

LESSON PLANS

Grade: 4
Term/unit: Term 1/Unit 2
Sub Theme: The Skin, Nose and Tongue
Focus Question: How do I construct meaning from information about the senses?
Focus Strand: Comprehension and Listening & Speaking
Topic: Identifying and Explaining Implicit Information
Time: 1 hour
Specific Objectives: At the end of the lesson, students will be able to:

Listening and Speaking

1. Generate and answer questions from what is heard

Comprehension

2. Explain implicit ideas, citing evidence from text
3. Independently select and employ strategies to monitor their own comprehension

Affective

4. Work cooperatively with their peers and they search for implicit ideas
5. Demonstrate respect for the views of others

Resources: Multimedia projector, laptop, article,

Skills:

1. Ask relevant questions
2. Listen for specific information
3. Read and deduce implied information
5. Monitor own reading
6. Collaborate with others

7. Show respect for the views of others

Engagement:

Students will view and listen to the recording of and an advertisement, which claims to do wonders for the skin. In pairs they will discuss and answer the following questions:

- Which kind of people is the advertisement speaking to? How do you know?
- What does the phrase “and freezing at you” mean?

Magic Screen Facial Soap

Remain as young as you are

Forever...

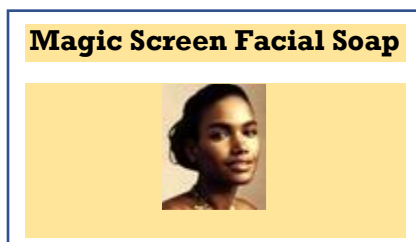
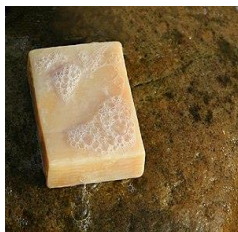
Use **Magic Screen Facial Soap**

For silky smooth glowing skin

And the secret that keeps the stares coming again and again

And freezing at you...

Get your bar of **Magic Screen Facial Soap** today.



Students will observe as the teacher models using the QAR strategy (Think and Search and Author and You) and connecting ideas in order to recognize and explain implicit ideas in the advertisement. Students will engage in brief whole class discussion of the strategy and the overall message of the advertisement. Student should not interrupt their peers or make unkind remarks during or after someone has spoken.

QAR Strategy (Think and Search and the Author and You)

Why does the author say as young as you are”?

This phrase suggests that he is speaking to young people. The word ‘remain” is suggesting that their young skin will not age if they use “Magic Screen Facial Soap.”

This is not a soap for people with skin that is already old.

Why does the author use the phrase “and freezes at you”?

Something that freezes does not move. This suggests that the stares continue because people's attention are grabbed by the very beautiful complexion that comes from using "Magic Screen Facial Soap".

Exploration

Students utilize the "Tea Party Comprehension Strategy" to discuss phrases, sentences and quotes from grade level text/advertisement read about the senses. Socialize with their peers in a tea party atmosphere, sharing their opinions on the ideas expressed on the work cards/sheets issued. Construct "I /We Think" statements to capture their general opinions and reactions to the text based on information deduced. Present/post their statements to/in the class.

Explanation

In whole group, students share the ideas they deduced from the texts read, using their posts to guide their presentations.

Students will then complete journal entries (one each), which show their reflection on the processes engaged in as they used the QAR / Tea Party Comprehension strategies to identify and explain implicit ideas in text

Extended Learning (Home Work)

Students will explore magazines and electronic media (where possible) for posters that implicitly inform the public about the importance of caring for and protecting the skin. They will cut out or print the advertisement and tape it in their notebooks. They will then use the guiding phrases used in the whole group discussion to write the implied messages.

Evaluation (Assessment):

The following assessment criteria will be used to assess students at different points of the lesson:

- Implicit information accurately deduced/inferred using QAR strategy
- Deductions/inferences shared with class are accurately aligned to the information presented in
- the text/ advertisement
- Journal entries reflect students' use of the QAR strategy to identify and explain implicit ideas

Teacher Reflection:

Subject:	Language Arts
Grade:	5
Term/unit:	Term 2/Unit 1
Unit Theme:	Health and Well-Being - Nutrition
Focus Question:	How do I effectively communicate my understanding about matters related to nutrition?
Focus Strand	Comprehension
Topic:	Making Inferences – Inferring Details
Time:	1 hour

Objective:

By the end of the lesson, students should be able to:

1. use context clues, along with their general knowledge to make logical inferences from information read
2. work collaboratively with others to make inferences from written text
3. practise the “think aloud” strategy

Skills: use context clues, make inferences, apply “think aloud” strategy, work in pairs

Resources: Chart with Tip on Inferencing, short passages

Engagement

1. Review the concept of an inference which was introduced in Grade 4 by having students examine and discuss this tip

TIP – MAKING INFERENCES

Good readers use what they already know and the clues in the passage to find out things which are not written down

2. Model Think Aloud strategy for students to walk them through the process of inferencing (using their background knowledge along with information from the text to draw conclusions or guess at logical possibilities) as they examine this passage

It was going to happen again. Her stomach was growling and her body felt limp and weak. She had not listened to her mother but had just grabbed her things and sprinted out of the house. She was at the back of all the runners now. It was not the big day but today was very important. She could see the darkness coming over her now. This was it.

Teacher's Think Aloud

I want answers to the following questions:

- *Who is the girl in the story?*
- *What was going to happen again?*
- *What had her mother said to her?*
- *What was the big day?*
- *What was happening 'today'?*
- *What was the darkness which was 'coming over' the girl?*

From this passage, I can infer that the girl is an athlete or someone who is participating in an athletic event. The passage talks about runners and her 'big day' which suggest some kind of athletics. I am inferring that the 'big day' is the main event like **a sports day** or **a championship** and the 'today' which she talks about is like a **semi- final** or **elimination activity**. The 'it' which was going to happen could be a **fainting spell** because it appears as if she is **hungry**. Her growling stomach and the weakness she is feeling may be linked to hunger. I can infer that **her mother had told her to eat** but she had not listened. Athletes need a proper diet to give them the huge amount of energy they need. If they do not eat, they can faint. The 'darkness' that is coming over her appears to be the fainting. In the sentence, 'This was it', the 'it' refers to the **fainting**.

Exploration

3. In pairs, have students read the following passage and practise the use of the of the Think Aloud strategy to make inferences from the following passage:

In the past, more Jamaicans prepared balanced meals at home. Locally grown crops like yams, bananas, green leafy vegetables, peas, and beans were popular ingredients then. Today, fast foods like KFC, pizza and hamburgers are popular

among both the young and the old. Hardly anyone cooks anymore. No wonder so many people are unhealthy and some no longer with us.

Questions

1. Does the writer think fast foods are good for people? How do we know?
2. What are the benefits of home cooked meals suggested in the passage?

Provide special support to students with reading challenges such as reading fluency and comprehension.

Explanation:

Present responses to the whole class – read assigned passage aloud, demonstrate how the group used the ‘think aloud’ strategy and share the responses made using the skill of inferencing.

Elaboration

In ability groups, students will read levelled passages and respond in writing to questions requiring them to make specific inferences.

Where required, still provide support to students with reading needs/challenges.

Examples of Passages for Independent Practice

Passage 1

Mama Patty called Jamie five times before her daughter came slowly downstairs for breakfast. Jamie refused to look at the cornmeal porridge in the oversized green bowl. She sat in slow motion at the dining table and took up the spoon with trembling hands.

Questions

1. What can we infer about what is happening to Jamie?
2. What evidence is there in the passage to support your answer?
3. Give one reason why the bowl is described as “oversized” apart from just how big it is.

Passage 2

Farmer Brown eats a heavy breakfast every morning. Porridge, boiled yam and vegetables with fresh fruits from his farm is one of his favourite meals. His job of digging, cutting, ploughing and lifting is not child's play. No KFC or children's chips will do the job; farming is a man's job.

Questions

1. What is the meaning of a "heavy breakfast" in your own words?
2. What does the writer think about KFC and children's chips?
3. What is the difference between "a man's job" and "child's play"?

Evaluation (Assessment)

Assess students' ability to do the following:

- Think aloud in order to understand a passage as they apply context clues and make inferences
- Supply plausible responses based on inferences made
- Work collaboratively with others

Teacher Reflection:

Subject: Language Arts
 Grade: 6
 Term: 1
 Unit: 1
 Theme: Our Common Heritage- Culture and Heritage
 Focus Question: What was Jamaica's road to independence?
 Focus Strand: Comprehension

Topic: Cause and Effect Relationships

Duration: 1 hour 10 minutes

Attainment Targets:

Read for meaning, fluency and enjoyment using a variety of clues to gain information and identify ideas and events.

Use deduction and inference to interpret information and ideas and to predict outcomes.

Objectives:

At the end of the lesson students should be able to:

- Differentiate between and explain the cause and effect in texts read.
- Recognize signal words for cause and effect relationships while reading.
- Apply the use of the “think aloud” strategy (Groups 2 and 3)
- Show respect for the views of others as they communicate ideas on cause and effect.

Prerequisite Knowledge

Students should already know basic skills of comprehension – recalling, recognizing ideas and inferring

details.

Resources

Ballad of '65 by Alma Norma, community resource persons, video recording device e.g. tablet, video camera

Methodology

- Story telling
- Guided reading
- Questioning
- Discussion
- Teacher’s Notes

Engagement (15 mins)

Students will participate in a session titled: “Pieces from the Past” will be hosted. A team of elderly persons from the community will be invited to share their experiences before Jamaica gained independence in the form of a story. Students will ask questions relating to past events and the effects they had on people then. For example, they could find about the use of kerosene lamps (in the absence of electricity) and the impact on study and the impact of limited

transportation on students getting to school on time. With the assistance of the teacher, students will record the sharing session. This can be played back for class discussion.

Exploration & Explanation (30 min.)

Pre- Reading Activities

Pre-reading Activity 1 (10 minutes)

Students will view a video <https://www.youtube.com/watch?v=OnSEFSk5VgQ> to find the meanings for the terms “cause” and “effect”. They will also try to find signal words related to cause and effect relationships. They will record brief notes and share with the class at the end.

Sample notes

A cause is what makes something happen.

An effect is what happens as a result.

Cause and effect may come in any order- the effect may come before the cause or vice- versa.

Signal words are words that indicate a cause and effect e.g. ***because, as a result, therefore, the reason why, since, as a consequence, then, resulted in***

Reading Comprehension Activities (20 mins)

Read the poem ‘The Ballad of Sixty-Five’ by Alma Norma (can be found online). Students will complete either Group Activity 1 or Activity 2 as assigned by the teacher. The teacher will work closely with the students requiring special assistance to model “think aloud” strategy and to guide students in finding clues from the poem. Activity 3 will be completed by all students.

Comprehension Activity 1 – (Students at Grade Level)

If you could talk to Paul Bogle today, you could ask him some questions about his experience which is described in the poem. Prepare a set of questions to interview Paul Bogle to determine the following:

- i. The conditions which motivated him to take the journey to Spanish Town (cause)
- ii. His experience travelling to Spanish Town (effect)
- iii. His feelings about what he and his men gained from their journey to Spanish town and back to St. Thomas (effect)

Comprehension Activity 2 (Students almost at grade level and students needing special assistance)

Make ‘think aloud’ comments with group members and teacher. Answer questions based on the poem to show cause and effect.

Think Aloud Stems

I wonder ...

I think...

Could it be that ...

Questions for think Aloud Activity

How do you think the men felt as they travelled to (a) Spanish Town b) back to Stony Gut? (effect)

What would have caused them to have certain feelings on the different journeys? Use and share clues from the poem in think aloud”. (cause)

What happened to Paul Bogle and his men in the end because of their actions? (effect)

How has Paul Bogle’s actions helped us as Jamaicans? Use and share clues from the poem in your think aloud. (effect)

Elaboration [Activity 3] (15 min.)

Group 1

Independently write two (2) sentences related to the poem, which show cause and effect and using signal words/phrases

Groups 2 & 3

With assistance, write one (1) sentence related to the poem, which shows cause and effect and using signal words/phrases

Samples Sentences

- Because Paul Bogle protested against the unfair treatment of his people, he and his men were killed.
- Although Paul Bogle and his men marched all the way from St. Thomas to Spanish Town, the Governor refused to see them.

Explanation (10 min.)

Have each group share their products with the entire class. Encourage the class to ask questions/comment on each group's presentation.

Evaluation (Assessment)

Students (based on the differentiated targets set for these students) should be assessed using the following criteria:

- ✓ They are able to demonstrate accurate understanding of “cause and effect”
- ✓ They can generate appropriate questions related to cause and effect
- ✓ They can accurately identify evidence from the poem to respond to cause and effect questions
- ✓ Can demonstrate the think aloud' strategy to help them establish cause and effect relationships
- ✓ Demonstrate respect for the views of others, showing tolerance as required

Teacher Reflection -
