE. • use art forms as a medium for personal creative expression, communication and emotional release. • with awareness of role in group, participate in corporate music making for school and community events. • read a calendar and recognise the relationship between time units. • use various types of measurements in estimating and comparing. • identify appropriate units of measure for items bought and sold. • identify and evaluate the advantages of tourism to Jamaica. • identify careers and employment opportunities in the tourism sector. • describe ways in which people can earn a living from marketing culture. 	

ACTIVITY PLAN

Focus Question 1.
Objectives:

What is culture?

Pupils will:

- define and use correctly the concept of culture.
- explain how culture evolves over time.
- distinguish between Creole and SJE, recognising that language changes according to situation.
- conduct research on aspects of Jamaican culture.
- collect information from a variety of sources.
- with awareness of role in the group, participate in corporate music making for school and community events.
- listen to and retell stories.
- identify or compose music pieces for special occasions.
- listen to and dramatize stories, songs, poems.
- make up and perform dance pieces.
- use art forms as a medium for personal creative expression, communication and emotional release.
- use pictures or three-dimensional forms to depict aspects of our culture.
- use vocabulary from research/stories to complete word banks.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to folk tales/songs, e.g. “Anancy and the Porridge” and “Carry Mi Ackee go a Linstead Market”, and answer questions as to what aspects of life they portray. In storytelling sessions, tell folk tales of their own choosing. 2. learn and perform dialect pieces/folk songs then discuss the aspects of life demonstrated in the dialect pieces/folk songs. 	<ul style="list-style-type: none"> • Listening for details and meaning • Telling stories in SJE or Creole • Performing folk pieces • Analyzing information 	<ul style="list-style-type: none"> • Answers to questions • Storytelling • Performance pieces
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify aspects of culture in stories and songs? • tell relevant stories with expression? • perform dialect pieces and folk songs employing appropriate expressions and movements? 	<p>Materials/Resources:</p> <p>Films, videos or audio tapes Newspapers or magazines Texts, e.g. <u>Carlong Primary Social Studies Series</u>, Books, 1 – 6</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. view video tape of traditional dances, e.g. Kumina, Quadrille, Bruckins, Dinki Mini, Maypole, etc. Discuss and list the origin and characteristics of each, and occasions on which they are performed. Review tape without narration and identify each dance based on its characteristics.</p> <p>4. use dance map to identify and list places where folk dances originated and where they are practised.</p> <p>5. listen to or sing pop, rap or reggae songs which describe aspects of our way of life.</p> <p>6. view visuals (pictures, etc.) which show the way of life of various ethnic groups, e.g., Africans, Indians, Chinese and Europeans.</p> <p>7. using Creole or SJE, discuss with teacher aspects of the songs, music, dances, etc., which they have viewed, listened to or performed, and answer questions which will lead to a definition of culture as “the way of life of a people”. Orally, or in writing, present definition of ‘culture’.</p> <p>8. after discussion, make a collage/montage to depict aspects of culture, e.g. food, dress, music, dance, art, craft, buildings, religion, celebrations/festivals, etc.</p>	<ul style="list-style-type: none"> • Observing for details and information • Analyzing dances • Recalling information • Reading maps • Listening for details and meaning • Analyzing information • Inferring meaning • Discussing for defining concept • Explaining concept • Depicting aspects of culture 	<ul style="list-style-type: none"> • Identification of dances • Lists of places • Answers to questions • Definition of culture • Collage/montage
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • correctly identify the dances? • list places where dances originated? • orally or in writing explain clearly the concept ‘culture’? • make collages/montages which creatively/ interestingly depict aspects of our culture? 	<p><u>Resources/Materials:</u></p> <p>Films, video tapes, audio tapes or appropriate computer software Newspapers or magazines Resource persons Resources, e.g. monuments, buildings, photographs, pictures, booklets and flyers Live cultural groups, e.g. Kumina dancers Texts, e.g. <u>Carlton Primary Social Studies</u>, Books 1 – 6</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>9. in groups, draw and/or dress dolls to show dress (clothing) for different occasions and talk freely in Creole or SJE about food, dress and music for special occasions. Explain the differences.</p> <p>10. plan menus and make menu cards for Sunday dinner, Christmas Dinner, a birthday party, a wedding and a wake. Read and display according to categories.</p> <p>11. classify and display aspects of our culture under the caption "This is our culture".</p> <p>12. with teacher, discuss how (a) pupils' culture makes them different from people in another country, (b) all people on earth have a culture that is uniquely theirs, (c) people are the way they are because of their culture.</p> <p>13. interview resource persons (structuring questions around aspects of culture identified earlier) representing cultures of other areas (e.g. Africa, India, China, Japan, Korea, United States of America, Canada, Caribbean) to identify and list some similarities and differences, between their cultures and Jamaica's.</p>	<ul style="list-style-type: none"> • Recognising special occasions • Planning menus for special occasions • Classifying information • Mounting display • Making inferences • Drawing conclusions • Participating in discussion • Designing interview schedule • Listing similarities and differences 	<ul style="list-style-type: none"> • Dolls in different forms of dress • Menu cards for different occasions • Cultural display • Participation in discussion • Interview schedule • Interview notes • List of similarities and differences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • dress dolls appropriately for different occasions? • work out menus for different occasions identified and make attractive menu cards? • mount display which accurately reflected aspects of culture? • observe the rules of discussion, e.g. listen to others; wait turn to speak; ask relevant questions; make appropriate responses, etc.? • design an interview schedule to obtain relevant information? • make concise and accurate notes? • prepare list showing similarities and differences between cultures? 	<p><u>Materials/Resources:</u></p> <p>Materials for dress Sample menu cards Resource persons</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>14. write letters in SJE to resource persons (a) thanking them for granting the interviews, and (b) summarising what they learnt about the culture of the countries from which the resource persons came.</p> <p>15. draw/make/collect and display musical instruments to accompany folk songs and dances.</p> <p>16. in groups, with help of resource persons, create folk dances and perform them.</p>	<ul style="list-style-type: none"> • Writing in SJE • Summarising information • Drawing/collecting/ displaying musical instruments • Creating and performing folk dance 	<ul style="list-style-type: none"> • Letters in SJE • Display of musical instruments • Folk dance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write thank you letters which included summary of main points of interview? • identify and display musical instruments used for folk songs? • create dances which employed traditional techniques? 	<p><u>Materials/Resources:</u></p> <p>Samples of musical instruments Resource persons Tapes of folk songs/dances</p>	

ACTIVITY PLAN

Focus Question 2.

- (a) How did Jamaican culture emerge?**
- (b) How does it continue to evolve?**

Objectives:

Pupils will:

- identify and lists sources from which aspects of our culture are derived.
- explain how various ethnic groups contributed to our cultural development.
- research and present in a variety of ways information about the development of Jamaica’s culture.
- collect information from a variety of sources.
- identify and discuss cultural aspects that are uniquely Jamaican.
- draw conclusions from a given series of events about the development of the Jamaican culture.
- in SJE, relate information about culture.
- analyse and explain how the Jamaican culture continues to evolve.
- state ways in which they can individually and collectively influence culture, e.g. music, foods.
- identify ways in which we promote, retain and transmit some aspects of culture.
- using SJE, talk freely about cultural development/emergence/evolution.
- arrange dates in chronological order.
- name the National Heroes and Heroine, giving reasons why the country honours each of them.
- read calendar and recognise the relationship between time units.
- identify national symbols and explain how they help to promote national identity and unity.
- identify appropriate unit of measurement for items bought and sold.
- use various types of measurements in estimating and comparing.
- identify the changes in some aspects of our culture over the last fifty years, e.g. dress, dance, food, etc.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. conduct research and make brief notes about how Jamaica got its name, and dramatize the naming of Jamaica by the Tainos. 2. identify and list other ways in which the Tainos contributed to the development of Jamaican culture (food, buildings, furniture, artwork, place names, etc.), and where possible, make drawings or clay models of these. 3. use the map of Jamaica to find places named by Tainos. 	<ul style="list-style-type: none"> • Researching information • Dramatizing naming ceremony • Researching and organizing information • Manipulating materials • Making models/drawings • Reading maps 	<ul style="list-style-type: none"> • Notes • Dramatic piece • List of contributions • Models/drawings

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. collect and display pictures of things (artifacts) left by the Tainos. Display models as well.</p> <p>5. use photographs, pictures, descriptive paragraphs to identify and list the various ethnic/national groups – Spanish, British, Africans, Indians, Chinese, Syrians/ Lebanese and Jews who came to Jamaica. Explain, after discussion, who the ancestors of the Jamaican people are. Use a map to locate places on the continents from which they came.</p> <p>6. listen to information about the coming of the ancestors and give reasons to explain why they came to Jamaica. Sequence the arrival times of the different ancestral groups on a time line.</p> <p>7. in groups, dramatize an aspect of religion or special festival unique to different groups of our ancestors.</p>	<ul style="list-style-type: none"> • Mounting displays • Analyzing pictures • Locating places on a map • Listening for information • Sequencing events • Dramatizing aspects of culture 	<ul style="list-style-type: none"> • Display • List of ethnic/national groups • Countries from which ancestors come • Reasons why ancestors came • Time line • Dramatic piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write brief notes on how Jamaica got its name? • dramatize naming ceremony? • list ways in which the Tainos contributed to the development of Jamaica’s culture? • use suitable materials to make models/drawings reflecting aspects of Taino culture? • mount attractive and informative display on aspects of Taino culture? • use maps to locate and name places on the continents from which our ancestors came? • give reasons for the coming of the ancestors to Jamaica? • correctly sequence the arrival times of the different ancestral groups? • creatively dramatize aspects of religion/special festivals? 	<p><u>Materials/Resources:</u></p> <p>Text (for teachers) – <u>People Who Came</u>, Book 1 <u>Ballads For Jamaica</u> – Alma Norman <u>Carlton Primary Social Studies</u>, Books 1 – 5 Newspapers, magazines, pictures, photographs, models and other resources Resource persons Video tapes, audio tapes or relevant computer software Monuments, buildings, museums, parks, caves and other relevant places for visits Materials, from JIS, JCDC, JTB, hotels and travel agents</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>8a) talk with grandparents/older members of the community about cultural practices and customs which are passed from one generation to the next.</p> <p>b) dramatize, draw or create cartoon strips where a grandparent/older community member shows a child how to carry out one of these practices.</p> <p>9. suggest, after discussion with teacher, ways in which our culture will continue to evolve, and talk about their role in the process.</p> <p>10. use maps to locate places of ancestral significance, e.g. places named by Spaniards, Great Houses, African free villages, forts and bridges.</p> <p>11. match names to likenesses of Heroes/Heroine and explain why they are honoured by the country.</p>	<ul style="list-style-type: none"> • Conducting interview • Illustrating a cultural practice • Making inferences • Locating places on a map • Identifying Heroes/Heroine 	<ul style="list-style-type: none"> • Interview notes • Dramatic piece/drawing/ comic strips • List of suggestions about cultural evolution • Places located • Identification of Heroes/ Heroine • Reasons for honouring Heroes/Heroine
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write interview notes in SJE? • through drama/art, illustrate the stages and processes involved in a particular cultural practice? • suggest ways in which our culture will continue to evolve? • locate places of ancestral significance on a map? • correctly identify each National Hero and the Heroine and explain why they are honoured? 	<p><u>Materials/Resources:</u></p> <p>Maps Resource persons Materials for making cartoon strips Likenesses of the National Heroes and Heroine</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>12. use dates of birth and death of National Heroes to calculate their ages. Rank them in order of age at death. Organize pictures of National Heroes and Heroine in chronological order in a scrapbook, and using SJE, highlight under each picture the most important contribution made by the National Heroes and Heroine to Jamaica's cultural development.</p> <p>13. in groups, collect and display pictures, samples, photographs, dolls, puppets, models, drawings, to show changes in aspects of culture – dress, dance, food, music, art, sports, buildings, religion, games, language, over the past one hundred years.</p> <p>14. conduct research to find out what notes/coins were used in the past (as far back as possible). Collect and display these. Find out, by talking to older persons, how the purchasing power of money has changed over the last ten to twenty years. Record findings in a scrapbook with relevant sentences.</p>	<ul style="list-style-type: none"> • Organising pictures in chronological order • Identifying important details • Mounting display • Finding information 	<ul style="list-style-type: none"> • Heroes in chronological order • Important contributions of each Hero and the Heroine to culture • Display • Scrapbook entries • Sentences
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • place the National Heroes and Heroine in chronological order? • identify the contribution of the National Heroes and the Heroine to the development of our culture? • attractively mount pictures of national symbols in scrapbook? • write sentences which clearly explained the importance of national symbols? • mount display which conveys how aspects of our culture have changed over the years? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on the National Heroes and Heroine Samples, photographs, dolls, puppets, models and other resource materials Resource persons</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT								
<p>15. look at advertisements in old newspapers and compare the prices of items in the following categories with their prices today – food, furniture, clothing, real estate. Make a sample table showing the differences between the prices of the items today and ten to twenty years ago.</p> <p><u>Table</u></p> <table border="1" data-bbox="180 542 1034 793"> <thead> <tr> <th data-bbox="180 542 294 603">Item</th> <th data-bbox="294 542 603 603">Price 10 – 20 Years Ago</th> <th data-bbox="603 542 791 603">Price Today</th> <th data-bbox="791 542 1034 603">Difference</th> </tr> </thead> <tbody> <tr> <td data-bbox="180 603 294 793"> </td> <td data-bbox="294 603 603 793"> </td> <td data-bbox="603 603 791 793"> </td> <td data-bbox="791 603 1034 793"> </td> </tr> </tbody> </table> <p>16. use words and concepts relating to our cultural development in creative writing for journals or portfolios.</p>	Item	Price 10 – 20 Years Ago	Price Today	Difference					<ul style="list-style-type: none"> • Reading for information • Presenting information in tabular form. • Comparing prices • Writing creatively 	<ul style="list-style-type: none"> • Completed table • Creative writing
Item	Price 10 – 20 Years Ago	Price Today	Difference							
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • accurately compare the movement in prices of selected items over the last ten to twenty years and record this in a table? • use words and concepts relating to our cultural development in creative writing? 	<p><u>Materials/Resources:</u></p> <p>Old newspapers, magazines, etc. Resource persons</p>									

ACTIVITY PLAN

Focus Question 3.

Objectives:

Why is our culture valuable to us?

Pupils will:

- explain how culture helps to promote national unity and identity.
- perform simple Caribbean folk songs and music suited for a variety of events and occasions.
- explore the role of culture in promoting international understanding.
- identify the major occupations in the visual arts, e.g. painters, sculptors.
- demonstrate appreciation for the works of art produced by visual arts practitioners in the community.
- use art forms as a medium for personal creative expression, communication and emotional release.
- demonstrate understanding of the fact that moral values are essential for the development of character.
- develop a sense of responsibility for the consequences of their actions.
- describe ways in which people can earn a living from marketing culture.
- identify career and employment opportunities in the tourism sector.
- identify and evaluate the advantages of tourism to Jamaica.
- state ways in which pupils individually and collectively influence culture, e.g. music, food.
- translate phrases and sentences from Creole to SJE.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> a) brainstorm to arrive at an understanding of the concept of 'value', b) with teacher and through discussion, develop an understanding of the fact that culture gives us a personal as well as a national identity. c) make statements about the ways in which culture is valuable to us as a people. 	<ul style="list-style-type: none"> • Brainstorming • Defining concepts • Making inferences • Drawing conclusions 	<ul style="list-style-type: none"> • Definition of concept in oral/written statements • Conclusion about the value of culture
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce a working definition of the concept of 'value'? • make statements about the ways in which culture is valuable to us as a people? 	<p><u>Materials/Resources:</u></p> <p>Dictionaries</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>2. collect photographs, pictures of persons who help to promote/market our culture (sports men/women, musicians, artists, actors/actresses, dancers, traders). Mount them in a scrapbook and write sentences in SJE to explain how they promote/market our culture. Select one such person and dramatize how he/she promotes the culture.</p> <p>3. collect and display labels of Jamaican foods, spices, drinks which we export (e.g. Walkerswood spices and sauces; liquor, ginger products; Blue Mountain Coffee). Explain how the sale of these items abroad helps to promote our culture.</p> <p>4. recall information gathered so far on tourism, and design a poster to illustrate aspects of our culture which attract tourists to Jamaica (e.g. music festivals, golf and other sporting tournaments).</p> <p>5. listen to a resource person talk about how the country earns money from tourism through the marketing/promotion of our culture. Pretend to be Minister of Tourism and prepare speech on the subject for presentation to the class.</p>	<ul style="list-style-type: none"> • Collecting and mounting photographs • Writing in SJE • Dramatizing • Collecting and displaying items • Designing posters • Listening for information • Asking appropriate questions • Preparing and making speech 	<ul style="list-style-type: none"> • Scrapbook • Sentences in SJE • Dramatization • Display of labels • Explanation • Poster • Speech
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • present attractive scrapbook pages depicting the promoters of our culture? • write statements about each in SJE? • dramatize an individual's promotion of our culture? • display labels attractively and explain how the sale of these items abroad helps to promote our culture? • design attractive poster illustrating a particular aspect of our culture that appeals to visitors? • present speech which captured the important points made by resource persons? 	<p>Materials/Resources:</p> <p>Photographs, pictures of cultural promoters Labels of Jamaican export products Multi-media materials on Jamaican tourism Resource persons</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>6. produce creative piece – song, poem, poster, etc. to demonstrate the value of our culture. Make up their own titles, e.g. “My culture is valuable to me” “Hey! People of Jamaica, respect your culture!”</p> <p>7. go on field trip to art galleries, museums, national parks, heritage sites, etc., to investigate how aspects of our culture are preserved and passed on. Record their findings. Either use drama to show how they can preserve/protect/transmit the culture, or write an article for the ‘Childrens’ Own”.</p> <p>8. design and issue invitation cards to parents and members of the school community inviting their participation in a Culturama.</p> <p>9. with teacher, parents and members of the school community, stage Culturama to showcase aspects of culture identified throughout the unit (food, dance, music, traditional dress, religion, etc.). Plan, prepare and share this experience with the rest of school community.</p>	<ul style="list-style-type: none"> • Expressing ideas creatively • Investigating preservation of culture • Recording observations • Dramatizing • Writing newspaper article • Designing invitation cards • Planning and staging Culturama • Working effectively in groups 	<ul style="list-style-type: none"> • Creative pieces • Statements • Drama • Article • Invitation cards • Culturama • Observation of cooperative behaviour
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce creative pieces which showed an understanding and appreciation of the value of our culture? • observe and record accurately, information about the preservation and transmission of our culture? • dramatize or write articles which clearly demonstrate their understanding of their role in cultural presentation and transmission? • design attractive invitation cards that contained the relevant information? • plan and stage Culturama which showcased the unique aspects of Jamaican culture? • work cooperatively in groups? 	<p><u>Materials/Resources:</u></p> <p>Cultural sites Instruments for recording information from field trips Materials for making invitation cards Props for Culturama performances</p>	

TERM 3

GRADE THREE

Unit Title: **LIVING AND NON-LIVING THINGS IN MY ENVIRONMENT**

Term: **THREE**

Unit: **ONE**

Duration: **SIX WEEKS**

- FOCUS QUESTIONS:**
1. How can I tell if something in my environment is living?
 2. Why do living things need special habitats?
 3. How are living and non-living things affected by changes in the environment?
 4. In what ways are non-living things and living things interdependent?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Give and receive information • Know and use basic language skills and the conventions of spoken and written language • Apply relevant decoding skills to the reading process • Respond critically and aesthetically to a variety of stimuli • Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • discriminate between inhaled and exhaled air. • sustain expression in Standard Jamaican English (SJE). • collect information from a variety of sources about special habitats of living things. • interpret key ideas and words in text. • talk freely about observations. • generate own sentences using plurals. • distinguish between Creole and SJE forms. • use structural analysis (prefixes and suffixes). • use structural analysis (syllabication). • read and respond to characters or situations in class reader or story. • develop and use relevant vocabulary to describe, discuss, evaluate aesthetic pieces, informational material and other material. • use art as a medium for personal creative expression, communication and emotional release. • spell high frequency words, words appropriate to grade, words encountered across subject areas. • write to share ideas and feelings on what they have observed (on the habitats of some animals). 	<p>living non-living habitat environment respond drought flood natural classify symbol weather climate changes growth physical reproduce excrete feed movement interdependent cycle affect</p>

<p align="center">ATTAINMENT TARGETS</p>	<p align="center">OBJECTIVES</p>	<p align="center">KEY VOCABULARY/ CONCEPTS</p>
<ul style="list-style-type: none"> • Apply study skills and be able to do research for information • Explore attributes of people and objects in order to classify and make comparisons • Represent and interpret numerical/pictorial data • Successfully demonstrate motor movements appropriate to the grade level • Demonstrate an awareness of time and the relationships between occasions or events • Identify, create, and respond to sounds in the environment 	<ul style="list-style-type: none"> • locate without teacher support, specific information from class reader and other types of texts. • use body parts and movements to depict life processes. • differentiate between living and non-living things. • use pictures or three-dimensional forms to depict people, animals, plants and faces observed in the environment. • cut, tear, fold, join, draw, paint, model, assemble, using a variety of materials to create two-and three-dimensional images representing relationships. • estimate, measure and compare units of measure in appropriate situations. • present information using graphics from text. • collect and record attribute data (relating to observations of living things that live in different habitats). • use tally marks to record data (where appropriate). • read a calendar and recognize and state the relationship between elements of time. • recognize that movement occurs when the brain sends messages to the muscles. • identify the effects that changes of time and seasons have on living things. • identify ways in which the physical environment has changed over time in different places (locally). • create a sound picture depicting environmental sounds. • create sound pictures depicting scenes. 	

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPTS
<ul style="list-style-type: none"> • Know the important features of the environment • Demonstrate care and use precautionary measures that reduce the risk of harm to oneself, others and the environment • Appreciate that interdependent relationships are necessary for survival, growth and development 	<ul style="list-style-type: none"> • observe changes that occur to a seed as it germinates over a period of time. • infer that some plants produce flowers while some do not. • make inferences and draw conclusions about the requirements of plants and animals for survival. • give similarities and differences for a given group of animals and their different habitats. • list some differences between plants and animals (of different habitats). • identify and discuss processes that all living things undergo. • explore the relationships between the physical environment and the water, food, shelter and clothing of peoples of different parts of the world. • create or depict ways of influencing others to appreciate the importance of proper use and management of the environment. • discuss the importance of proper disposal of waste. • use visual aids to identify the features of animals in dry habitats and aquatic habitats and discuss the differences. 	

ACTIVITY PLAN

**Focus Question 1.
Objectives:**

How can I tell if something in my environment is living?

Pupils will:

- identify and discuss processes that all living things undergo.
- use body parts and movements to depict life processes.
- discriminate between inhaled and exhaled air.
- infer that some plants produce flowers, while some do not.
- observe the changes that occur to a seed as it germinates over a period of time.
- create sound picture depicting scenes.
- use structural analysis (prefixes and suffixes).
- develop and use relevant vocabulary to describe, discuss, evaluate aesthetic pieces, informational materials and other material.
- locate, without teacher support, specific information from class reader and other types of texts.
- differentiate between living and non-living things.
- sustain expression in SJE.
- talk freely about observations.
- use structural analysis (syllabication).
- use pictures or three-dimensional forms to depict people, animals, plants, faces observed in the environment.
- estimate, measure and compare units of measure in appropriate situations.
- present information using graphics from text.
- recognize that movement occurs when the brain sends messages to the muscles.
- read and respond to characters or situations in class reader or story.

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. collect pictures (or specimens) of living and non-living things, label each as 'living' or 'non-living', and write a brief narrative on the common characteristics of the things in each category. 2. listen to/read story "The Greedy Dog" (from <u>Story Time 3</u> - LMW Series), and list the characteristic/features that indicate that the dog is a living thing. Perform a creative piece to demonstrate three of the characteristics of living things. (NB: 'living' includes things <i>that once were alive</i>, and characteristics of these are – movement (including locomotion), excretion, reproduction, response/reaction to stimuli, feeding, growth, respiration.) 	<ul style="list-style-type: none"> • Classifying things • Listing the characteristics • Listening for information • Drawing conclusions • Differentiating between living and non-living 	<ul style="list-style-type: none"> • Narrative • List of characteristics • Creative piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a narrative with valid characteristics for each category (especially 'living')? • give list with relevant characteristics of living things with reference to the dog? • perform a creative piece that clearly demonstrates one of the characteristics of living things? 	<p><u>Materials/Resources:</u></p> <p>Pictures of living and non-living things Specimens/samples of living and non-living things <u>Story Time 3</u> – LMW Series Audio- or Video recorder for capturing performance piece; Text e.g. <u>First Steps in Science</u>, Book 3 Tape</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. work in pairs using mirrors placed under each others' nostrils, to make observations and give simple explanations of these in a brief narrative Then list as many words as possible that differ from each other by the prefix used, and relate to living things (e.g. inhale/exhale, molar/pre-molar, inflate/deflate, living/non-living).</p> <p>4. make sound pictures/collages depicting the melodic and rhythmic sounds of living and non-living things at a given location, (e.g. stadium during a sports event), and allow peers to identify the sound source(s).</p> <p>5. in groups, enclose a selected area of school yard. Do tally of the different animals and plants found in the area, and represent this in a pictograph /bar graph. Select three pea or corn seeds, and place in container with moistened paper. Record the changes in the seeds over the next 10 – 14 days, and represent the initial and final states, using visual/graphic means (e.g. labelled diagram).</p>	<ul style="list-style-type: none"> • Observing for details • Hypothesizing about observed phenomena • Developing vocabulary • Composing sound pictures/collages • Interpreting patterns • Tallying living things • Observing animals/plants • Constructing pictograph/bar graph • Communicating information • Monitoring changes 	<ul style="list-style-type: none"> • Narrative • List of matched prefixes • Performance of sound picture • Pictograph/bar graph • Visual/graphic representation
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce narrative in SJE with relevant observations, correct explanations? • make a list with adequate number of relevant prefixes? • create a sound picture/collage representative of sound source as shown in identification by peers? • produce pictograph/bar graph displaying correct tally of organisms? • make visual/graphic representations that conveyed correct information and clearly illustrated the changes in the seed? 	<p><u>Materials/Resources:</u></p> <p>Mirrors Dictionary (scientific) Materials for producing sound pictures/collages Audio- or Video recorder for capturing performances Tapes</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

Why do living things need special habitats?

Pupils will:

- collect and record attribute data (relating to observation of living things that live in different habitats).
- give similarities and differences for a given group of animals and their different habitats.
- list some differences between plants and animals (of different habitats).
- use visual aids to identify the features of animals in dry habitats and aquatic habitats, and discuss the differences.
- explore relationships between the physical environment and the water, food, shelter and clothing of peoples in different parts of the world.
- collect information from a variety of sources (about special habitats of living things).
- spell high frequency words, sight words appropriate to grade, words encountered in vocabulary lesson.
- write to share ideas and feelings on what they have observed (on the habitats of some animals).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. select an area of soil at home or in school yard, and make observations about the living things found there above and in the soil. Tabulate findings of number, types of living things, and where found (above ground, on soil, in soil). 2. go on field trip (nature walk) and count animals found on vegetation. Tally numbers of the different types of animals and record where found (on tree, grass or shrub, etc.). Discuss why particular animals are found in specific locations and write brief narrative using SJE (1 - 3 paragraphs) on why a particular location was beneficial to the named animal. 	<ul style="list-style-type: none"> • Organizing information • Locating living things in their habitats • Tallying types of animals • Making inferences about animals' habitats 	<ul style="list-style-type: none"> • Completed table • Tally sheet • Narrative
<p>Evaluation:</p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce table with variety of living things and corresponding location of habitats? • give tally with correct numbers for each animal found? • produce narrative in SJE, with valid reasons for location being beneficial to named animal? 	<p>Materials/Resources:</p> <p>Sites for habitat observations Multimedia materials on animals (to enable their identification, etc.) Resource person(s)</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. in groups, discuss how animals would react if removed from their particular habitats. Create and perform a dramatic piece to convey how a selected animal would behave if removed from its habitat and placed in an unsuitable area.</p> <p>4. discuss the habitats of plants and animals in different parts of the world, (dry and aquatic habitats among others), and the features that make the habitats suitable. Use visual/multimedia materials as stimuli. Select one of the plants/animals and write a paragraph on the features of the animal that enable it to live in its particular habitat. Share paragraph with class.</p> <p>5. in groups, do a project on how the food, shelter and clothing of peoples in different parts of the world are different from their own, and report findings to the class in a display.</p>	<ul style="list-style-type: none"> • Communicating ideas through performance piece • Making inferences • Organizing and presenting information • Seeking information • Communicating ideas • Sharing ideas 	<ul style="list-style-type: none"> • Performance piece • Paragraph • Group display
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce a performance piece which accurately portrayed the responses of the animal? • write a paragraph in SJE and in legible writing with correct and relevant features for the selected plant/animal? • produce a display showing clearly the food, shelter and clothing of peoples in the different habitats? • identify high frequency used words and record in word bank? 	<p><u>Materials/Resources:</u></p> <p>Props for performance piece Visual multi-media materials on different habitats and the plants and animals in them Materials for making the display Multi-media materials on the food, shelter and clothing of people in different parts of the world</p>	

ACTIVITY PLAN

Focus Question 3.

How are living and non-living things affected by changes in the environment?

Objectives:

Pupils will:

- identify the effects that changes of time and seasons have on living things.
- identify ways in which the physical environment has changed over time in different places (locally).
- discuss the importance of proper disposal of waste.
- make inferences and draw conclusions about the requirements of plants and animals for survival.
- use tally marks to record data (where appropriate).
- read a calendar and recognize and state the relationship between time limits.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. individually or in groups, discuss the changes they have observed in their surroundings that have affected them negatively or positively. Give reasons in a paragraph, as to whether these changes were caused by living and/or non-living things. 2. select a site that has experienced some physical change (e.g. area damaged by a fire, or by flooding), and write a fictional piece about a named animal that survived the change, and the animal's response to the change. Make sure to include calendar information (date, season, etc.). 	<ul style="list-style-type: none"> • Sharing ideas • Justifying a particular viewpoint • Communicating ideas • Matching data/seasons with events 	<ul style="list-style-type: none"> • Paragraph • Fictional piece
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write a paragraph that lists specific environmental changes and identifies the causes of those changes? • produce a fictional piece with valid match of animal and its responses to change, using correct and appropriate calendar information? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials including computer databases, e.g. Internet, on change in habitat Resource person(s) Media articles on physical changes in the local environment</p>	

ACTIVITY PLAN

Focus Question 4.

In what ways are non-living things and living things interdependent?

Objectives:

Pupils will:

- create or depict ways of influencing others to appreciate the importance of proper use and management of the environment.
- distinguish between Creole and SJE forms.
- generate own sentences using plurals.
- interpret key ideas and words in text.
- spell high frequency words, sight words appropriate to grade, words across subject areas.
- locate, without teacher support, specific information from class reader or other types of texts.
- use art forms as a medium for personal creative expression, communication and emotional release.
- cut, tear, paste, fold, join, draw, paint, label, assemble, using a variety of materials, to create two-and three-dimensional images representing relationships.
- create a sound picture depicting environmental sounds.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. in groups, research, from a variety of texts and other multi-media materials, ways in which identified non-living things and/or living things are important to named living things. Report on these in the environment. 2. do observations of living and non-living things in home, school yard, and conduct research (using interviews, picture collection, etc.) to compile information on how living things depend on living and/or non-living things. Report on findings, including specific ways named living things depend on living and/or non-living things, e.g. caterpillar - vegetable leaves or lignum vitae leaves. 	<ul style="list-style-type: none"> • Analyzing and organizing information • Inferring from research data • Communicating ideas • Observing details • Classifying objects • Conducting research • Asking questions 	<ul style="list-style-type: none"> • Group report • List of key words • Report
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • produce a report with correct information, valid relationships named? • give a report with valid stated relationships between living and non-living things, and living things? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on relationships between living and non-living things Computer databases, e.g. Internet Sites for observations Resource person(s); Text, e.g. <u>First Steps in Science</u> - Books 1- 6</p>	

ACTIVITY PLAN

Focus Question 4.

<u>PROCEDURES/ACTIVITIES</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>
<p>3. create a story, aesthetic piece or performance piece, to express their ideas on how their lives would be affected if named living and non-living things were removed from the environment.</p> <p>4. go on a field trip or nature walk to listen to sounds in their environment and record all the sounds heard. Name the sounds made by living things, and reproduce these using voice and/or other instruments and materials. Demonstrate how one of the sounds was made by the living thing.</p>	<ul style="list-style-type: none"> • Creating written, aesthetic piece • Creating sound pictures • Imitating sounds 	<ul style="list-style-type: none"> • Story/aesthetic piece/performance piece • Performance of sounds made by living things • Demonstration of sound
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • create a story, an aesthetic piece or a performance piece that conveyed correct information, accurately depicted their ideas, and which made an impact on the audience? • correctly reproduce the sounds heard on the field trip/nature walk? • demonstrate how the animal made the particular sound? 	<p><u>Materials/Resources:</u></p> <p>Site for field trip Audio or Video-recorder or other device for recording sounds heard Tapes, materials/instruments for reproducing sounds heard Materials/props for aesthetic/performance piece</p>	

GRADE THREE

Unit Title: **CARING FOR MY ENVIRONMENT**

Term: **THREE**

Unit: **TWO**

Duration: **SIX WEEKS**

FOCUS QUESTIONS:

1. What is my physical environment?
2. Why and how should we care for our environment?
3. How can I persuade others to care for the environment?

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPT
<ul style="list-style-type: none"> • Demonstrate care and use precautionary measures that reduce the risk of harm to oneself, others and the environment • Appreciate that interdependent relationships are necessary for survival, growth and development • Give and receive information 	<p>At the end of this unit, pupils will:</p> <ul style="list-style-type: none"> • classify things in the environment in a variety of ways (natural, man-made). • identify basic shapes, forms, colours and textures observed in the physical environment. • explain why it is now most urgent to protect the physical environment. • identify ways in which the physical environment has changed over time, in different places (locally). • discuss and practise conservation of resources, e.g. water and electricity. • explain how the physical environment affects the ways in which people meet their basic needs. • create and depict ways of influencing others to appreciate the importance of proper use and management of the environment. • identify resources in the environment, including people and places. • sustain expression in SJE. • talk freely about observations. 	<p>environment natural man-made urban rural industrial interior agricultural interview schedule physical pollution conserve recycle reuse resources water sunshine forest minerals</p>

ATTAINMENT TARGETS	OBJECTIVES	KEY VOCABULARY/ CONCEPT
<ul style="list-style-type: none">• Use recognizable handwriting and appropriate spelling and vocabulary to write for a variety of purposes • Respond critically and aesthetically to a variety of stimuli • Identify, create and respond to sounds in the environment	<ul style="list-style-type: none">• spell high frequency words, sight words appropriate to grade, words encountered across subject areas.• write to share ideas and feelings (showing sensitivity to language).• write for practical purposes, e.g. letter to persuade, inform. • with less teacher support, read and respond to characters or situations in class reader or story.• respond critically to material read and observed.• develop and use relevant vocabulary to describe, discuss or evaluate aesthetic pieces, informational material and other material. • identify paper, metal, wood sounds in the environment - continuous, detached or sustained.	

ACTIVITY PLAN

Focus Question 1.

Objectives:

What is my physical environment?

Pupils will:

- classify things in the physical environment in a variety of ways (natural, man-made).
- identify basic shapes, forms, colours and textures observed in the physical environment.
- explain how the physical environment affects the ways in which people meet their basic needs.
- identify resources in the environment, including people and places.
- sustain expression in SJE.
- talk freely about observations.
- spell high frequency words, sight words appropriate to grade, words encountered across subject areas.
- respond critically to material read and observed.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. name all that they see, hear, smell and feel from different places in their home, school and community. Using their list, classify things around them as natural and man-made. 2. examine pictures and other visual materials depicting different types of physical environment - natural/man-made, living/non-living, plants, animals and other things. Discuss (using SJE) how these are different/similar, and make a table stating the comparisons. 	<ul style="list-style-type: none"> • Observing the environment • Recording observations • Classifying objects • Making comparisons • Drawing conclusions • Organizing information in table 	<ul style="list-style-type: none"> • List of observations • Table
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • use sense organs to observe things in the environment? • classify things as natural and man-made? • produce table showing valid comparisons? 	<p><u>Materials/Resources:</u></p> <p>Multi-media materials (print, pictures, photographs, computer software, video-cassettes, etc.)</p>	

ACTIVITY PLAN

Focus Question 1.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>3. read text, etc. to find information on what is a resource (persons, places, things). Add word 'resource' to word bank. Write a sentence to explain what is a resource, and list six things in the environment that can be classified as resources.</p> <p>4. examine stories, pictures and other visual materials on life in different physical environments (various climatic types), as well as their own, and note the similarities and differences for food, shelter, clothing (basic needs). Draw conclusions about how the physical environment affects the ways in which people meet their basic needs and report these in a brief narrative.</p>	<ul style="list-style-type: none">• Gathering information• Writing definitions • Drawing conclusions• Analyzing information	<ul style="list-style-type: none">• List• Sentence • Narrative
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• list six resources found in the environment?• write a sentence giving clear definition for 'resource'?• write a narrative with similarities and differences clearly stated and with relevant conclusions?	<p><u>Materials/Resources:</u></p> <p>Stories Pictures Other visual materials Texts, etc. on resources</p>	

ACTIVITY PLAN

Focus Question 2.

Objectives:

Why and how should we care for our environment?

Pupils will:

- explain why it is now most urgent to protect the physical environment.
- identify ways in which the physical environment has changed over time, in different places (locally).
- discuss and practise conservation of resources, e.g. water and electricity.
- sustain expression in SJE.
- spell high frequency words, sight words appropriate to grade, words encountered across subject areas.
- develop and use relevant vocabulary to describe, discuss or evaluate aesthetic pieces, informational material and other material.
- read and respond to characters or situations in class reader or story.
- write to share ideas and feelings (showing sensitivity to language).

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. listen to and read the stories, “The Boy and the Dyke”, “Crossing Over the Gully” or other stories relating to caring for the environment. Discuss the lessons taught by each story, and list ways in which the characters in each story cared for the environment. 2. observe pictures (still and moving), and read stories about the results of not caring for the environment. Discuss, then write a list of ways/results of not caring for the environment, e.g. landslides, cutting down of trees, polluted rivers, improper disposal of waste, smoke from vehicles and factories, unhealthy environment, diseases, (e.g. typhoid). 3. discuss, using SJE, words and concepts relating to caring for the environment, and start a class word bank on the environment. Talk about measures that can be put in place to reduce the effects of a flood, e.g. keeping drains and gullies clear. 	<ul style="list-style-type: none"> • Analyzing information • Gathering information • Developing a word bank 	<ul style="list-style-type: none"> • List • List • Class word-bank
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • make a list about the characters in the story with relevant examples? • write a list of ways/results of not caring for the environment? • start a class word bank of words/concepts relating to the environment? 	<p><u>Materials/Resources:</u></p> <p>Pictures, photographs, audio-visuials, textual materials, stencils, cartridge paper, Multi-media materials on reducing the effects of natural disasters Props for role-play LMW series Multi-media materials on results of environmental degradation Resource persons</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>4. in groups, research or interact with resource person(s), discuss findings. Then role-play some problems that may result from lack of care of the environment, e.g. getting diseases such as dengue fever, vomiting (gastro-enteritis); loss of food, shelter and income; destruction of natural habitat (homes) of plants and animals, etc.</p> <p>5. design, then use a questionnaire to find out from older persons in the community, ways in which the environment has changed over time, e.g. conversion of buildings from residential to commercial use. Write their findings in a paragraph. Collect/take photographs or make own drawings of the existing environment; collect pictures or make drawings showing aspects of the physical environment in the past. Then mount a display depicting how the environment has changed over a period of time.</p> <p>6. create a dance depicting the difference between a polluted and clean environment (using three patterns, one motif, three locomotory and one non-locomotory movement). Teacher and pupils could, in designing of the costumes for the dance, investigate how colour affects mood, conveys meaning, etc.</p>	<ul style="list-style-type: none"> • Researching for information • Role-playing • Constructing questionnaires • Conducting interviews • Recording responses • Mounting displays • Creating a dance 	<ul style="list-style-type: none"> • Role-play • Questionnaires • Paragraph • Display of environmental changes • Dance
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • role-play and clearly portray the problems resulting from environmental degradation? • design a questionnaire with appropriate questions? • write a paragraph accurately reflecting results of their interviews? • mount a display that correctly depicted environmental changes over a period? • perform a dance depicting the differences between a polluted and clean environment? 	<p><u>Materials/Resources:</u></p> <p>Resource person Costumes Cartridge paper Materials for making display Pictures Photographs</p>	

ACTIVITY PLAN

Focus Question 2.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>7. working in groups, use a rhythmic pattern to make up a dub poem or rap to show what they have learnt about the care of the environment.</p> <p>8. examine the examples of global environmental concerns, e.g. disappearing forest and wild life, rise in infectious diseases due to depletion of the ozone layer, 'green house' effect, and create a list of actions that each can take to prevent further damage.</p> <p>9. begin an illustrated journal about caring for the environment. Their ongoing observations about things people do to care for/destroy the environment, as well as their own efforts to protect the environment, should be included.</p> <p>10. construct, with teacher assistance, rating scale/checklist to rate student/teacher behaviour re care for the environment. Construct rubric and observe and rate their own as well as the behaviours of classmates over an agreed period.</p>	<ul style="list-style-type: none">• Creating a dub poem/rap• Analyzing information• Making inferences• Evaluating behaviour• Constructing and using checklist• Constructing and using rating scale	<ul style="list-style-type: none">• Dub poem/rap• List• Checklist• Rating scale
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none">• produce a dub poem/rap with relevant lyrics?• give list of appropriate actions?• construct an appropriate rating scale?• construct an appropriate checklist with relevant behaviours?	<p><u>Materials/Resources:</u></p> <p>Multi-media materials on environmental issues Information from resource persons</p>	

ACTIVITY PLAN

Focus Question 3.

How can I persuade others to care for the environment?

Objectives:

Pupils will:

- create and depict ways of influencing others to appreciate the importance of proper use and management of the environment.
- participate in listening games to identify paper, metal, wood sounds in the environment - continuous, detached or sustained.
- write for practical purposes, e.g. letter of invitation.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
<p>Pupils will:</p> <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) examine simple letter formats and identify their common elements. b) read and discuss articles, letters submitted to newspapers addressing environmental issues. c) write letters to newspaper editor or friends encouraging others to care for the environment. 2. examine examples of posters and identify effective elements such as: <ol style="list-style-type: none"> a) attracting attention by use of bright contrasting colours, b) use of minimal and clear lettering, c) strong image or illustration which reflects what the poster is about, d) straightforward message. Create sketches for a poster with a message advocating care for the environment. 3. utilize half, dotted quarter, quarter and eighth notes to create a variety of rhythm patterns set to 4/4 metre. Then write a short positive message on the care of the environment and set these to the rhythm pattern developed. Create a rap piece or song from this. 	<ul style="list-style-type: none"> • Analyzing written materials • Writing persuasively • Analyzing visual elements • Critiquing art work • Drawing images • Drafting lettering • Selecting and applying colours • Creating rhythm 	<ul style="list-style-type: none"> • Letter • Sketch • Rap piece/song
<p><u>Evaluation:</u></p> <p>Were pupils able to:</p> <ul style="list-style-type: none"> • write letter in SJE, using letter format with persuasive language, and relevant content? • make sketch with effective written message, image, lettering and use of colour? • perform rap piece/song, showing ability to be accurate in note value, timing and accentuation, while conveying clear message with relevant content? 	<p><u>Materials/Resources:</u></p> <p>Clippings of articles, letters from printed text on environmental issues e.g. Children’s Own, Teen Herald, environmental magazines, Posters, paint, markers Writing material to record musical notation Non-pitched percussion instruments</p>	

ACTIVITY PLAN

Focus Question 3.

PROCEDURES/ACTIVITIES	SKILLS	ASSESSMENT
4. use words relating to care of the environment to create a song, and then perform it. 5. create a sound picture using street sounds, sounds at sea, as well as other sounds, to depict order and chaos in the environment (including ideas, mood feelings), and ask peers to identify which of the two environmental situations is being depicted.	<ul style="list-style-type: none">• Selecting appropriate notes• Creating song • Selecting broad blocks of sound• Using music expressively• Critiquing of performance pieces	<ul style="list-style-type: none">• Musical performance • Sound collage
<u>Evaluation:</u> Were pupils able to: <ul style="list-style-type: none">• perform a song with clear message, relevant content, performance impact, while showing ability to be accurate in note value and accentuation and awareness of audience?• produce sound collage with clear message, good choice of sequencing of sounds?	<u>Materials/Resources:</u> Non-pitched percussion instruments Writing materials to record musical notation Sound sources Materials for producing sound collage	

NOTES ON ASSESSMENT

The evaluation of pupil progress and the achievement of the attainment targets and objectives in the curriculum involve making valid inferences. To be valid, such inferences must be based on factual evidence, that is, pupils' responses, behaviours and self-reports gathered from a variety of sources over a given period of time.

This evidence should help answer the question, "Has this pupil achieved the attainment targets or objectives for this unit?"

For example, a portfolio that focuses on a pupil's development of reading skills, should contain evidence such as samples of work from which you could judge whether or not the student is making progress in using specific skills when reading.

How is Evidence of Learning Collected?

Evidence of learning should be collected in an on-going continuous process using a variety of techniques. This process of collecting information and recording students' responses in order to find out what students know and can do is called Assessment.

Assessment can begin before, continue during and occur after the lesson or unit has been taught. The purpose for which information is collected can be different at various times in the learning process. For example, some strategies such as homework, can be used to give pupils practice and to evaluate pupils' understanding of concepts or use of skills that are being introduced during the lesson or unit. Other strategies such as end-of-unit tests, give an overview at the end of the period of instruction of what the students know about the objectives taught in that unit.

The collection of information should be purposive, and be planned at the same time that instructional activities are being planned. Before teaching the unit, the teacher should know what assessments will be used for assigning a final grade for the pupils' reports and records. This is especially important if pieces of work or products done during the lesson will form part of the end-of-unit or end-of-term assessments. For example, if a portfolio is being used, this needs to be defined before teaching the unit, or if some pieces of homework or group work will count towards the final grade, pupils need to know this fact and be able to identify which pieces will be needed. Assessment should not be an after-thought. It is an integral part of the delivery of instruction.

Assessing Young Children

The characteristics of the grades 1 - 3 (6 - 8 year-old) child should be considered when designing the activities tasks or products that will provide the evidence you need. Children in this age group are still in the concrete operational stage (Piaget) and are experiencing rapid growth and development; mentally, physically, and socio-emotionally. Because of this, their learning is not very stable, so that

assessment activities, done within one month of each other could show very different results. To apply permanent labels such as ‘slow learners’ or ‘learning - disabled’ at this stage is neither fair nor useful.

Also, the attention span, especially for grade 1 pupils, is short, and writing and reading skills are just emerging. This means that assessment activities, like learning activities, should be short and interesting. In addition, assessment activities should focus on observations, and samples of work that do not depend solely on written exercises and tests.

Assessment in the Curriculum

In the curriculum guide, the column marked “Assessment” refers to the end result of a class activity i.e. the products and processes (from class activities) as demonstrated by pupil output – a letter, a list, a model, a performance, a debate, portfolio entry etc. It therefore can show the extent to which the objective is being achieved. Students also need a chance to practise the new skills that are being learned and to get feedback to ensure that learning is progressing satisfactorily.

Using tangible products and processes

These products and processes that are students’ responses to an activity can be used in a variety of ways when assessing students. Some of these products are “tangible”. Tangible products such as samples of written work, or objects made in response to the learning, can be collected, stored and rated at the same time or at a later date. In a portfolio, these samples such as a letter, or drafts of the letter can remain as permanent evidence of students’ progress.

Using non-tangible products or processes

For some non-tangible products or processes there would not be a permanent record of the students’ responses or behaviour unless these were taped, or recorded in some way. Records of the response are kept, not the response itself. Some examples of these are performances such as a dance, or an oral presentation such as a speech, or a class debate. Sometimes a teacher also needs to evaluate the processes or procedures that students use while creating the product.

Non-tangible products or processes are often assessed by direct observations in a natural or contrived situation. These responses are scored and/or recorded by using rating scales, checklists, anecdotal records (or anecdotal notes), or behaviour tallies, and are assessed while the performance or oral presentation is taking place or while students are demonstrating the procedures.

If an assessment strategy such as an oral presentation is to be used, this has to be organized and sufficient time allocated so that each child will have an opportunity to give his/her presentation. A method of recording and scoring the presentation needs to be developed.

Using self-reports

Self-reports can be thought of as self-observations. These observations by a student of his/her own work and personal experiences such as those entered in a personal journal, can give valuable information about students' experiences while they are learning. These products can be generated in response to a directive from a teacher or may occur spontaneously. While the information from personal journals is useful, this type of journal should not be graded.

Using specific assessment tasks

Students' responses can also be obtained from specific activities that have been designed only for assessment, for example a test. These are activities that you give students to do, so that they can demonstrate by their responses that they have gained the knowledge, or skills that were outlined in the lesson or unit objectives and in the attainment targets. The activities can be based on the assessment of an objective in isolation, e.g. multiple-choice items or on a combination of objectives, such as in more complex performance tasks or projects. The assessment activities can be different from the learning (class) activities as students often need to demonstrate their newly acquired skills in new situations. For example, children should demonstrate their reading skills by reading new material, not by reading passages on which they have practised. Some schools routinely have monthly tests. However, because the curriculum is in units, schools could consider having unit assessments and grades, by combining tests with samples of class work, or projects to arrive at a final grade.

Record Keeping

Records of pupils' performance need to be established as soon as teaching begins for the term, and should be kept consistently. Not all assessment products/performances or homework assignments will form part of the final grade. You, as class teacher, or the school will have to decide which targets and objectives are most critical to report on, and how each piece of evidence from the assessments will be used to evaluate the extent to which the targets and objectives have been met.

Records can be kept as a class mark sheet, or as individual record cards for each pupil. Pupil portfolios can also be kept for a prescribed period. Data from these items can be transferred to end-of-term report cards and also be kept handy for teachers – parent conferences.

THE NEED FOR TECHNOLOGY IN EDUCATION

One of Jamaica's immediate goals is to raise the quality of education. This requires that primary schools produce graduates who are literate, numerate and possess the skills which foster learning. The use of technology plays its part in this process.

The Ministry of Education and Culture, in partnership with the private sector, is exploring the potential of information and communication technology as a tool for aiding curriculum delivery in schools.

It is proposed that all primary schools will have access to Internet facilities in the very near future. Some primary schools already have computer laboratories in addition to other technologies.

The Objectives of Technology in Education are to:

- facilitate the teaching and learning process.
- promote problem solving and critical thinking skills.
- help in the development of life-long learning.
- enhance the various learning strategies required to meet the needs of the diverse population in schools.
- support the instructional process and classroom administration.

Technology Includes:

- | | | | |
|-----------------------|----------------|---------------------|-----------------|
| • Computers | • Mirrors | • Opaque Projectors | • Time Pieces |
| • Telephones | • Light Tables | • VCRs | • Flipcharts |
| • Slide Projectors | • Scissors | • Scrapbooks | • Maps & Charts |
| • Tape Recorders | • Pictures | • Models | • Cameras |
| • Television Sets | • Charts | • Magnetic Boards | • Films |
| • Overhead Projectors | • Scripts | • Radios | |

Technology Can Assist in:

- Problem Solving
- Data Collection
- Communication
- Presentation
- Information Management
- Decision Making

Technology Brings Alive These Instructional Practices

- Individual Learning Styles
- Multi-sensory Styles
- Hands-on Experiences
- Cooperative Learning Groups to :
 - bring out leadership skills and
 - draw out the best skills / talents of each member
- Problem solving Practices

Technology Allows the Teacher to:

- increase interest within the classroom.
- increase the voluntary time spent on each task.
- increase the educational gains, especially for slow learners as against the traditional lecture style of teaching.
- give pupils the opportunity to ask questions, seek answers and test answers.
- teach basic skills.
- encourage pupils to develop and use high order thinking skills.
- offer an expanded horizon : multicultural and geographical.
- prepare pupils to cope with technology in the real world.
- teach abstract concepts and complex systems.
- teach problem solving concepts.

Technology Allows Pupils to:

- see, touch and gain meaningful experiences.
- be involved in an environment that encourages teamwork and collaborative inquiries. Pupils share and cooperate more when they are competing against the computer instead of against each other.
- develop their leadership abilities and use their best skills when working in small groups.
- see the connection between the classroom and the real world.
- test their solutions against pupils in other schools, nationally and internationally.

What is the Internet?

The Internet is a worldwide telecommunications system that provides connectivity for thousands of other smaller networks. Therefore, the Internet is referred to as a network of networks that enables computers of all kinds to share services and communicate directly with each other. The Internet is highly decentralized and therefore there is no standard set of commands used from one site to another. No one owns the Internet; the cost of operations is shared jointly by its users: educational organizations, government research agencies, the military and commercial organizations.

How Big is the Internet?

It is difficult to count the number of computers on the Internet because so many computers are connected to networks that are connected to the Internet. However, it is safe to estimate that as many as fifty million people use the Internet on a regular basis.

For the teacher, the Internet means two things, resources and the tools for accessing those resources. The resources comprise files, human resource documents and software. The tools are what the teachers use to find that proverbial “needle in the Internet haystack”, some of these being e-mail and ftp file transfer.

In using the Internet, pupils can communicate with other pupils anywhere in the world. They can research and locate information and do file transfers.

Technology Appropriate to Various Grades

Grades One to Three

Though the availability of computers may be limited in grades one to three, technology is a major tool to enhance the teaching and learning processes in these grades. Where computers are available, recommended software packages should be used. These are the formative years in which the teacher should recognize the deficiencies in the pre-requisites for language and mathematics, and use the computer with appropriate software and other technology to try and rectify the situation.

Grades Four to Six

If a computer laboratory is available and sessions are timetabled for computing, then the teacher can use the following suggestions to teach the subject in these grades.

Grade 4

- | | |
|--|---|
| (1) Keyboard Skills (recognize letters and use these keys) | (3) Peripherals |
| (2) Different terms used and parts of the computer | a) Printers c) Speakers |
| a) Keyboard f) Modem | b) Scanners d) Head Phones |
| b) Monitor g) Phone lines and jacks | |
| c) CPU h) Network | (4) Simple word processing documents |
| d) Mouse i) Drives – Storage: | (5) Use of information from: |
| e) Diskettes | a) Research |
| | b) Internet |
| | (6) Games |

Grade 5

- (1) Keyboard Skills (recognize and use other keys)
- (2) Word processing - composing:
 - a) Letters
 - b) Memos
 - c) Reports
 - d) Projects
- (3) Introduction of Key computer terms
 - a) Memory – (ROM and RAM)
 - b) BYTE, MB, KB, GIG
 - c) Software
 - d) Compact Disks
 - e) Operating Systems, DOS, WINDOWS 95, WINDOWS 98, WINDOWSNT.
- (4) Introduction of drawing programs
- (5) Introduction of simple graphics
- (6) Creation of games for the pupils
- (7) Skills on the use of the Internet (if available)

Grade 6

- (1) Word processing – composing continue:
 - a) Letters
 - b) Memos
 - c) Reports
 - d) Projects
- (2) Graphics
- (3) Drawing and games
- (4) Introduction of spreadsheet
- (5) Import of “picture and clip art” into word processing and spreadsheet documents
- (6) Introduction of simple databases
 - a) Collect information/data
 - b) Store information
 - c) Introduce – fields, records, files
- (7) Creation of charts/graphs from information in the database and/or spreadsheet

By the end of grade six (where a computer laboratory is present), the students should be computer literate, be able to use the Internet, to send e-mail messages, search the world wide web and make local and international contacts.

LANGUAGE ARTS

ATTAINMENT TARGETS AND OBJECTIVES

GRADE ONE

1. Give and receive information

- use home language to talk about self and experiences
- respond to questions expressed in Standard Jamaican English (SJE)
- follow directions given in SJE
- attempt to use SJE structures to express self
- identify, describe, list items of various kinds

2. Listen to and speak with sensitivity to audience

- wait their turn
- demonstrate awareness of school and non-school audience
- give praise and acknowledge the contribution of others
- recognise that spoken language involves interaction and courtesy – use ‘Please,’ ‘Thank you’

3. Apply relevant decoding skills to the reading process

- use context clues, e.g. pictures
- use sound-symbol relationships when encountering new words, e.g. letter sound, onset and rime analogy
- recognise basic sight words appropriate to grade
- read aloud text appropriate to grade

4. Read for meaning, fluency and enjoyment

- use a variety of clues to gain information
- read aloud text suited to grade level to convey message to listener
- make adjustments about stories
- with teacher’s assistance, distinguish between fantasy and reality
- predict outcomes
- draw inferences
- show interest in learning to read

5. Respond critically and aesthetically to literature and other stimuli

- with teacher support, listen to and retell stories
- with teacher support, read and respond to characters or situations in class reader or story
- express understanding of story or poem, using any form of the creative arts
- listen to, and create patterns like patterns in rhymes, stories, poems, songs, chants
- talk about situations in stories about which they feel strongly
- develop stories from pictures
- read, perform rhymes and poems

6. Apply study skills and be able to search for information

- use parts of a book: back and front, title page, etc.
- locate information on calendar, map, chart
- put items into categories

7. Use recognizable handwriting and appropriate spelling and vocabulary

- use lines and spaces
- form letters and copy a sentence
- use capital and common letters
- spell high-frequency words, sight words and words with the flecional endings '-s', '-es', '-ed', '-ing'

8. Write to narrate, persuade and for a range of transactional purposes

- write simple sentences to complete language experience stories composed by class
- write briefly about personal experiences in their journals
- with assistance, write freely in response to stimuli: pictures, objects, stories, songs, poems.
- begin to show narrative form in their stories
- identify an audience in their writing
- make lists, record observations, and personal experiences
- write cards, notes, messages
- begin to apply steps in process-writing – re-reading, using simple checklist

9. Know and use basic language skills and the conventions of spoken and written language

- respond to, and with varying degrees of consistency and competency use
 - parts of the verb 'to be,' present and past tense
 - present continuous tense
 - the base verb and base verb + s
 - regular and irregular plural nouns
 - pronouns 'I', 'me', 'my'
 - parts of the verb 'to have'
 - parts of the verb 'to do'
 - full stops, commas
- attempt to identify when SJE is begin used

GRADE TWO

1. Give and receive information

- attempt to use SJE structures to express self
- give and respond to instructions
- listen to ideas of other, clarify meanings and information
- deliver a message accurately
- give news reports, directions, explanations
- ask and answer questions

2. Listen and speak with sensitivity to audience

- wait their turn
- listen and respond appropriately to adults
- attempt to use language suited to the situation (code switch)
- make comparisons when talking about interests
- use 'Please', 'Thank you'

3. Apply relevant decoding skills to the reading process

- use sound-symbol relationships when encountering new words with
 - single consonants in initial, medial and final positions
 - long and short vowels
 - the silent 'e'
 - onset and rime
- use context clues, e.g. pictures
- read aloud text appropriate to grade

4. Read for meaning, fluency and enjoyment

- read grade-level text message clearly to listener
- establish cause and effect
- draw inferences
- predict outcomes
- interpret character traits
- make judgements about stories
- with teacher support, distinguish between fantasy and reality
- choose to read outside of prescribed reading period

5. Respond critically to literature and other stimuli

- read and respond to characters to characters or situations in class reader or story/stories
- read, perform, rhymes and poems
- listen to and create language patterns from patterns in rhymes, poems, stories
- listen to and retell traditional folk tale or story
- talk about situations in stories and poems about which they feel strongly

6. Apply study skills and be able to search for information

- with teacher support, find specific pieces of information in class reader and other texts
- put information into categories
- choose suitable text from a range of texts

7. Use recognisable handwriting and appropriate spelling and vocabulary

- show increasing competence in forming letters
- begin to form cursive letters
- spell a range of high-frequency and sight words
- spell words with endings '-s', '-es', '-ed', '-ing'
- spell words encountered in vocabulary lessons

8. Write narrative to persuade for a range of transactional purposes

- write their own versions of language-experience stories composed by class
- write simple sentences about their own experiences
- begin to use different kinds of sentence patterns
- write with feeling to express personal experiences
- with support, write in response to stimuli: pictures, objects, poems,
- use descriptive words
- record observations about home, school, community
- write invitations, messages, notices
- re-read their writing to suggest changes they should make
- use simple checklist for proof-reading

9. Know and use basic skills and the conventions of spoken and written language

- begin to make choices between home language and SJE in use of
 - the base verb + s
 - present and past tense forms of the verb 'to be'
 - present and past continuous tenses
 - regular and irregular plural nouns
 - pronouns 'I', 'me', 'my', 'mine',
 - past tense with '-ed'
 - questions with 'is/are', 'has/have', 'does/do',
 - negative forms of verb 'to do'
- use full stops, commas
- attempt to identify when SJE is being used

GRADE THREE

1. Give and receive information

- sustain expression in SJE
- give news reports, directions, explanations and descriptions clearly
- ask and answer questions

2. Listen and speak with sensitivity to audience

- respond appropriately in special situations: greetings, introductions, expressing thanks, showing visitors around etc.
- listen and respond appropriately and audibly, using some code-switching strategies
- speak with awareness of intonation, pitch, pronunciation, etc.
- respond appropriately in speech and body language when spoken to.

3. Apply relevant decoding skills to the reading process

- use consonant blends, consonant digraphs, clusters introduced in grade two with greater consistency
- use consonant doubling
- apply appropriate consonant sounds, e.g. 'c', in 'cane', 'city', 'decide',
- use structural analysis of
 - compound words
 - contractions
 - prefixes
 - suffixes
 - syllabication
- use contextual analysis of
 - synonym clue
 - comparison and contrast clue
 - mood or situation clue
 - experience
 - read grade level and more complex texts aloud

4. Read for meaning, fluency and enjoyment

- read to convey message clearly to listener
- predict outcomes
- draw inferences
- establish character traits
- make adjustments about texts
- choose to read a number of texts

5. Respond critically and aesthetically to literature and other stimuli

- read and respond to characters or situations in class reader or story
- express their understanding of a story or poem in any form of the creative arts
- talk about situations in stories and poems about which they feel strongly
- read and perform poems
- retell stories
- talk about matters of interest in the media (newspaper, radio, television)

6. Apply study skills and be able to search for information

- choose suitable text from a range of texts
- identify specific information from a range of texts
- use subheadings, titles, illustrations, etc. as a guide for text selection
- begin to use telephone directory, dictionary, encyclopaedia
- locate, without teacher support, specific information from class reader and other types of texts including maps, charts, diagrams

7. Use recognizable handwriting and appropriate spelling and vocabulary

- form cursive letters
- write neatly and legibly in cursive
- spell words with
 - vowel combinations: 'ee', 'ea', 'oo', 'ei'
 - consonant combinations: 'th', 'sh', 'ch', etc.
 - consonant doubling, e.g. planning
- spell words that drop the final 'e', before adding 'ing'
- spell high-frequency words, sight words appropriate to grade and words encountered across subject areas

8. Write to narrate, persuade and for range of transactional purposes

- vary sentence patterns
- write to share ideas and feelings (showing sensitivity to language)
- show ability to sequence ideas
- write independently in response to stimuli: objects, pictures, poems, stories
- complete simple documents
- write for practical purposes, e.g. letter to persuade, inform
- read and revise writing

9. Know and use basic language skills and the conventions of spoken and written language

- generate their own sentences using
 - types of the simple sentence
 - negative and interrogative forms of the simple sentence
 - the verb forms
 - simple present
 - simple past, regular and irregular
 - future
 - present and past continuous tense
 - irregular verbs
 - but, who, when, where to expand sentences
 - he/she/it singular noun, + base verb + s
 - male and female forms of nouns
 - the apostrophe 's' singular and plural
 - the pronoun he, she
 - adverbs and adjectives to describe effectively
 - 'do' and 'wh' questions
 - full stop, comma, speech marks, exclamation signs
- distinguish between Creole and SJE grammatical structures
- show awareness that language changes according to the situation
- distinguish between false homonyms e.g. an/on; hat/hot

MATHEMATICS

ATTAINMENT TARGETS AND OBJECTIVES

(AT refers to an Attainment Target; 1.1.1 etc. refers to the Grade, then Attainment Target, then Objective.)

GRADE 1

NUMBER

- AT1 Understand the ideas of sets.**
- 1.1.1 Group real or representative objects in many ways.
 - 1.1.2 Use the word 'set' when referring to a group.
 - 1.1.3 Identify objects which are in and which are not in a set.
 - 1.1.4 Determine, by matching members, a set with the same or fewer members than another.
 - 1.1.5 Identify the number/numeral for a set with one through ten members.
 - 1.1.6 Demonstrate an understanding of the serial order of the numbers one through ten (e.g. know that six is one more than five, seven is one more than six, etc.).
 - 1.1.7 Compare two numbers and tell which is greater.
 - 1.1.8 Partition a set with two to ten members into two sets.
 - 1.1.9 Discover and show the number for a whole set and each of its two parts.
- AT2 Know the value of numerals and associate them with their names, numbers and ordinals.**
- 1.2.1 Use the ordinal numbers 'first', 'second', etc.
 - 1.2.2 Recognize the numerals '0' through '10' and associate them with sets having the corresponding number of members.
 - 1.2.3 Recognize the words 'zero' through 'ten' and associate them with sets having the corresponding number of members.
 - 1.2.4 Write the numerals '0' through '10' and associate them with the corresponding words.
 - 1.2.5 Represent numbers by strokes, bundles of ten and single ones.
 - 1.2.6 Group objects in tens and ones and write the number of tens and the number of ones.
 - 1.2.7 Read and write the numerals 11 through 100 and associate them with the numbers they represent.
 - 1.2.8 Apply base ten concepts to money (e.g. $\$10 + \$1 = \$11$).
- AT3 Use the basic operations with numbers and number patterns.**
- 1.3.1 Join two sets into one set having as many as ten members and show the relationship between the two sets using a sentence.
 - 1.3.2 Know the 'one more than' facts.
 - 1.3.3 Know the 'one less than' facts.
 - 1.3.4 Know up to 'make ten' facts.
 - 1.3.5 Know the 'doubling' facts.
 - 1.3.6 Describe a simple fraction as one part out of several equal parts.
 - 1.3.7 Tell whether or not a given picture shows halves.

- 1.3.8 Tell whether or not a given picture shows fourths (quarters).
- 1.3.9 Show one half or fourth of a given object.
- 1.3.10 Identify in different ways, from given quantities, halves and quarters.
- 1.3.11 Associate the joining of two sets with addition.
- 1.3.12 Use addition facts when solving problems stated orally.
- 1.3.13 Show pairs of related addition facts (e.g. $3 + 5 = 8$, and $5 + 3 = 8$) as suggested by a picture (commutative ideas).
- 1.3.14 Memorize and recall addition facts up to a sum of ten (at least).
- 1.3.15 Associate the addition of three numbers with the joining of three sets.
- 1.3.16 Add two 2-digit numbers or one 2-digit and one 1-digit number, without renaming, horizontally or vertically.
- 1.3.17 Remove a part from a set of ten or fewer numbers, tell the number of the remaining part, and write a sentence to show the relationship between the sets.
- 1.3.18 Associate the removal of a part of a set with subtraction.
- 1.3.19 Apply the relationships learnt in joining and separating sets in picture situations.
- 1.3.20 Memorize and show subtraction facts from a maximum of ten (e.g. $9 - 2 = 7$, and $9 - 7 = 2$).
- 1.3.21 Distinguish between problems given orally which suggest addition and those which suggest subtraction.
- 1.3.22 Use the inverse relationship between addition and subtraction (e.g. $7 + 3 = 10$ and $10 - 7 = 3$).
- 1.3.23 Separate a set of objects into three parts and show the relationship between the three sets.
- 1.3.24 Use addition and subtraction facts to complete number sentences.
- 1.3.25 Demonstrate an understanding of the serial order of numbers up to 100.
- 1.3.26 Identify the next number in any sequence of counting numbers.
- 1.3.27 Count by twos (up to twenty at least).
- 1.3.28 Show the greatest or the least of a set of given numbers.
- 1.3.29 Identify even and odd numbers.
- 1.3.30 Count on the even numbers only.
- 1.3.31 Count on the odd numbers only.
- 1.3.32 Count in tens up to 100.

AT4 Use mathematical symbols for comparison and decision making.

- 1.4.1 Use '+' and '-' to write addition and subtraction facts suggested by the joining and partitioning of sets.
- 1.4.2 Use the '=' and '≠' symbols to identify correct or incorrect addition and subtraction facts.
- 1.4.3 Use '>' and '<' in making comparisons.
- 1.4.4 Write number sentences corresponding to oral problems.
- 1.4.5 Use a number line to model addition and subtraction and to solve problems.

AT5 Demonstrate an understanding of the use and value of money.

- 1.5.1 Identify the various Jamaican coins/notes in common use and establish equal values of different combinations.
- 1.5.2 Tell or show the value of a set of coins/notes.
- 1.5.3 Solve simple word problems, including the use of money.

MEASUREMENT.

- AT6 Estimate, compare and use various types of measurements.**
- 1.6.1 Describe objects using tall, long, short, narrow, wide, thick, thin, heavy, light, near, far, correctly and use their attributes to group objects.
 - 1.6.2 Identify the larger or smaller, taller or shorter, etc. of two objects in any setting (use different orientations and positions).
 - 1.6.3 Identify objects which are just as large, tall, long etc. as another.
 - 1.6.4 Measure the lengths of various objects using string, steps, hand spans, strips of cardboard, and other informal unit measures.
 - 1.6.5 Recognize a metre stick, ruler or tape measure and associate it with the measurement of length.
 - 1.6.6 Recognize the word 'metre' and associate it with its length.
 - 1.6.7 Identify objects longer than, shorter than, or about 1 metre, 2 metres, 3 metres, etc., in length.
 - 1.6.8 Record measurements in metres.
 - 1.6.9 Estimate length to the nearest half of a unit.
 - 1.6.10 Tell the time on the hour and on the half hour.
 - 1.6.11 Show the time on a clock face given that time orally.
 - 1.6.12 Associate the time on the hour or half hour with events during the day.
 - 1.6.13 Associate various months with school activities, birthdays and holidays.
 - 1.6.14 Identify the months of the year and the days of the week (use to focus on sequential nature of time),
 - 1.6.15 Use a calendar in class and refer to it at appropriate times.
 - 1.6.16 Use estimation exercises in comparing time spent on various activities.
 - 1.6.17 Tell how many of a small container will fill a large container.
 - 1.6.18 Recognize a teaspoon, a measuring cup and a litre measure to measure capacity.
 - 1.6.19 Use the litre measure to identify containers that hold more than, less than, about 1 litre, 2 litres, 3 litres, etc.
 - 1.6.20 Use estimation exercises in comparing liquid measures.
 - 1.6.21 Use estimation exercises in comparing mass.

GEOMETRY.

- AT7 Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.**
- 1.7.1 Observe and draw natural shapes (e.g. tree, sun, rock, hill, man...).
 - 1.7.2 Observe and draw man-made shapes (e.g. roof, window, bat, ball, book, ruler, ...).
 - 1.7.3 Use any simple shape to make patterns by repetition (ink blobbing, potato printing, tessellation).
 - 1.7.4 Model using plasticine or similar medium.
 - 1.7.5 Identify and name geometric shapes observed in the environment.

ALGEBRA.

- AT8 Demonstrate the use of variables in mathematical sentences.**
- 1.8.1 Use symbols to represent numerals in mathematical sentences.
 - 1.8.2 Solve simple 'n-sentences' e.g. $6 + n = 10$.

STATISTICS/PROBABILITY.

AT9 Collect, organize and interpret information in practical situations and use simple probability language.

1.9.1 Collect, sort and group data.

1.9.2 Use attributes closely related to the students to classify data (e.g. number of boys/girls, clothing, number of pencils, birthdays, heights in terms of tall or short).

1.9.3 Make general statements and draw conclusions based on information collected.

1.9.4 Construct simple tables and pictographs, using strokes, numbers, pictures or samples to represent items.

1.9.5 Interpret simple graphs.

1.9.6 Discuss everyday occurrences as being one of: certain, impossible or may be (Use examples relating to their own experiences).

GRADE 2.

Review, where necessary, the crucial objectives from grade 1.

NUMBER.

AT1 Understand the ideas of sets.

2.1.1 Compare the relative sizes of two or more objects or sets of objects (larger, smaller, largest, smallest).

2.1.2 Identify sets with the same number of objects (equivalent sets).

AT2 Know the value of numerals and associate them with their names, numbers and ordinals.

2.2.1 Interpret two digit numerals as showing tens and ones.

2.2.2 Identify different names for a number.

2.2.3 Tell the greatest or the least of a set of 2-digit numbers.

2.2.4 Interpret numbers eleven through ninety-nine as tens and ones.

2.2.5 Use expanded notation to name 2- and 3-digit numbers.

2.2.6 Rename a number showing more than ten ones. e.g. $40 + 16$ renamed as 56.

2.2.7 Interpret a numeral for a 3-digit whole number using hundreds, tens and ones.

AT3 Use the basic operations with numbers and number patterns.

2.3.1 Place in serial order any set of numbers zero through ninety-nine.

2.3.2 Count by 2's, 3's, 4's, 5's and 10's. (up to 20, 30, 50 and 100 respectively, at least).

2.3.3 Place in serial order any set of numbers between 100 and 999.

2.3.4 Name the next three or four numbers in a sequence of 3-digit whole numbers.

2.3.5 Identify the greater or lesser number up to 3 digits.

2.3.6 Use subtraction to find the number for the part remaining or removed from a set.

2.3.7 Use subtraction to compare sets of objects (how many more in the set).

2.3.8 Solve problems which involve the use of addition and subtraction.

2.3.9 Recall the addition of a multiple of ten to a number less than ten. e.g. $30 + 8 = ?$

2.3.10 Recall the subtraction of a 1-digit number from a number less than a hundred so that the answer is a multiple of ten. e.g. $26 - 6 = 20$

2.3.11 Relate the ideas of doing and undoing to the operations of addition and subtraction.

- 2.3.12 Add zero to any number.
- 2.3.13 Subtract zero from any number.
- 2.3.14 Add or subtract 3-digit numbers arranged in horizontal or vertical form.
- 2.3.15 Recall addition and subtraction facts for sums as great as 18.
- 2.3.16 Use addition or subtraction to find answers to problems stated verbally.
- 2.3.17 Identify the parts given, whether addend or sum, when solving problems.
- 2.3.18 Read an addition chart which summarizes the 100 addition facts.
- 2.3.19 Add and subtract two digit multiples of ten.
- 2.3.20 Use subtraction in problems which involve finding the number for one subset (How many more are needed? How many at first?)
- 2.3.21 Add two 2-digit numbers or subtract from a 2-digit number without renaming.
- 2.3.22 Add to a 2-digit number a 1 or 2-digit number with or without renaming.
- 2.3.23 Solve problems which require the use of addition and subtraction of money and measurements.
- 2.3.24 Add three 2-digit numbers with or without renaming.
- 2.3.25 Add two 3-digit numbers or subtract from a 3-digit number with or without renaming.
- 2.3.26 Identify an object/set of objects that shows fourths.
- 2.3.27 Use numerals $\frac{1}{2}$, $\frac{1}{4}$ to describe halves or fourths of an object/set of objects.
- 2.3.28 Identify halves, thirds, fourths of a single object.
- 2.3.29 Write the numerals $\frac{1}{2}$, $\frac{2}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ and associate them with the appropriate fraction of an object or set of objects.
- 2.3.30 Identify different names for a fraction (equivalent fractions).
- 2.3.31 Establish the idea of fraction families. e.g. (i) $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ (ii) $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{9}$
- 2.3.32 Add and subtract fractions with the same denominator.
- 2.3.33 Recognize an improper fraction.
- 2.3.34 Change improper fractions to mixed numbers and vice-versa.
- 2.3.35 Join sets of the same size (same number of members) and tell how many members in all (repeated addition)..
- 2.3.36 Arrange objects in an array to show multiplication facts.
- 2.3.37 Separate a set of objects into parts of the same size, (same number of members) identify the number of parts and the number of single objects left over.

AT4 Use mathematical symbols for comparison and decision making.

Grade 1 reinforced at a level appropriate for grade 2.

AT5 Demonstrate an understanding of the use and value of money.

2.5.1 Tell the worth of any set of coins and notes given as change in a purchasing situation.

2.5.2 Solve problems which require the addition and subtraction of money related to a purchasing situation.

MEASUREMENT.

AT6 Estimate, compare and use various types of measurements.

2.6.1 Tell the time using a calendar.

- 2.6.2 Compare events which could occur in 5 and 15 minute intervals of time.
- 2.6.3 Solve simple calendar related problems such as :- - how many months until? - how many weeks until?
- 2.6.4 Compare the mass of different objects with the mass of a given object.
- 2.6.5 Identify objects which have a mass of about one kilogram or one gram.
- 2.6.6 Identify a balance or scale and know that this instrument measures the mass of an object.
- 2.6.7 Read scales in measuring situations requiring kilograms.
- 2.6.8 Record measurements using the word grams or kilograms or the symbol kg or g. e.g. 17 kilograms or 17 kg.
- 2.6.9 Identify the thermometer and associate it with experiences of hot, cold, warm and cool.
- 2.6.10 Use the thermometer to read temperature at different times of day/year and record these readings.
- 2.6.11 Show an understanding of the terms:- - a unit length. - an international standard unit of length.
- 2.6.12 Recognize unit lengths of one metre or one centimetre and describe them using appropriate words.
- 2.6.13 Identify objects best measured in metres.
- 2.6.14 Identify objects best measured in centimetres.
- 2.6.15 Select the most appropriate unit (metre or centimetre) to be used in a given measurement situation.
- 2.6.16 Estimate, and measure the lengths of various objects in whole numbers of centimetres.
- 2.6.17 Record measurements using the word centimetre or metre or the symbol cm or m.
- 2.6.18 Measure the length of objects using decimetre-length (10cm) strips/length.
- 2.6.19 Recognize a unit capacity of one litre and describe this using the word litre or the symbol L.
- 2.6.20 Identify quantities which are measured in litres.
- 2.6.21 Estimate then measure the capacity of containers using a standard litre container e.g. a graduated litre box.
- 2.6.22 Record measurements using the word litre.
- 2.6.23 Select the unit (metre, centimetre, litre, kilogram) best used in a given measurement situation.
- 2.6.24 Tell the measurement situation(s) in which a given unit (metre, centimetre, litre and kilogram) is best used.

GEOMETRY.

- AT7 Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.**
- 2.7.1 Identify straight and curved paths and associate them with longer and shorter paths.
- 2.7.2 Draw and show: I) paths which cross. II) paths which do not cross. III) the most direct path. IV) a closed path. V) a simple closed path.
- 2.7.3 Identify and show points on, outside or inside a simple closed path.
- 2.7.4 Identify a path as a set of points with two end points.
- 2.7.5 Identify the circle, square and triangle as simple closed paths.
- 2.7.6 Identify circles, squares, rectangles and triangles in the environment.
- 2.7.7 Identify closed paths bounded by only straight lines.
- 2.7.8 Sort plane shapes by the number of sides.
- 2.7.9 Verify symmetry by folding.

ALGEBRA.

- AT8 Demonstrate the use of variables in mathematical sentences.**
- 2.8.1 Supply the missing addend or sum in an addition or subtraction sentence.

- 2.8.2 Develop the concept of a variable as any symbol (, letter, made up symbol) representing a number, as yet, unknown.
- 2.8.3 Use simple algebra in problem solving.

STATISTICS/PROBABILITY.

AT9 Collect, organize and interpret information in practical situations and use simple probability language.
Grade 1 reinforced at a level appropriate for grade 2.

GRADE 3.

Review, where necessary, the crucial objectives from grade 2.

NUMBER.

- AT1 Understand the ideas of sets.**
Grade 2 reinforced at a level appropriate for grade 3.
- AT2 Know the value of numerals and associate them with their names, numbers and ordinals.**
Grade 2 reinforced at a level appropriate for grade 3.
- AT3 Use the basic operations with numbers and number patterns.**
- 3.3.1 Round a 2-digit number to the nearest number of tens.
 - 3.3.2 Use rounded numbers to estimate answers for addition and subtraction examples using 2-digit numbers.
 - 3.3.3 Read and write 3-digit numbers using expanded notation and the simplified standard form of hundreds, tens and ones (e.g. $392 = 300 + 90 + 2$).
 - 3.3.4 Identify the greatest and least of any set of 3-digit numbers.
 - 3.3.5 Identify numbers just before or just after a given number.
 - 3.3.6 Solve problems which require the use of addition and subtraction.
 - 3.3.7 Check answers in subtraction examples by means of addition.
 - 3.3.8 Estimate and check whether or not answers for addition and subtraction examples are reasonable.
 - 3.3.9 Make addition and subtraction problems based upon information given.
 - 3.3.10 Memorize and recall addition and subtraction of 2-digit numbers (without using pencil and paper).
 - 3.3.11 Add whole numbers up to 6 digits.
 - 3.3.12 Tell the difference between similar fractions of different-sized whole objects.
 - 3.3.13 Name one or more parts of the same object using fractions - halves through tenths.
 - 3.3.14 Place in serial order unit fractions ($1/2, 1/3, \dots$) and fractions having equal denominators.
 - 3.3.15 Identify the "numerator" or "denominator" in a fraction and show fractions on denominators greater than ten.
 - 3.3.16 Place in serial order fractions with the same numerator.

- 3.3.17 Identify mixed numbers. Write these as improper fractions in their simplest forms where possible.
- 3.3.18 Identify fraction families from a given set of fractions.
- 3.3.19 Identify a fraction in its simplest form using equivalent fractions.
- 3.3.20 State, using multiplication ideas, in a sentence the idea of repeated addition of the same number. (e.g. moving from $3 + 3 + 3 + 3$ to 4×3)
- 3.3.21 Differentiate between the use of multiplication and addition to find 'How many in all?'
- 3.3.22 Use the terms 'multiply', 'product', and 'factor' correctly.
- 3.3.23 Use an array to discover or show multiplication and division facts.
- 3.3.24 Write multiplication sentences in various ways e.g. four 3's = 12, $4 \times 3 = 12$ or $12 / 4 = 3$.
- 3.3.25 Discover, memorize and recall pairs of multiplication facts with 2, 3 or 4 as a factor.
- 3.3.26 Find unknown factors or products using known facts or a number line picture.
- 3.3.27 Show the correct multiplication facts for a repeated addition, example, by use of a number line picture or an array.
- 3.3.28 Find unknown factors or products using multiplication facts that are known.
- 3.3.29 Differentiate between the use of addition, subtraction or multiplication in a problem situation (oral response).
- 3.3.30 Use arrays, number line or pictures to demonstrate multiplication facts with one factor 3.
- 3.3.31 Multiply any number by one.
- 3.3.32 Identify pairs of related multiplication facts (same product for the result).
- 3.3.33 Multiply a 2-digit number by 2, 3 or 4 without renaming.
- 3.3.34 Check by addition, the answers for multiplication examples.
- 3.3.35 Find the product when one factor is zero.
- 3.3.36 Multiply a 2-digit number (including money) by a 1-digit number renaming the partial product of ones.
- 3.3.37 Compare products and identify the greater, lesser product.
- 3.3.38 Multiply a 2-digit or 3-digit number (including zero and money) by a 1-digit number with or without renaming the partial product of one.
- 3.3.39 Use rounded numbers to estimate products.
- 3.3.40 Use the commutative property of multiplication.
- 3.3.41 Multiply a 3-digit number by a 1-digit number renaming the partial product of tens.
- 3.3.42 Partition objects into equivalent sets and use division to find the numbers associated with the partitioning.
- 3.3.43 Use division to tell how many members are in each equivalent set into which objects have been placed, and how many objects remain.
- 3.3.44 Write division examples using the signs.
- 3.3.45 Solve problems which require the use of division.
- 3.3.46 Show division as repeated subtraction and also as the inverse of multiplication.
- 3.3.47 Differentiate between the use of addition, subtraction, multiplication and division in problem situations (include oral response).
- 3.3.48 Use known division facts to find unknown factors.
- 3.3.49 Recall related sets of multiplication and division facts with one factor 2, 3, 4, or 5.
- 3.3.50 Use subtraction to check for division examples.
- 3.3.51 Use a fractional number to represent a part of a set of objects.
- 3.3.52 Use division to find the number in a part of a set of objects represented by a fractional number.
- 3.3.53 Divide any number by one (1).
- 3.3.54 Write pairs of multiplication and division facts from an array or from a given product and factors.

- 3.3.55 Recall multiplication and division facts, one factor 2, 3, 4, 5 and use these to find unknown factors or products in multiplication and division sentences.
 - 3.3.56 Transfer data from one problem situation to another in order to solve the problem.
 - 3.3.57 Write, from given data, story problems using multiplication and division to solve them.
 - 3.3.58 Divide by 2, 3 or 4 a 2- or 3-digit number whose digits are multiples of the divisor (include 2-digit multiples of ten). e.g. $248 \div 2$.
 - 3.3.59 Divide by 2, 3, 4, 5 or 6 a 3-digit number whose first two digits (from the left) and the third digit are multiples of the divisor. e.g. $164 \div 4$, $255 \div 5$.
 - 3.3.60 Use multiplication to check (verify) the answer for a division example.
 - 3.3.61 Assess whether or not given answer to a multiplication or division example is correct.
 - 3.3.62 Organize multiplication facts into a chart.
 - 3.3.63 Divide numbers having up to 4 digits by 2, 3, 4, 5, and 6.
 - 3.3.64 Generate number patterns using the four operations and represent these on the hundreds chart.
 - 3.3.65 Lay out presentations logically and use the correct label for the answer to a problem..
 - 3.3.66 Identify the data missing from a problem which makes it impossible to solve.
 - 3.3.67 Identify data given which is not necessary in the solving of a problem.
 - 3.3.68 Solve problems which require the use of addition and subtraction in the same problem.
 - 3.3.69 Tell whether a given number sentence is true or false.
 - 3.3.70 Use estimation in problem solving.
- AT4 Use mathematical symbols for comparison and decision making.**
- 3.4.1 Compare number expressions written using parentheses and insert the symbols $<$, $>$, $=$ to make true sentences.
- AT5 Demonstrate an understanding of the use and value of money.**
- 3.5.1 Write amounts of money using the symbol '\$' and the decimal point.
 - 3.5.2 Count change from notes/coins in common use as a cashier would in a purchasing situation.
 - 3.5.3 Tell the worth of a set of coins or notes.

MEASUREMENT.

- AT6 Estimate, compare and use various types of measurements.**
- 3.6.1 Tell the time using a calendar.
 - 3.6.2 Calculate age in years and months.
 - 3.6.3 Tell or show the time on the clock in minute intervals using the format __ minutes to/past.
 - 3.6.4 Differentiate between the use of metre and centimetre in measurement situations.
 - 3.6.5 Estimate, measure and compare distances in metres and/or centimetres.
 - 3.6.6 Use the words metre and centimetre and their symbols, 'm' and 'cm', to describe lengths.
 - 3.6.7 Know that $100 \text{ cm} = 1\text{m}$.
 - 3.6.8 Add or subtract simple measurements which use whole numbers of metres or centimetres.
 - 3.6.9 Compare lengths using such terms as 'is longer than', 'is shorter than', and verify by calculating the difference.
 - 3.6.10 Measure the perimeter of various objects and polygons.

- 3.6.11 Establish a reference measure for one kilometre.
- 3.6.12 Use the word kilometre and its symbol km to describe the appropriate unit length.
- 3.6.13 Differentiate between the use of the metre, the centimetre and the kilometre in various measurement situations.
- 3.6.14 Know that $1000\text{ m} = 1\text{ km}$.
- 3.6.15 Differentiate between the use of the kilogram and the gram in various measurement situations.
- 3.6.16 Know that $1000\text{ g} = 1\text{ kg}$.
- 3.6.17 Know that $1000\text{ mL} = 1\text{ L}$.
- 3.6.18 Estimate, measure and record the capacity of various containers in litres or millilitres.
- 3.6.19 Differentiate between the use of the litre and the millilitre in measurement situations.
- 3.6.20 Associate a given temperature with a hot or cool day, normal body temperature, a fever, the freezing and boiling points of water.
- 3.6.21 Record a given temperature using symbols e.g. $28\text{ }^{\circ}\text{C}$.
- 3.6.22 Identify twelve (12) objects as one dozen.
- 3.6.23 Identify commodities sold by the dozen.
- 3.6.24 Identify half and quarter dozen.
- 3.6.25 Identify the surface of any object.
- 3.6.26 Find areas of irregular and regular surfaces using non-standard unit regions (e.g. leaves or circles) and grids.

GEOMETRY.

AT7 Explore paths and/or shapes in the environment and relate basic mathematical shapes to everyday life.

- 3.7.1 Identify or describe a point, a line segment, a simple closed path, a polygon, a square corner.
- 3.7.2 Identify and name lines, line segments, rays, angles, right angles.
- 3.7.3 Name polygons using the names of their corner points in order e.g. ABCDE and identify each pair of letters with the appropriate line segment.
- 3.7.4 Describe, in words, the differences and similarities between shapes in the environment.
- 3.7.5 Identify similar shapes and objects and say why they are similar.

ALGEBRA.

AT8 Demonstrate the use of variables in mathematical sentences.

- 3.8.1 Find what the number n represents when n replaces an addend, a sum or a product.
- 3.8.2 Solve "If ___ then ___" examples. For example "If $n = 40$ then $90 - n = ?$ ".
- 3.8.3 Select or write the appropriate n-sentence in a problem situation, including different money ideas. (e.g. earning, saving, spending).
- 3.8.4 Solve "If ___ then ___" examples which associate repeated addition with multiplication. For example "If $n = 28$ then $n + n = ?$ ".
- 3.8.5 Find n when n represents a product or factor in a multiplication or division sentence.

STATISTICS/PROBABILITY.

AT9 Collect, organize and interpret information in practical situations and use simple probability language.

- 3.9.1 Read and interpret information given in a table or on a pictograph.
- 3.9.2 Solve problems using information given in a table or on a pictograph.
- 3.9.3 Read and interpret a horizontal or vertical bar chart.
- 3.9.4 Collect and record attribute data (e.g. colour, type of car, favourite movie).

- 3.9.5 Collect and record numeric data using larger numbers than in previous grades.
- 3.9.6 Use tally marks to record data where appropriate.
- 3.9.7 Conduct probability experiments and record outcomes (e.g. tossing coins, rolling dice, spinning spinners).
- 3.9.8 Predict the outcomes of experiments before they take place.
- 3.9.9 Compare predictions with outcomes of experiments.

VALUES AND ATTITUDES IN THE INTEGRATED CURRICULUM

Some definitions:

Simply put, values are standards upon which actions or beliefs are based. There are three kinds of values. **Aesthetic values** are used to judge beauty in music, art, personal appearance, etc. With **instrumental values** we set standards by which to achieve desired goals. By **moral values or principles** we judge whether aims, actions or policies are proper. *Values can be either positive or negative*, and some affect more areas of daily life than others.

An attitude is a mental position or an outlook adopted after accepting certain beliefs and interests. Interrelated beliefs and feelings combine to focus on a group of actions or on people, situations or things. Attitudes are affected by one's values, and both develop together as the individual's experiences shape his or her personality.

Values and Attitudes in the Curriculum:

Many values and attitudes are rooted in beliefs and principles which are important to most major world religions. Hence, in the Integrated Primary Curriculum, there is a rich blend of content from Religious Education and other subject areas such as the Aesthetics and Social Studies to provide for the development of positive values and attitudes in pupils.

Values taught may not necessarily be recognizable as having a religious flavour, as they are integrated into the targets, objectives and overall themes addressed by each Grade, unit, or focus question. They are included in the following ways:

- within specific amalgamated objectives
- within skills and/or activities.

Teachers of the Grade 1 - 3 curriculum need to be aware of the following:

1. The values and attitudes, which are important for good relationships, care of self, as well as for physical, emotional and spiritual development, are included in the curriculum through the input of Religious Education and other subject areas.
2. Religious Education does not involve only Christianity.
3. Pupils are not expected to study the major religions in structured form at this level, but will discuss their experiences as they learn about themselves, the home, the school and the wider community.

4. Most of the activities in the units which should help pupils to develop positive values and attitudes include:

- i) **Stories** - When sacred writings are mentioned, the Bible, which is the most commonly used in Jamaica, should still be used, together with any other available and appropriate sacred writings. Hence, the use of Bible reading and Bible verses will remain as a part of the curriculum.
- ii) **Research** - Pupils should be given simple tasks to help them find out about and/or understand religious activities around them.
- iii) **Discussions** - Pupils should be given a chance to share their experiences (be they religious or otherwise).
- iv) **Reading, writing, and any of the aesthetics** - Pupils will gain information from print and other media, their peers, people at home and in the community as well as from teachers. They should be given opportunities to express their perceptions and feelings in different ways.

Positive moral attitudes and values, therefore, may be taught through - or integrated into - any subject area or art form: that is, using the Visual and Performing Arts, religious and other stories, principles and practices as well as people, places and cultural practices worldwide. They help pupils to use scientific, mathematical and other information intelligently and responsibly. They also enhance interpersonal relationships and encourage self-knowledge.

The objectives, attitudes and values explored are by no means exhaustive. Teachers may therefore supplement them – within the confines of any unit, content, theme and Focus Question being examined, and as overall continuity will allow – particularly at the Grade Two level.

Ultimately, the integrated approach to the teaching of values and attitudes at the Lower Primary level serves several functions:

- It lays the foundation for receptiveness towards religious beliefs and practices as taught in the Grade 4 - 6 Curriculum.
- It guides them into the understanding that values permeate not only every area of the curriculum, but every area of life.
- It begins the nurturing process that is likely to produce persons of the highest moral integrity, who will make valuable contribution to the development of Jamaican society.

The Aesthetics in the Integrated Curriculum

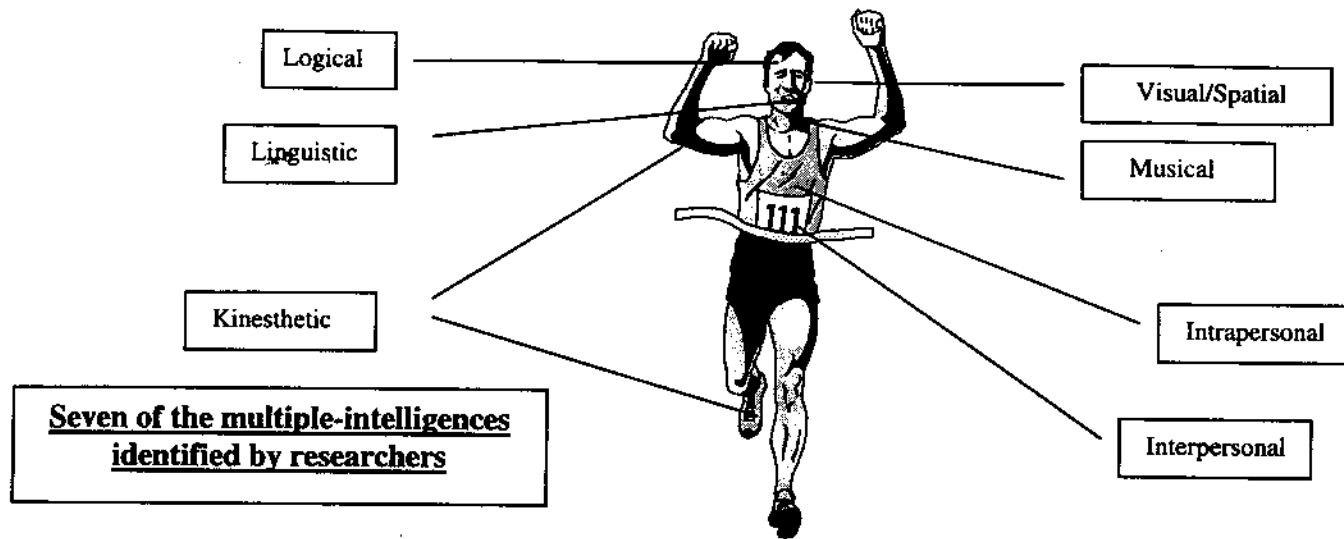
There has been a strong trend in recent years to focus on the vital importance of the aesthetics areas of the curriculum. The “traditional academic subjects” have failed to meet the needs of the whole person, leading parents, students and many educators to call for a re-emphasis of the aesthetics. Studies indicate, and we realize, that education cannot be narrowly defined. Education must nurture the many, varied intelligences that exist in each human being. The aesthetics, therefore, have a central role to play in this curriculum if we are to produce adults who will, in turn, bring about growth and lasting development in our society.

The aesthetics (Drama/Theatre, Visual Arts, Music, Movement Education and Dance and the various other art forms) bring to the curriculum and to the classroom many distinctive features. They:

- draw forth learning from within each pupil leading to true discovery, creativity, cooperation, heightened self-esteem and self-confidence
- develop self-expression, both verbal and non-verbal, in a non-threatening environment where there is less of a right/wrong demarcation than in the more “academic” areas
- develop enquiry which embodies analysis, synthesis, evaluation, and problem solving, in other words the higher levels of thinking
- develop co-ordination and spatial awareness through the refinement of the human senses
- teach positive values and attitudes in relationship situations
- develop psychomotor skills: kicking, catching, cutting, pasting, playing an instrument, painting, acting in role
- develop environmental sensitivity, leading to an appreciation of beauty around them, in themselves and others
- are strong agents for integration in the curriculum, enabling learning to cross the normal boundaries so that particular activities or lessons may be structured so that one discipline facilitates learning in another e.g. Mathematics in Music, Language through Movement or Science in Drama
- make learning more child-centred, increasing independence of thought and action, with pupils ultimately being more responsible for their own learning
- forge links between body, mind and soul so that education might be more holistic
- give the teacher a better understanding of the pupils as individuals, and show how individual differences may be dealt with in a creative way
- encourage the teacher to pay attention to affective learning outcomes as well as classroom observation, thus allowing for continuous assessment of both pupils and teacher

The inclusion of the aesthetics brings the added dimension of fun and joy to the learning situation, creating a less formal environment with teacher as coach off to the side, in a way long accepted as positive educational practice.

Educational research has identified several distinct and yet complementary intelligences, which are all enhanced by exposure to the aesthetics. “All the evidence points to a relationship between the arts and the other academic disciplines that is clear and compelling, indicating to both fields that one cannot really flourish without the influence of the other” (from an article entitled “Arts Education” : author unknown).



The human brain consists of two hemispheres, left and right. Research has shown that these hemispheres make distinctive contributions to human consciousness and expression. Musical activities, in particular, have been shown to enhance the brain's development. Activities such as counting beats, numbering scale degrees, number-finger-note relatedness, judgement about duration of sounds, order, sequencing and rhythmic phrases all affect the positive development of the left side of the human brain. Activities on tone, melody recognition, tonal memory, timbre, melodic contour and musical expressive qualities such as texture, tempo and dynamics all affect the positive development of the right side of the human brain.

The aesthetics have the power to substantially enhance the learning process because they are able to speak to children in a language they understand which demonstrates concepts, reveals symbols and forges connections. They constitute an alternative means of communication, consider:

The rhythm and beat of a piece of music
The specific movement of a choreographed dance
The silent dialogue of facial expression

The colour and composition of a portrait or landscape
The body attitudes between two actors on stage

All of these communicate more directly, at the level of the senses, than the mere use of words in either verbal or written form. Aesthetics literacy is achieved by experiencing the arts from multiple perspectives, as creators, performers, interpreters, listeners, viewers, critics and consumers.

Exposure to the arts not only serves the needs of the whole human being as it uncovers abilities in the child which might otherwise go unnoticed, but it also contributes to the development of the nation. It creates balance in the social fabric. It unearths talents which apart from their important intrinsic value, have a market value as high as any other field of educational endeavour.