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**WEEK 1: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Listening

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select sounds with the target sound from an oral narrative.

2. Use vocabulary related to the theme in sentences correctly.

3. Appreciate the importance of listening attentively.

**Key Inquiry Questions:**

- How can we select words with the target sound from an oral narrative?

- In what ways can we use vocabulary related to the theme to make sentences?

- How can we incorporate expressions such as similes, phrasal verbs, and fixed phrases in our sentences?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of listening and identification of key sounds.

- Guide learners to read and discuss relevant content about child labour from the provided learning resources, emphasizing understanding of key themes and concepts.

**Lesson Development (25 minutes):**

**Step 1:** Sound Selection

- Play an oral narrative related to child labour that contains specific target sounds (e.g., 'ch', 'sh', 'th').

- Ask students to listen carefully and list words that contain the target sounds.

**Step 2:** Vocabulary Usage

- Introduce vocabulary related to child labour (e.g., 'work', 'children', 'play', 'education', 'freedom').

- In pairs, have students create sentences using at least three of the new vocabulary words. Encourage them to share their sentences with the class.

**Step 3:** Using Expressions

- Briefly explain similes, phrasal verbs, and fixed phrases with examples related to the theme of child labour.

- Ask students to create a sentence using at least one of each (e.g., "The work was as hard as climbing a mountain." for a simile).

**Step 4:** Active Listening Discussion

- Discuss why listening attentively is crucial when learning about important topics like child labour.

- Have students respond to questions about what they learned from the narrative, encouraging them to reference the sounds and vocabulary discussed.

**Conclusion (5 minutes):**

- Summarize key points covered in the lesson: sound selection, vocabulary usage, and the significance of attentive listening.

- Conduct a brief interactive activity where students must listen to a short passage and raise their hands when they hear target sounds.

- Preview the next lesson’s topic, encouraging students to think about how child labour affects education.

**Extended Activities:**

- Create a Sound Book: Each student identifies five words related to child labour that contain target sounds, writes a brief description of each word, and creates a simple illustration to represent their understanding.

- Writing Assignment: Ask students to write a short paragraph discussing their thoughts on child labour and what changes they believe could help improve the situation, incorporating vocabulary and expressions learned.

- Listening Journal: Have students keep a journal where they note down new vocabulary and sounds they encounter throughout the week from various oral narratives or media related to the theme.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select appropriate reading materials.

2. Read a variety of materials independently for information and pleasure.

3. Appreciate reading.

**Key Inquiry Questions:**

- What do you consider when selecting reading materials?

- How can we read a variety of materials independently?

- How do we compile a list of new words and their meanings?

**Learning Resources:**

- Skills in English Grade 6 (Student Book)

- Skills in English Grade 6 (Teacher’s Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Quickly review the previous lesson's key points about different types of reading materials (e.g., fiction, non-fiction, poetry).

- Engage learners by asking them to share their favorite books or articles and briefly discuss why they enjoy those materials.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Purpose

- Discuss with learners the different purposes of reading materials: to learn something new, for entertainment, for research, or to explore different cultures and experiences.

- Examples: Share various genres like adventure, mystery, science, and biography.

**Step 2:** Selecting Appropriate Materials

- Guide learners through the process of choosing reading materials by considering age appropriateness, personal interests, and reading levels.

- Activity: In pairs, have students pick one book or article from a selection provided, justifying their choice based on the discussed criteria.

**Step 3:** Independent Reading

- Provide learners with time to start reading the selected material independently, encouraging them to take notes on interesting facts or ideas they come across.

**Step 4:** Vocabulary Development

- Ask students to compile a list of new words they encounter during their reading and look up their meanings.

- Share examples of how to use these new words in sentences, reinforcing their understanding.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the purpose of selecting reading materials, strategies for independent reading, and how to expand vocabulary.

- Interactive Activity: Conduct a "Word Match" game where students match new vocabulary words with their meanings on the board.

- Briefly preview the next session, which will focus on different genres of literature and their unique features.

**Extended Activities:**

- Students can create a "Reading Journal," where they log books read over the month, including a summary and new vocabulary learned.

- Organize a "Book Talk" session where each student presents a book they have read or are currently reading, discussing why others might enjoy it.

- Encourage students to explore online resources or the library to find materials on topics of interest.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select appropriate reading materials.

2. Search for information on child labour from reference materials.

3.Appreciate reading.

**Key Inquiry Questions:**

- What are appropriate reading materials for understanding child labour?

- How can we effectively search for information on this topic?

- What new words can we learn and what do they mean?

**Learning Resources:**

- Skills in English Grade 6 Student Book

- Skills in English Grade 6 Teacher’s Guide

- Age-appropriate articles on child labour (printed or digital)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about reading and its importance.

- Introduce the topic of child labour, asking if any students have heard about it before.

- Highlight the importance of understanding this topic and how reading can expand our knowledge.

**Lesson Development (25 minutes):**

**Step 1:** Selecting Reading Materials

- Discuss the features of appropriate reading materials (e.g., informative articles, age-appropriate books).

- Provide a selection of resources on child labour (articles, stories).

- Allow students to choose one reading material they find interesting.

**Step 2:** Searching for Information

- Teach students how to find relevant information from their selected materials.

- In pairs, have students skim their chosen resource to identify key points about child labour.

- Encourage them to jot down interesting facts and any questions they have.

**Step 3:** Vocabulary Building

- Instruct students to compile a list of new words they encountered during their reading, along with their meanings.

- Encourage them to share these words with the class, discussing how they relate to the topic of child labour.

**Step 4:** Group Discussion

- Organize a group discussion where students can share what they learned about child labour.

- Prompt questions like: "Why is child labour an important issue to understand?" and "How can reading help us learn more about the world?"

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, including the importance of selecting proper reading materials and what students learned about child labour.

- Conduct a brief activity where each student shares one fact they learned and one new word with the class.

- Preview the next session, which will explore the impact of child labour on society and ways to help.

**Extended Activities:**

- Research Project: Assign students to research child labour in different countries and present their findings in the next class.

- Creative Writing: Have students write a short story from the perspective of a child affected by labour, reflecting their understanding of the issue.

- Word Wall: Create a class word wall where students can contribute new vocabulary and definitions related to child labour as they discover them.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Word Classes - Determiners: some, enough, each, and a lot of

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify determiners (some, enough, each, and a lot of) in sentences.

2. Use determiners (some, enough, each, and a lot of) correctly in sentences.

3.Express a desire to use determiners in sentences.

**Key Inquiry Question(s):**

- What are the determiners some, enough, each, and a lot of in sentences?

- How can we construct sentences using these determiners?

- How can we create sentences using determiners from substitution tables?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on nouns and adjectives.

- Guide learners to read and discuss the definitions and examples of determiners from the learning resources, focusing on understanding what determiners do in a sentence.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Determiners

- Define what a determiner is and explain its function in a sentence (e.g., it helps to specify nouns).

- Introduce the determiners: some, enough, each, and a lot of, with clear examples.

- Examples:

- Some people like to read.

- I have enough money to buy a book.

- Each student must complete the assignment.

- There are a lot of apples in the basket.

**Step 2:** Identifying Determiners

- Provide sentences on the board or handouts.

- Have students work in pairs to underline the determiners in each sentence.

- Review answers as a class, reinforcing understanding through discussion.

**Step 3:** Constructing Sentences

- Guide students to create their own sentences using each of the determiners.

- Use a substitution table (e.g., Subject + [determiner] + [noun]) to assist in sentence formation.

- Allow volunteers to share their sentences with the class.

**Step 4:** Applying Determiners in Context

- Engage students in a quick group activity where they fill in the blanks in sentences with the appropriate determiners.

- Example: "There are \_\_\_ cookies on the plate." (some, enough, each, a lot of)

- Discuss their choices as a class.

**Conclusion (5 minutes):**

- Summarize the key points discussed about determiners and their usage.

- Conduct a short interactive quiz where students can raise hands to answer questions about what they learned.

- Preview the next session, which will build on this lesson with a focus on using determiners in questions and expressing quantity.

**Extended Activities:**

- Have students create a mini booklet where they write different sentences using each determiner along with illustrations.

- Encourage them to find examples of sentences with determiners from books or articles and share them with the class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Writing

**Sub Strand:** Guided Writing - Fill in Forms

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Record specific details to convey information.

2. Design a form to provide the required information.

3.Advocate the importance of filling forms correctly.

**Key Inquiry Questions:**

- In groups, how do we fill in the basic details in forms?

- How can we design a form to provide the required information?

- What are relevant forms to download and fill out?

**Learning Resources:**

- Skills in English Grade 6 - Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of clear communication.

- Introduce the topic of forms by asking students if they have filled out any forms before (e.g., permission slips, club sign-up forms).

- Guide learners to read and discuss relevant content from the Skills in English Grade 6 resource, focusing on how to convey information accurately through forms.

**Lesson Development (25 minutes):**

**Step 1:** Discuss the Purpose of Forms

- Begin a class discussion on why we need to fill out forms (e.g., for organization, obtaining permissions, collecting information).

- Encourage students to share their experiences and understandings of different types of forms.

**Step 2:** Identify Essential Information

- Break students into small groups. Provide them with examples of simple forms (e.g., registration form, survey).

- Each group will identify the basic information typically required (e.g., name, age, contact information) and discuss why each detail is important.

**Step 3:** Designing a Form

- Each group will design their own form based on a specific scenario (e.g., a field trip permission form).

- They will draft the form, ensuring it includes all necessary fields to gather information effectively.

**Step 4:** Filling in Forms

- Distribute printed copies of different forms for students to practice filling out.

- Some forms can be mock registrations for school events, while others may serve as surveys about their favorite subjects.

- Monitor the activity, providing support and prompting conversations about the importance of accurate information.

**Conclusion (5 minutes):**

- Summarize the importance of filling forms accurately and correctly as discussed in the lesson.

- Conduct a brief interactive activity where students share one new thing they learned about the importance of forms.

- Prepare learners for the next session by previewing the topic of writing persuasive arguments about why correct form-filling matters.

**Extended Activities:**

- Home Activity: Ask students to find a form at home (e.g., a warranty form or a survey) and bring it to class, explaining why each section is important.

- Creative Activity: Have students create a fun form for their classmates to fill out, such as a "Wish List" form or a "Favorite Things" form.

- Practical Application: Organize a mock community event where students can role-play filling in various forms relevant to that event (e.g., registration, feedback forms).

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Listening

**Specific Learning Outcomes:**

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

1.Select sounds with the target sound from an oral narrative.

2. Use vocabulary related to the theme in sentences correctly.

3. Appreciate the importance of listening attentively.

**Key Inquiry Questions:**

- How can we select words with the target sound from an oral narrative?

- How can we use vocabulary related to the theme to make sentences?

- How can we incorporate expressions like similes, phrasal verbs, and fixed phrases into our sentences?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous lesson about listening and speaking skills.

- Engage learners in a brief discussion about the theme of child labour, highlighting its significance and introducing relevant vocabulary.

**Lesson Development (25 minutes):**

**Step 1:** Listening Exercise

- Play a short oral narrative related to child labour.

- Ask learners to listen carefully and identify specific words that contain the target sounds discussed in previous lessons.

**Step 2:** Vocabulary Selection

- After the listening exercise, have students take turns sharing the words they heard that included the target sounds.

- Write these words on the board, grouping them by their sounds.

- Discuss the meanings of these words and how they relate to the theme.

**Step 3:** Sentence Creation

- Guide learners to use the selected vocabulary to create their own sentences.

- Encourage them to incorporate expressions like similes (e.g., "as busy as a bee"), phrasal verbs (e.g., "give up"), and fixed phrases (e.g., "make a difference").

- Have a few students share their sentences with the class.

**Step 4:** Importance of Listening

- Lead a discussion on why accurate pronunciation and attentive listening are important in both speaking and understanding.

- Provide examples of how mispronouncing words can change meanings and affect communication.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, highlighting the importance of pronunciation and attentive listening.

- Engage the class in a brief interactive activity, such as a quick game where they have to mimic the target sounds or come up with sentences using the vocabulary discussed.

- Prepare students for the next session by previewing upcoming topics or prompting them with questions to think about regarding the issue of child labour.

**Extended Activities:**

- Writing Assignment: Encourage learners to write a short paragraph or story that incorporates the vocabulary used in class, as well as any expressions they learned.

- Group Project: In groups, have students research child labour in different countries and present their findings, ensuring they use clear pronunciation and attentive listening skills while presenting.

- Sound Hunt: Ask students to listen to their environment or a short story at home and find words or phrases that contain the target sounds, then share them in the next class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Reading

**Sub Strand:** Extensive Reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select appropriate reading materials

2.Read a variety of materials independently for information and pleasure

3. Appreciate reading

**Key Inquiry Question(s):**

- How do you select appropriate reading materials?

- What types of materials do you enjoy reading?

- Can you compile a list of new words and their meanings from your reading?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Engage students in recalling what they learned last time about reading strategies.

- Guide Discussion: Ask students to share any new books or materials they have read, highlighting the types of genres or topics they found appealing. Link this discussion to the importance of selecting the right materials.

**Lesson Development (25 minutes):**

**Step 1:** Discussing Reading Preferences

- Activity: In pairs, students discuss their favorite types of books or articles.

- Prompt Questions: What do you like about these types of materials? How do you choose what to read?

**Step 2:** Exploring Genres

- Mini-Lecture: Introduce different genres (fiction, non-fiction, poetry, etc.) and explain how each serves different interests and purposes.

- Group Work: Students form small groups to brainstorm various examples of reading materials for each genre.

**Step 3:** Selecting Appropriate Reading Materials

- Discussion: Engage the whole class in discussing factors they consider when choosing a book. Is it the cover, the summary, words they understand?

- Guiding Question: How do illustrations or headings help you decide?

**Step 4:** Compiling New Vocabulary

- Activity: Assign students to select a short passage from the reading material and list 5 new words they find.

- Sharing: Allow students to share one new word they learned, along with its meaning and context.

**Conclusion (5 minutes):**

- Summarize Key Points: Review the genres discussed, reading preferences, and the importance of vocabulary.

- Interactive Activity: Play a quick game where students guess the genre or meaning based on a clue or hint.

- Preview Next Session: Explain that the next lesson will focus on summarizing what they read and sharing their thoughts on it.

**Extended Activities:**

- Reading Challenge: Encourage students to pick a new genre they haven’t read before and write a short review.

- Vocabulary Journal: Start a vocabulary journal where they continuously add new words and sentences using them.

- Book Club: Form book clubs where students read the same book and hold discussions about their thoughts, feelings, and lessons learned.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Select appropriate reading materials.

2. Search for information on child labour from reference materials.

3.Appreciate reading.

**Key Inquiry Question(s):**

- What types of reading materials are appropriate for learning about child labour?

- How can we find information on child labour using reference materials?

- What new words can we learn, and what do they mean?

**Learning Resources:**

- Skills in English Grade 6 (Student's Guide and Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous topic discussed in class.

- Ask students questions to engage them and lead into the reading materials about child labour.

- Briefly introduce the importance of diverse reading materials in understanding social issues.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Reading Materials

- Discuss with the students what constitutes appropriate reading materials (books, articles, journals).

- Have students share examples of materials they enjoy or find useful.

**Step 2:** Research Activity

- Introduce the topic of child labour.

- Divide students into pairs and provide them with reference materials (books, articles, online resources if available).

- Instruct them to search for information regarding child labour and take notes.

**Step 3:** Word Collection

- As students gather information, ask them to compile a list of new words they encounter.

- Provide a simple template for them to write the word, its meaning, and the context in which they found it.

**Step 4:** Sharing Findings

- Have each pair present one interesting fact they discovered about child labour.

- Encourage students to share some of the new words they found and their meanings, promoting vocabulary growth.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson—the importance of reading diverse materials, what child labour is, and new vocabulary learned.

- Conduct a brief interactive game, such as a 'vocabulary match', where students match new words with their meanings.

- Preview the next lesson by posing a question: "Why is it important to stop child labour?"

**Extended Activities:**

- Reading Journal: Encourage students to keep a reading journal for the week, where they can jot down any articles or stories they read related to child labour or other social issues.

- Creative Poster: Have students create a poster that illustrates what they learned about child labour, including images, facts, and words from their vocabulary lists.

- Class Debate: Organize a debate on the ethics of child labour, assigning roles to students to research and argue for different perspectives, fostering critical thinking and public speaking skills.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Word Classes - Determiners: some, enough, each, and a lot of

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify determiners: some, enough, each, and a lot of in sentences.

2.Use determiners: some, enough, each, and a lot of in sentences correctly.

3.Develop a desire to use determiners in sentences.

**Key Inquiry Question(s):**

- What are determiners, and how do we use them in sentences?

- How can we construct sentences using determiners?

- How can we create sentences using determiners from substitution tables?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on nouns and their functions.

- Introduce the topic of determiners, explaining that they help us understand quantity and amount.

- Read and discuss relevant content from the learning resources, focusing on the determiners: some, enough, each, and a lot of.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Determiners

- Explain what determiners are and their role in a sentence.

- Write examples on the board: "I have some apples," "There are a lot of stars," "She has enough time," "Each student must participate."

- Discuss how these words help to express quantities clearly.

**Step 2:** Identifying Determiners

- Provide students with a list of sentences on the board.

- Ask students to work in pairs to underline the determiners present in each sentence.

- Go over the answers as a class, clarifying any misunderstandings.

**Step 3:** Constructing Sentences

- Guide students through constructing their own sentences using each of the determiners.

- Prompt them to think of nouns they enjoy or situations they encounter frequently. For example, "I want some ice cream."

- Encourage sharing of sentences within pairs or small groups.

**Step 4:** Sentence Substitution Activity

- Present a substitution table where sentences can be transformed by using different determiners.

- Example table:

- I have \_\_\_\_ friends (some, enough, each, a lot of).

- Allow students to fill in the blanks with the appropriate determiner, then share their new sentences with the class.

**Conclusion (5 minutes):**

- Summarize key points about determiners and their importance in expressing quantity.

- Conduct a quick interactive activity where students can quiz each other on the determiners by giving a noun and asking which determiner fits best.

- Preview the next session, which will explore other parts of speech, like adjectives.

**Extended Activities:**

- Homework: Have students write a short paragraph about their favorite hobby or activity, ensuring to include at least three different determiners discussed in class.

- Creative Writing: Encourage students to create a short comic strip or story using a set number of each determiner. Display these in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Writing

**Sub Strand:** Guided Writing - Fill in Forms

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Record specific details to convey information.

2. Design a form to provide the required information.

3. Advocate the importance of filling forms correctly.

**Key Inquiry Question(s):**

- In groups, fill in the basic details in forms.

- Design a form to provide the required information.

- Download relevant forms and fill them.

**Learning Resources:**

- Skills in English Grade 6 Textbook

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by quickly reviewing what was learned in the previous session about different types of writing.

- Ask students to share one thing they remember and connect it to the importance of clear communication.

- Introduce the topic of filling forms by showing an example of a very simple form (e.g., a school permission slip) without filled details.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Forms

- Discuss what a form is and why we use them.

- Explain the different types of forms students might encounter (school forms, application forms, surveys).

- Identify the specific details that are often required on forms (name, date, purpose, etc.).

**Step 2:** Importance of Accuracy

- Open a discussion on the question: “Why is it important to fill forms accurately and correctly?”

- Guide students to recognize consequences such as delays, misunderstandings, or rejected applications due to incorrect information.

- Encourage students to share any personal experiences where they had to fill out a form.

**Step 3:** Group Activity - Filling and Designing Forms

- Divide students into small groups and provide each group with a simple form to fill out with generic information (e.g., a mock field trip form).

- Ask each group to identify essential details and fill out the form with accurate information.

**Step 4:** Design Your Own Form

- Each group will brainstorm and design a new form based on a scenario of their choice (e.g., a birthday party invitation, a school project request).

- Remind them to think about the information they need to collect and why it’s important.

**Conclusion (5 minutes):**

- Gather students and have each group briefly share their filled forms and the forms they designed.

- Summarize the key points discussed about the importance of filling forms out accurately and the process of designing a valid form.

- Conduct a brief interactive quiz where students can answer questions based on what they learned today.

- Preview next lesson topics (e.g., formal vs. informal communication) and encourage students to think of forms they regularly encounter.

**Extended Activities:**

- Create a Form: Invite students to create a form based on an upcoming school event or activity they wish to organize. They should include all relevant details.

- Home Assignment: Ask students to find a form at home (e.g., an application, registration form) and bring it to class for discussion, explaining its purpose and the information required to fill it out correctly.

- Research Activity: Assign pairs to research different forms used in various professions (e.g., medical forms, job applications) and present their findings to the class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Listening and Speaking

**Sub-Strand:** Pronunciation and Listening Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify proverbs from a text.

2. Use words and expressions such as similes, metaphors, and proverbs.

3. Appreciate the importance of attentive listening in communication.

**Key Inquiry Questions:**

- What is a proverb?

- How can we pronounce words containing the sounds /L/ and /r/?

- How do we use expressions correctly, such as metaphors, proverbs, and similes?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the Previous Lesson:

- Recap the importance of effective communication and any previous discussions on similes and metaphors.

2. Engage the Class:

- Ask students to share any proverbs they know and discuss their meanings briefly.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Proverbs

- Define proverbs. Discuss examples and their meanings.

- Read selected proverbs from the learning resources.

- Ask students to volunteer interpretations of the proverbs.

**Step 2:** Understanding Similes and Metaphors

- Explain the difference between similes and metaphors, providing clear examples.

- Group Activity: In pairs, students create their own similes or metaphors using a common theme (e.g., nature, animals).

**Step 3:** Pronunciation Practice

- Model the pronunciation of words containing sounds /L/ and /r/.

- Class activity: Practice saying sentences containing these sounds, emphasizing the clarity of pronunciation.

**Step 4:** Attentive Listening Exercise

- Listening Activity: Read a short story or a passage that contains proverbs, similes, and metaphors.

- Discussion: In groups, students identify the expressions used and discuss their meanings.

**Conclusion (5 minutes):**

1. Summarise Key Points:

- Review the definitions of proverbs, similes, and metaphors.

- Discuss the importance of attentive listening in understanding communication.

2. Interactive Activity:

- Quick-fire round where students must say a proverb when a related scenario is mentioned.

3. Preview of Next Session:

- Discuss how the upcoming lesson will delve deeper into cultural celebrations and how proverbs reflect cultural values.

**Extended Activities:**

- Proverb Poster Project: Students create a poster that features a proverb, its meaning, and a related illustration. Display these posters around the classroom.

- Metaphor Story Writing: Encourage students to write a short story incorporating at least three metaphors and two similes.

- Proverb Research: Assign students to research a proverb from a different culture, prepare a short presentation, and share it with the class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading Comprehension Strategies

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify characters and events in a story.

2. Read a story and answer factual and inferential questions correctly.

3. Appreciate the characters in a story.

**Key Inquiry Questions:**

- What are the characters and events in a story?

- How can we predict events based on the story we read?

- What can we learn from the characters in a story?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson where students discussed the importance of setting in a story.

- Ask students to recall their favorite character from a story and share why they liked that character.

- Explain that today, we will focus on identifying characters and events in a story.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Characters

- Define what a character is in a story. Discuss the different types of characters (main, supporting, antagonist, protagonist).

- Read aloud a short section from a story that features clear character descriptions. Highlight how the author conveys information about the characters.

**Step 2:** Identifying Events

- Discuss what an event is in a story. Share examples of significant events that drive the plot forward.

- Use a graphic organizer to help students map out key characters and their corresponding events in the story read aloud.

**Step 3:** Predicting Events

- Guide the students in making predictions about what might happen next based on the events so far.

- Encourage them to use clues from the text and their knowledge of the characters’ personalities.

**Step 4:** Factual vs. Inferential Questions

- Teach the difference between factual questions (based on explicit information from the text) and inferential questions (requiring reading between the lines).

- Pose a few example questions, and ask students to work in pairs to answer them.

**Conclusion (5 minutes):**

- Summarize key points about characters and events in stories, and the difference between factual and inferential questioning.

- Conduct a brief interactive activity where students take turns asking each other one factual and one inferential question based on the story read.

- Preview the next lesson, which will explore themes and morals in stories and encourage students to think of examples of themes they have encountered.

**Extended Activities:**

- Character Profiles: Have students create a character profile for one character from a story they enjoy, including traits, motivations, and key events that involve that character.

- Story Mapping: Ask students to create a story map for a book they are currently reading, detailing the characters, major events, and predictions for what might happen next.

- Class Book Club: Organize a book club where students can read selected stories with identifiable characters and events, followed by group discussions and activities.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Reading

**Sub Strand:** Intensive Reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify characters and events in a story

2. Create mental images from the story or poems

3.Appreciate the characters in a story

**Key Inquiry Questions:**

- Discuss characters and events in a story

- Create mental images from the story or poems

- Retell the story

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share their favorite stories or poems and discuss one character from each.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts regarding characters and events.

**Lesson Development (25 minutes):**

**Step 1:** Exploring Characters

- Introduce the concept of characters in stories.

- Read a short story or an excerpt from the provided learning resource, focusing on key characters.

- Ask students to describe the characters and what makes them interesting.

**Step 2:** Identifying Events

- Discuss the key events of the story read in Step 1.

- Have students work in pairs to list important events and how those events affect the characters.

- Facilitate a class discussion about their lists and why those events are important to the story.

**Step 3:** Creating Mental Images

- Show students how to create mental images while reading.

- Read a descriptive passage aloud and ask students to close their eyes and visualize the scene.

- Encourage them to share their mental images and how the details helped form a picture in their mind.

**Step 4:** Retelling the Story

- Have students retell the story in their own words, focusing on the characters and events discussed.

- Pair students again to share their retellings and provide feedback to each other, fostering appreciation for different perspectives.

**Conclusion (5 minutes):**

- Summarize key points about characters, events, and mental imagery.

- Conduct a brief interactive activity: ask students to create a character map on the board to illustrate the relationships between characters and events in the story.

- Preview the next session by sharing that they will be exploring themes in stories and asking questions like, "What message does the story deliver?"

**Extended Activities:**

- Character Journals: Students can choose a character from any story they read at home or in class and keep a journal about the character’s thoughts, feelings, and actions over several entries.

- Illustration Project: After reading a poem or story, students can create an illustrated storybook page that represents their favorite character and a key event, including captions that describe what is happening.

- Oral Storytelling: Host a storytelling session where students can narrate their chosen story using props or drawings to help them remember key points.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Concrete Nouns and Abstract Nouns

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify concrete and abstract nouns from a text.

2.Use concrete and abstract nouns correctly.

3. Appreciate the role of concrete and abstract nouns in communication.

**Key Inquiry Question(s):**

- What concrete and abstract nouns can we find in a story?

- How can we make sentences using concrete and abstract nouns?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about nouns and their different types.

- Introduce the concepts of concrete and abstract nouns, using an example such as "apple" (concrete) and "happiness" (abstract).

- Engage learners by asking them to briefly discuss the difference between the two, encouraging examples from their own experiences.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Concrete Nouns

- Activity: Read a short paragraph from a story in the learning resource.

- Highlight and underline all concrete nouns (e.g., chair, book, cat).

- Discuss as a class why these nouns are considered concrete, focusing on their physical presence.

**Step 2:** Identifying Abstract Nouns

- Activity: Present a different paragraph that includes several abstract nouns (e.g., love, bravery, sadness).

- Have learners circle abstract nouns in the text.

- Discuss the importance of abstract nouns and how they enhance our understanding of emotions and concepts.

**Step 3:** Sentence Construction Using Concrete Nouns

- In pairs, learners create sentences using at least three concrete nouns.

- Share some sentences as a class, providing feedback on correct usage.

**Step 4:** Sentence Construction Using Abstract Nouns

- In pairs, now have learners create sentences using at least two abstract nouns.

- Share additional sentences as a class, discussing how they communicate feelings or ideas.

**Conclusion (5 minutes):**

- Recap the main concepts covered in the lesson about concrete and abstract nouns.

- Conduct a brief interactive activity where students identify and categorize nouns from a new sentence (e.g., “The joy of seeing the sunny, green park made her smile.”).

- Prepare learners for the next session by discussing the possibility of exploring how these nouns can build richer stories.

**Extended Activities:**

- Noun Hunt: Create a worksheet where students go through their favorite story or book and find examples of both concrete and abstract nouns.

- Noun Posters: Have students create a poster that lists concrete nouns on one side and abstract nouns on the other, including illustrations or examples to represent each noun visually.

- Creative Writing: Encourage students to write a short story or a poem using at least five concrete nouns and three abstract nouns, focusing on how they enhance their narrative.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Writing

**Sub Strand:** Creative Writing - Narrative Compositions

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify topics and possible ideas for open-ended compositions.

2.Organize ideas in a paragraph logically.

3. Appreciate writing narrative compositions.

**Key Inquiry Questions:**

- What possible topics can we explore for open-ended compositions?

- How can we share and discuss our ideas and experiences on a given topic?

- What steps do we take to complete our individual compositions?

**Learning Resources:**

- Skills in English Grade 6 (Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to recall what they learned about narrative writing.

- Guide learners to read and discuss relevant content from the learning resources, focusing on how narratives can begin with engaging ideas.

**Lesson Development (25 minutes):**

**Step 1:** Brainstorming Topics

- Begin a class brainstorming session where students list potential topics for open-ended narratives.

- Encourage them to think of personal experiences, imaginative scenarios, or unique ideas (e.g., "A Day in the Future," "An Adventure in the Woods").

**Step 2:** Group Discussion

- Divide students into small groups and assign each group a topic selected from the brainstorming session.

- In their groups, students will discuss their ideas and experiences related to the topic, helping each other expand on their thoughts. Each group should choose one idea to focus on.

**Step 3:** Organizing Ideas

- Ask each student to individually draft a simple outline for their chosen topic, focusing on the beginning, middle, and end of their narrative.

- Provide a framework, such as the “5 W’s” (Who, What, When, Where, Why) to help them organize their thoughts.

**Step 4:** Writing the Composition

- Allow students to start writing their narrative compositions using their outlines. Remind them to include exciting language and details to make their story come to life.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, reiterating the importance of topic selection, organization, and creativity in writing.

- Conduct a brief interactive activity where students share one sentence from their compositions with the class to reinforce what makes a narrative interesting.

- Prepare learners for the next session by previewing topics related to editing and refining their writings.

**Extended Activities:**

- Encourage students to illustrate a scene from their composition and prepare a short oral presentation to share it with the class.

- Assign a homework task where they can ask family or friends for feedback on their writing and incorporate this feedback into a revision in the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Listening Comprehension

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify proverbs from a text.

2. Use words and expressions such as similes, metaphors, and proverbs.

3. Appreciate the importance of attentive listening in communication.

**Key Inquiry Questions:**

- What are proverbs, and why do we use them?

- How do we pronounce words with the sounds /L/ and /r/?

- How can we use expressions like metaphors, similes, and proverbs correctly?

**Learning Resources:**

- Skills in English Grade 6 (Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson about expressions and figurative language.

- Introduce the topic of proverbs by asking students if they know any proverbs and what they mean. Discussion prompts might include examples like "A stitch in time saves nine" or "Don't count your chickens before they hatch."

**Lesson Development (25 minutes):**

**Step 1:** What are Proverbs?

- Define proverbs and explain their purpose in conveying wisdom or lessons.

- Read a selection of proverbs from the \*Skills in English\* resource.

- Discuss the meaning of each proverb as a class.

**Step 2:** Group Discussion

- Divide students into small groups and give each group a different proverb to discuss.

- Encourage them to discuss what they think the meaning is and if they can think of similar sayings in their culture.

- Each group shares their proverb and understanding with the class.

**Step 3:** Pronunciation Practice

- Focus on pronunciation of words containing /L/ and /r/.

- Provide examples for students to practice saying, such as "light," "right," "leaf," and "rack."

- Conduct a choral repetition exercise to help students practice.

**Step 4:** Using Expressions

- Introduce similes and metaphors. Give clear examples, such as:

- Simile: "As brave as a lion."

- Metaphor: "Time is a thief."

- Encourage students to create their own similes and metaphors based on their experiences or ideas.

**Conclusion (5 minutes):**

- Summarize the key points: the definition and examples of proverbs, similes, and metaphors, as well as the correct pronunciation practice.

- Conduct an interactive activity, such as a "Proverb Match," where students match proverbs to their meanings or contexts.

- Preview the next session by hinting at exploring more about figurative language and writing their own short stories using proverbs.

**Extended Activities:**

- Proverb Poster: Have students create a colorful poster of a proverb they like, including its meaning and illustrations that represent it.

- Figurative Language Journal: Encourage students to keep a journal where they can write down any new proverbs, similes, or metaphors they hear throughout the week.

- Story Writing: Ask students to write a short story using at least three proverbs and two similes or metaphors.

**Teacher Self – Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading Comprehension Strategies

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify characters and events in a story.

2. Read a story and answer factual and inferential questions correctly.

3.Appreciate the characters in a story.

**Key Inquiry Question(s):**

- Discuss characters and events in a story.

- Read a story of about 500 words and predict the events.

- Answer questions correctly.

**Learning Resources:**

- Skills in English Grade 6 (Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Engage students in a brief discussion reviewing the previous lesson on story elements (characters, setting, events).

- Introduce the learning resources, particularly focusing on comprehension strategies.

**Lesson Development (25 minutes):**

**Step 1:**

- Read Aloud: The teacher reads a selected story of about 500 words aloud to the class, ensuring to pause for emphasis on key characters and events.

- Class Discussion: Ask students to share their initial impressions of the characters and events.

**Step 2:**

- Character Identification: Students work in pairs to identify the main characters in the story, listing traits and actions on a worksheet.

- Class Sharing: Each pair shares one character description with the class, fostering discussion and appreciation.

**Step 3:**

- Predictive Thinking: Guide students to predict what might happen next in the story based on character actions and events discussed.

- Instruction: Teach students how to formulate their predictions and reasons for them.

**Step 4:**

- Question Time: Pose factual and inferential questions about the story. Students answer these in groups, ensuring they discuss the reasoning behind their answers.

- Wrap-Up Activity: Each group presents one fact and one inference they derived from the story.

**Conclusion (5 minutes):**

- Summarize the key points discussed: characters, events, and prediction strategies.

- Conduct a quick interactive quiz using questions from the lesson to reinforce understanding.

- Preview the next session by hinting at exploring how story conflicts drive events.

**Extended Activities:**

- Character Journals: Have students keep a “Character Journal” where they can write entries from the perspective of different characters they read about throughout the week.

- Story Mapping: Encourage students to create a story map for the current story, including characters, setting, problem, events, and resolution.

- Peer Reading: Organize paired reading sessions where students can practice reading aloud to each other and discussing the stories they choose.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Reading

**Sub Strand:** Intensive Reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify characters and events in a story

2. Create mental images from the story or poems

3. Appreciate the characters in a story

**Key Inquiry Question(s):**

- What characters and events are important in a story?

- How can we create mental images from stories and poems?

- Can you retell the story in your own words?

**Learning Resources:**

- Skills in English Grade 6 (Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Ask students to share one character they discussed last time and what event was important in that character's story.

- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying characters and events.

**Lesson Development (25 minutes):**

**Step 1:** Story Discussion

- Ask students to share stories or poems they have read recently.

- Write the titles on the board and list characters and main events mentioned by students.

**Step 2:** Character Exploration

- Choose one story from the board and discuss the main characters.

- Have students describe what they like or dislike about these characters, encouraging them to think critically.

**Step 3:** Creating Mental Images

- Read a short excerpt from one of the chosen stories.

- Ask students to close their eyes and visualize the scene.

- Prompt them with questions such as, "What do you see? What do the characters look like?"

**Step 4:** Retelling Activity

- In pairs, have students retell the story in their own words, focusing on the main events and characters.

- Encourage them to include their mental images in the retelling.

**Conclusion (5 minutes):**

- Summarize the key points: characters, events, and mental imagery.

- Conduct a brief interactive activity: Have students share one new character they appreciated and one image they created.

- Prepare learners for the next session by previewing upcoming topics on how settings influence the story.

**Extended Activities:**

- Character Diaries: Ask students to write a diary entry from the perspective of a character in a story, expressing their thoughts and feelings about key events.

- Story Mapping: Create a story map for a favorite book, including characters, events, settings, and illustrations.

- Poetry Imagery Art: After reading a poem, have students draw a scene that represents the imagery they created in their minds while listening to it.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Concrete Nouns and Abstract Nouns (2)

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify concrete and abstract nouns from a text

2. Use concrete and abstract nouns correctly in sentences

3. Appreciate the role of concrete and abstract nouns in communication

**Key Inquiry Question(s):**

- Pick out concrete and abstract nouns from a story

- Make sentences using concrete and abstract nouns

**Learning Resources:**

- Skills in English Grade 6 (Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a short review of concrete and abstract nouns. Ask students to recall what they learned previously.

- Facilitate a discussion where students share examples of nouns from their daily lives, distinguishing between concrete and abstract nouns.

- Introduce the key concepts and objectives of today’s lesson.

**Lesson Development (25 minutes):**

**Step 1:** Exploration of Nouns

- Distribute a short story or passage from the learning resource. Read it as a class.

- Ask students to underline or highlight concrete nouns (e.g., table, apple) and abstract nouns (e.g., joy, freedom) within the text.

**Step 2:** Group Discussion

- In small groups, have students discuss their findings, focusing on why some nouns are considered concrete and others abstract.

- Encourage them to share their thoughts on how each type of noun contributes to the overall meaning of the story.

**Step 3:** Sentence Creation

- Ask students to create three sentences: one using a concrete noun, one using an abstract noun, and one combining both.

- Invite a few students to share their sentences with the class.

**Step 4:** Reflection on Nouns

- Gather students as a whole group and discuss the role of concrete and abstract nouns in communication.

- Ask guiding questions such as: "How do these nouns help us express our thoughts and feelings?"

**Conclusion (5 minutes):**

- Summarize the key points covered, focusing on what concrete and abstract nouns are and their importance in language.

- Conduct a quick interactive game where students are given a noun and must decide if it’s concrete or abstract, raising hands to vote on their answers.

- Preview the next session by posing questions such as, "How do adjectives change the meaning of nouns?" to encourage curiosity.

**Extended Activities:**

- Noun Scavenger Hunt: Have students go home and make a list of 5 concrete nouns and 5 abstract nouns they encounter in their environment.

- Creative Writing Task: Ask students to write a short poem or story that incorporates at least three concrete nouns and three abstract nouns, sharing their work in the next lesson.

- Class Noun Wall: Create a class wall where students can add examples of concrete and abstract nouns as they encounter them in readings or everyday life.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Writing

**Sub Strand:** Creative Writing - Narrative Compositions

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify topics and possible ideas for open-ended compositions.

2. Organize ideas in a paragraph logically.

3. Appreciate writing narrative compositions.

**Key Inquiry Questions:**

- What topics can we choose for open-ended compositions?

- How can we share and discuss our ideas and experiences on a given topic?

- How do we complete the composition individually?

**Learning Resources:**

- Skills in English Grade 6 textbook and teacher’s guide.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Recap what was learned about narrative writing and the importance of storytelling.

- Discussion: Guide learners to read a selected passage from the learning resources that demonstrates good narrative techniques. Discuss key concepts, such as clarity, engaging beginnings, and simpler vocabulary.

**Lesson Development (25 minutes):**

**Step 1:** Brainstorming Topics

- Activity: Divide the class into small groups and ask them to brainstorm topics for open-ended narrative compositions. Display a chart or whiteboard to record their ideas.

- Outcome: Each group should come up with at least three topics.

**Step 2:** Sharing and Discussing Ideas

- Activity: Have each group share their best topic with the class. Allow for questions and discussions about experiences that relate to these topics.

- Outcome: Encourage students to think about how personal experiences can shape their narratives.

**Step 3:** Organizing Ideas

- Lesson Segment: Teach students how to organize their ideas into a paragraph format. Discuss the components of a good paragraph: topic sentence, supporting details, and concluding sentence.

- Outcome: Students will understand how to structure their compositions logically.

**Step 4:** Writing Independently

- Activity: Students will begin drafting their narrative compositions based on their chosen topic and group discussions. Remind them to think about proofreading as they write.

- Outcome: Each student will have a structured opening to their narrative by the end of this step.

**Conclusion (5 minutes):**

- Summarizing Key Points: Recap the importance of brainstorming, discussing, organizing, and writing.

- Interactive Activity: Play a quick "write the topic down" game where students call out topics they discussed and write them on the board.

- Preview of Next Session: Inform students that next time, they'll focus on proofreading and editing their drafts.

**Extended Activities:**

- Peer Review: Pair up students to exchange their compositions and provide constructive feedback based on a checklist you provide on structure and clarity.

- Create Illustrations: After completing their drafts, have students draw a picture that represents a key part of their story. They can use this as a prompt for revising their narratives.

- Storytelling Circle: Organize a session where students can share their stories with the class. This will help them practice oral presentation and storytelling skills.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Listening and Speaking Etiquette - Telephone

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Pronounce words with target sounds correctly.

2. Use polite words and phrases in a variety of texts.

3. Desire to use polite words and phrases in oral communication.

**Key Inquiry Questions:**

- What polite words and phrases are used in a telephone conversation?

- How can we incorporate polite language in various texts?

- How can we use polite language to interrupt politely in sentences?

**Learning Resources:**

- Skills in English: Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on effective communication.

- Guide learners to read and discuss content related to polite language from the learning resources.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Polite Language

- Discuss with students why using polite words is important, especially in conversations. Ask students to share experiences where politeness made a difference.

- Introduce examples of polite phrases commonly used in telephone conversations, such as "Could you please...?", "Thank you for your help.", and "Excuse me, may I add...?"

**Step 2:** Pronunciation Practice

- Choose several key phrases from the previous step. Model their pronunciation clearly.

- Invite students to repeat each phrase in unison and then individually, correcting any pronunciation errors as needed.

**Step 3:** Role-Playing Telephone Conversations

- Divide the class into pairs. Have each pair practice a telephone conversation role-play using the polite phrases introduced.

- Provide scenarios where they must use polite language to ask questions, make appointments, or clarify information.

**Step 4:** Group Discussion on Interruptions

- Discuss how to interrupt someone politely during a conversation. Present phrases like "I'm sorry to interrupt, but..." or "Excuse me for a moment...".

- In groups, have students create sentences using these phrases to practice, and then share with the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed about polite language and its importance in communication.

- Conduct a quick interactive quiz where students must match phrases with their meanings or identify the more polite option from a pair of sentences.

- Preview topics for the next session: focusing further on different contexts of polite communication.

**Extended Activities:**

- Polite Phrases Poster: Have students create a poster with polite phrases and their meanings. Display it in the classroom.

- Telephone Politeness Diary: Encourage students to keep a diary where they note down instances of polite conversations they have each day and reflect on how it made them feel.

- Polite Language Story Creation: In groups, students write a short story or play that includes at least five examples of polite language. They can perform their stories in class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Pronounce words with target sounds correctly.

2. Use a variety of similes, proverbs, idioms, and fixed phrases in oral communication.

3. Show a desire to use polite words and phrases in oral communication.

**Key Inquiry Question(s):**

- How can using polite words enhance our conversations?

- What are some examples of similes, proverbs, and idioms that we can use in daily communication?

**Learning Resources:**

- Skills in English Grade 6 (Teacher’s Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the importance of effective communication.

- Guide learners to read and discuss relevant content from the learning resources, focusing on polite language and figurative expressions.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Polite Language

- Discuss what makes communication polite. Ask students to share their thoughts on why politeness matters.

- Write key polite phrases on the board (e.g., "Could you please...," "Thank you for...," etc.).

**Step 2:** Exploring Similes, Proverbs, and Idioms

- Introduce similes, proverbs, and idioms with examples. For instance, explain "as busy as a bee" (simile) and "the early bird catches the worm" (proverb).

- Engage students in a discussion to identify and create their own examples.

**Step 3:** Pair Activity - Practicing Politeness

- In pairs, have students role-play a conversation using polite language, incorporating at least one simile or idiom.

- Monitor the pairs and provide feedback on pronunciation and usage of expressions.

**Step 4:** Class Share

- Invite a few pairs to share their conversations with the class.

- Encourage classmates to provide positive feedback on the use of polite language and figurative expressions.

**Conclusion (5 minutes):**

- Summarize the key points about the importance of polite language and the use of similes, proverbs, and idioms.

- Conduct a brief interactive activity: Have students draw a simile or proverb on the board and explain it to the class.

- Preview the next session: Ask students to think of their favorite idiom and be prepared to share it in the next lesson.

**Extended Activities:**

- Politeness Poster: Create a poster with examples of polite phrases and their meanings. Display it in the classroom to remind everyone to use polite language.

- Simile/Idiom Journal: Keep a journal where students write down new similes or idioms they hear throughout the week and their meanings.

- Polite Conversation Role-Play: Prepare short scripts with classmates to practice polite conversations and present them to the class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Reading

**Sub Strand:** Intensive reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Pronounce words with target sounds correctly.

2. Use a variety of similes, proverbs, idioms, and fixed phrases in oral communication.

3. Express a desire to use polite words and phrases in oral communication.

**Key Inquiry Questions:**

- How can we pronounce words with target sounds correctly?

- What are some examples of similes, proverbs, idioms, and fixed phrases used in communication?

**Learning Resources:**

- Skills in English Grade 6 (Teacher’s Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson’s key points on pronunciation and polite language.

- Ask students to share examples of polite words or phrases they used in recent conversations.

- Introduce the objectives of today's lesson, highlighting the importance of effective communication.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Polite Words

- Discuss the importance of using polite words.

- Provide examples such as "please," "thank you," "excuse me," and "sorry."

- Have students practice saying these words in pairs, emphasizing correct pronunciation.

**Step 2:** Exploring Similes, Proverbs, and Idioms

- Explain what similes, proverbs, and idioms are with simple definitions and examples.

- For example:

- Similes: “as brave as a lion”

- Proverbs: “A stitch in time saves nine.”

- Idioms: “Kick the bucket” (to die).

- Ask students to provide their own examples or create one for each type with guidance.

**Step 3:** Pronunciation Practice

- Choose a few challenging words relevant to the day’s lesson.

- Lead pronunciation practice as a class for each word, then split students into groups to practice saying the words to each other.

**Step 4:** Role Play

- In pairs, have students role-play a short conversation using polite words, idioms, and similes.

- Remind them to focus on the correct pronunciation of their chosen words and phrases.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson about polite communication and the use of similes, proverbs, and idioms.

- Conduct a quick interactive activity where students must match polite phrases with their meanings or context.

- Preview the upcoming lesson by encouraging students to think about different cultures' sayings or polite phrases before the next session.

**Extended Activities:**

- Encourage students to create a mini-book or poster featuring similes, proverbs, and idioms they learn about at home.

- Assign students to interview family members or friends, asking for examples of polite expressions or sayings they use, and share their findings with the class.

- As a fun class challenge, host a “polite conversation day” in which students use as many polite phrases as possible in their interactions.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Correlative conjunctions

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify correlative conjunctions in oral or written text.

2.Use correlative conjunctions correctly.

3. Appreciate the importance of using well-formed sentences in communication.

**Key Inquiry Questions:**

- List correlative conjunctions in a written text.

- Use correlative conjunctions either...or / neither...nor in sentences.

**Learning Resources:**

- Skills in English, Grade 6 Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on conjunctions, asking students to share what they remember.

- Briefly discuss with students what they think conjunctions do in a sentence to build a connection to correlative conjunctions.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Conjunctions

- Define conjunctions as words that link words or groups of words. Give examples of simple conjunctions (and, but, or).

- Discuss the function of conjunctions in sentences, highlighting how they help to build complex ideas.

- Engage students by having them create a quick sentence using one of the simple conjunctions discussed.

**Step 2:** Introduction to Correlative Conjunctions

- Explain correlative conjunctions as pairs of conjunctions that work together to connect similar words or phrases. Introduce examples such as "either...or," "neither...nor," "both...and," and "not only...but also."

- Provide sentences that use correlative conjunctions and highlight the pairs.

- Invite students to identify and share other examples they might have encountered in reading.

**Step 3:** Identifying Correlative Conjunctions

- Distribute a short written text (a paragraph) that contains several correlative conjunctions and have students read it.

- Ask students to underline or circle the correlative conjunctions they find.

- Review the answers as a class, discussing each pair's purpose in the sentences.

**Step 4:** Using Correlative Conjunctions in Sentences

- Have students create two sentences using either "either...or" and "neither...nor."

- Share sentences in pairs or small groups, giving feedback on correct usage. Instruct students to refine their sentences if needed.

**Conclusion (5 minutes):**

- Summarize the key points: what correlative conjunctions are and their role in sentence structure.

- Conduct a quick interactive activity where students call out correlative conjunctions as you prompt them with sentences (e.g., "I want either pizza...").

- Preview the next session, which will focus on complex sentences and how to expand upon the ideas learned today.

**Extended Activities:**

- Encourage students to create a short story or a comic strip that includes a variety of correlative conjunctions. This could help them apply their understanding in a creative way.

- Suggest a home activity where students look through a favorite book or magazine article and list examples of correlative conjunctions they find. They can share these examples in the next class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5**

**Strand:** Writing

**Sub Strand:** Mechanics of Writing - Acronyms, Abbreviations, Numerals

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify numerals, common abbreviations, and acronyms from a text.

2. Compose a story incorporating acronyms, abbreviations, and numerals.

3. Appreciate the use of abbreviations, numerals, and acronyms in a text.

**Key Inquiry Questions:**

- Why do we use abbreviations and acronyms?

- How can we identify numerals, abbreviations, and acronyms in a text?

**Learning Resources:**

- Skills in English Grade 6, Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on parts of speech.

- Introduce the concept of abbreviations and acronyms, asking students if they can give examples.

- Briefly discuss the importance of using abbreviations, acronyms, and numerals in everyday writing and communication.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Acronyms and Abbreviations

- Provide students with a short passage from the learning resource that includes several abbreviations and acronyms.

- In pairs, have students read the passage and underline any abbreviations or acronyms they find.

- Discuss the findings as a class, asking students to share what they identified and if they know what any of them stand for.

**Step 2:** Understanding the Purpose

- Lead a discussion on why we use abbreviations and acronyms.

- For example: to save space and time, make communication easier, etc.

- Ask students to think of examples from their everyday life where they encounter abbreviations and acronyms, such as GPS, TV, and ASAP.

- Write a list of examples on the board for reference.

**Step 3:** Writing Practice

- Instruct students to create a short story (5-7 sentences) that includes at least three acronyms, three abbreviations, and two numerals.

- Encourage creativity and remind them to think about how these elements can enhance their story.

- Allow some time for students to share their stories with a partner or small group.

**Step 4:** Class Discussion about their Stories

- Have a few students volunteer to share their stories with the class.

- Discuss how the acronyms, abbreviations, and numerals added clarity or excitement to their writing.

**Conclusion (5 minutes):**

- Summarize the key points about identifying and utilizing abbreviations, acronyms, and numerals in writing.

- Ask students to complete a short, informal quiz where they have to identify five abbreviations or acronyms they have learned and use them in a sentence.

- Preview the next session, which will involve learning about proper punctuation in writing.

**Extended Activities:**

- Creative Poster Activity: Have students create a poster that explains the importance and examples of different acronyms and abbreviations in a fun and colorful way.

- Acronym Game: Play a game where students create new acronyms for common phrases (like "FOMO" for "Fear of Missing Out") and share them with the class.

- Daily Journal Entries: Encourage students to keep a weekly journal and challenge them to include at least one acronym and one abbreviation in each entry.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Listening and Speaking Etiquette - Telephone

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Pronounce words with target sounds correctly.

2. Use polite words and phrases in a variety of texts.

3.Demonstrate a desire to use polite words and phrases in oral communication.

**Key Inquiry Questions:**

- What polite words and phrases can we use in a telephone conversation?

- How can we incorporate polite words and phrases in different types of text?

- How can we use polite language to interrupt politely in conversations?

**Learning Resources:**

- "Skills in English Grade 6" (Textbook)

- "Skills in English Grade 6" (Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on effective communication skills.

- Engage students in a brief discussion about their experiences with telephone conversations and what they think polite language means.

- Highlight the importance of using polite language, especially on the phone.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Polite Words

- Present a list of polite words and phrases (e.g., "please," "thank you," "excuse me").

- Ask students to think of additional polite words or phrases and share them with the class.

- Encourage correct pronunciation and provide examples in context.

**Step 2:** Role-Playing Telephone Conversations

- Divide the class into pairs. Have one student play the caller and the other the receiver.

- Each pair should take turns practicing their conversations using polite phrases discussed in Step 1.

- Remind students to focus on pronunciation and clarity.

**Step 3:** Writing Polite Messages

- Ask students to write a short script for a telephone conversation involving a scenario (e.g., asking a friend to join a party).

- Ensure they use at least three polite phrases in their script.

**Step 4:** Group Discussion on Interrupting Politely

- Guide a discussion on how to interrupt someone politely if they are speaking on the phone.

- Encourage students to create their own examples of polite interruptions and share them with the group.

**Conclusion (5 minutes):**

- Summarize the key points covered: the importance of polite language, correct pronunciation, and how to use polite phrases on the phone.

- Conduct a quick interactive quiz, asking students to provide examples of polite words and how they would use them in a conversation.

- Preview the next lesson, highlighting that it will cover written communication and the use of polite language in different formats.

**Extended Activities:**

- Homework Assignment: Students can practice polite phone conversations at home with a family member and reflect on their experience in a short paragraph.

- Creative Project: In pairs, students can create a poster that illustrates the importance of polite communication with examples of polite phrases used in various contexts (e.g., at school, in the community, over the phone).

- Drama Activity: Have students enact short skits incorporating telephone conversations and interruptions to reinforce the use of polite language in a fun way.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Intensive Reading

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Pronounce words with target sounds correctly

2. Infer the meaning of words, similes, metaphors using contextual cues

3.Desire to use polite words and phrases in oral communication

**Key Inquiry Questions:**

- What polite words and phrases are commonly used in a telephone conversation?

- How can we infer the meaning of words, similes, and metaphors using contextual clues?

- In groups, how can we use polite language to interrupt politely in sentences?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share any new vocabulary they learned.

- Guide learners to read and discuss relevant content from the learning resources, ensuring they understand the key concepts related to pronunciation, vocabulary, and politeness.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Polite Language

- Discuss examples of polite phrases commonly used in telephone conversations (e.g., “May I speak to…?”, “Thank you for holding.”).

- Encourage students to brainstorm and share other polite phrases they know. Write these on the board for reference.

**Step 2:** Exploring Similes and Metaphors

- Introduce the concepts of similes and metaphors with simple definitions and examples.

- Engage students in a group activity where they find similes and metaphors in sentences provided from the learning resources. Ask them to infer their meanings based on context.

**Step 3:** Pronunciation Practice

- Introduce targeted sounds (e.g., “th” in “thank” and “polite”).

- Use a choral repetition technique where students say words and phrases after the teacher, focusing on correct pronunciation.

**Step 4:** Role-Playing with Interruption

- In groups, students create and perform short role-playing scenarios where they use polite language to interrupt a conversation.

- Encourage them to incorporate similes or metaphors into their dialogues.

**Conclusion (5 minutes):**

- Summarize the key points discussed, including the importance of polite language, understanding figures of speech, and practicing pronunciation.

- Conduct a brief interactive activity such as a “Polite Language Quiz” to reinforce the main topics.

- Prepare learners for the next session by previewing upcoming topics, such as additional vocabulary development or more complex figures of speech.

**Extended Activities:**

- Polite Language Journal: Students can keep a journal for a week where they note down instances of polite language they hear or use.

- Creative Writing: Students write short stories or dialogues that incorporate polite language, similes, and metaphors, encouraging artistic expression and language skills.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Reading

**Sub Strand:** Intensive Reading

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Pronounce words with target sounds correctly.

2. Use a variety of similes, proverbs, idioms, and fixed phrases in oral communication.

3. Desire to use polite words and phrases in oral communication.

**Key Inquiry Questions:**

- How can proper pronunciation improve our communication?

- Why is it important to use polite words?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, focusing on the importance of effective communication.

- Guide students to read a selected passage from the learning resource that includes various similes and polite phrases.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Pronunciation

- Explicitly teach the target sounds that students will practice during the lesson.

- Use visual aids and phonetic examples.

- Conduct a choral reading session where students repeat after the teacher to practice pronunciation.

**Step 2:** Explore Similes and Idioms

- Introduce similes and idioms through examples and illustrations.

- Engage students with a discussion on the meaning and usage of selected phrases.

- Ask students to come up with their own similes or idiomatic expressions.

**Step 3:** Discuss the Importance of Polite Language

- Initiate a discussion on why using polite words is essential in communication.

- Share examples of polite phrases and their impact on conversations.

- Encourage students to think of situations where they can apply polite language.

**Step 4:** Practice in Pair Work

- Have students pair up and create a short dialogue using similes, idioms, and polite phrases.

- Allow pairs to perform their dialogues in front of the class for peer feedback and pronunciation practice.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: correct pronunciation, using similes and idioms, and the value of politeness in communication.

- Conduct a brief interactive quiz or a game where students identify polite phrases or match similes to their meanings.

- Preview the next lesson, which will focus on storytelling and incorporating polite dialogue.

**Extended Activities:**

- Word Wall Creation: Have students create a classroom word wall featuring new vocabulary, including similes, idioms, and polite phrases.

- Polite Communication Role-Play: Organize a role-playing session where students practice resolving conflicts or everyday situations while using polite language.

- Book Report Presentation: Encourage students to select a book, use similes from it in a report, and present it to the class with correct pronunciation.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Correlative Conjunctions

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify correlative conjunctions in oral or written text.

2. Use correlative conjunctions correctly.

3.Appreciate the importance of using well-formed sentences in communication.

**Key Inquiry Questions:**

- What are some correlative conjunctions in a written text?

- How do we use correlative conjunctions like either...or / neither...nor in sentences?

**Learning Resources:**

- Skills in English Grade 6

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review previous lesson on conjunctions. Ask students for examples of conjunctions they learned about.

- Guide learners through the relevant content in the learning resources, highlighting the role of correlative conjunctions and how they work in sentences.

**Lesson Development (25 minutes):**

**Step 1:** Discussion of Correlative Conjunctions

- Define correlative conjunctions, explaining that they pair with each other to connect words, phrases, or clauses.

- Introduce common pairs such as "either...or," "neither...nor," "both...and," and "not only...but also."

- Provide examples and ask students if they can identify them within those examples.

**Step 2:** Investigation in Text

- Provide students with short passages from their reading material.

- In pairs, have them identify and list the correlative conjunctions they find.

- Discuss findings as a class, correcting any misunderstandings.

**Step 3:** Sentence Creation

- Instruct students to create their own sentences using at least one pair of correlative conjunctions.

- Encourage them to be creative and think of various contexts, such as sports, hobbies, or stories.

**Step 4:** Sharing and Feedback

- Invite a few students to share their sentences with the class.

- Provide positive feedback and discuss how the use of correlative conjunctions improves their writing.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, emphasizing the function and examples of correlative conjunctions.

- Conduct a quick interactive activity—perhaps a quiz or a "correlative conjunctions match-up game" to reinforce learning.

- Preview the next lesson, which will cover more about sentence structure and how different conjunctions affect sentence flow.

**Extended Activities:**

- Conjunction Scavenger Hunt: Assign students to find examples of correlative conjunctions in their favorite books or articles, then present their findings to the class.

- Creative Writing Task: Ask students to write a short story or dialogue incorporating at least three pairs of correlative conjunctions, focusing on the flow and clarity of their sentences.

- Conjunctions Board Game: Create a simple board game where students land on spaces that prompt them to create sentences using specific correlative conjunctions.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Writing

**Sub Strand:** Mechanics of writing: Acronyms, Abbreviations, Numerals

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify numerals, common abbreviations, and acronyms from a text.

2. Compose a story incorporating acronyms, abbreviations, and numerals.

3. Appreciate the use of abbreviations, numerals, and acronyms in a text.

**Key Inquiry Question(s):**

- What are numerals, common abbreviations, and acronyms, and how do we use them in writing?

- How can we incorporate acronyms, abbreviations, and numerals into our stories?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on writing basics.

- Introduce the concepts of numerals, abbreviations, and acronyms using examples from the learning resources.

- Engage students in a short discussion about where they have seen these in their daily lives (e.g., text messages, signs).

**Lesson Development (25 minutes):**

**Step 1:** Identifying Numerals

- Explain what numerals are and where they are usually found in texts.

- Provide examples (e.g., 1, 2, 10, 100) and have students find numerals in a short passage from the learning resources.

- Group activity: In pairs, students locate and underline all numerals in a provided text.

**Step 2:** Exploring Abbreviations

- Define abbreviations and provide a list of common ones (e.g., Mrs., Dr., Ave).

- Discuss the purpose of abbreviations and where they can be used in writing.

- Hands-on activity: Provide students with a list of full phrases and ask them to write their abbreviated forms (e.g., approximately → approx.).

**Step 3:** Understanding Acronyms

- Introduce the concept of acronyms and how they differ from abbreviations.

- Provide examples (e.g., NASA, ASAP).

- Quick quiz: Show students a few acronyms and have them guess the full phrases.

**Step 4:** Creative Application

- Guide students in brainstorming ideas for a short story where they will incorporate numerals, abbreviations, and acronyms.

- Allow students to draft a few sentences that include at least one of each (numeral, abbreviation, acronym).

**Conclusion (5 minutes):**

- Summarize the key points: definitions and examples of numerals, abbreviations, and acronyms.

- Conduct a quick interactive activity where students share their sentences with a partner, highlighting the use of the three components.

- Provide a sneak peek of the next lesson: “How to creatively use dialogue in writing.”

**Extended Activities:**

- Acronym Game: Challenge students to create their own acronyms for common phrases or ideas in class (e.g., “PEACE” for “Please Everyone Always Choose Empathy”).

- Bridging Math and Writing: Have students write short paragraphs that include numerical data they’ve learned in math class (e.g., their favorite sports scores, ages, etc.), ensuring proper use of numerals.

- Abbreviation Log: Encourage students to keep a log of abbreviations and acronyms they encounter throughout their week and bring it to discuss next class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Select words with the target sound from a text.

2.Use appropriate words, similes, and proverbs with straightforward meanings in day-to-day communication.

3.Advocate the correct use of stress in oral communication.

**Key Inquiry Question(s):**

- How do we pronounce words containing the target sounds?

- Can we identify words with the same spelling but different meanings?

- How can we use the identified words in sentences?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on vocabulary and pronunciation.

- Engage learners in a discussion about the importance of clear communication, especially in emergency situations.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Target Sounds

- Introduce the target sounds for the day (e.g., /s/, /k/, etc.).

- Provide words that contain these sounds.

- Ask students to repeat after you, focusing on correct pronunciation and stress.

**Step 2:** Exploring Homographs

- Explain what homographs are (words that are spelled the same but have different meanings).

- Provide examples (e.g., "lead" - to guide, "lead" - a type of metal).

- Engage students in a group activity where they come up with their own examples and share the meanings.

**Step 3:** Sentence Creation

- Have students create their own sentences using the homographs discussed. Ensure they use the correct meaning in the context of the sentence.

**Step 4:** Peer Review

- In pairs, students will read their sentences to each other, providing feedback on pronunciation and use of stress.

- Encourage them to correct each other gently and discuss the meanings.

**Conclusion (5 minutes):**

- Summarize the key points: correct pronunciation of target sounds, the concept of homographs, and the creation of sentences using these words.

- Conduct a quick interactive activity where students shout out a word and the class identifies its different meanings.

- Preview the next lesson on similes and proverbs in communication for deeper understanding.

**Extended Activities:**

- Word Wall Creation: Have students create a word wall in the classroom featuring homographs and any other target sounds they've learned. Encourage them to add new examples as they progress.

- Role Playing: Organize a mock emergency scenario where students must use correct vocabulary and pronunciation to communicate effectively. This can help them practice real-world applications of their skills.

- Writing Assignment: Ask students to write a short story or dialogue that includes at least three homographs and demonstrates their meanings contextually.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive reading visuals

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Predict events from visuals

2. Create images from viewed, read, or heard texts

3. Appreciate the relevance of visuals in a text

**Key Inquiry Questions:**

- How can we read a variety of visuals related to emergency rescue services?

- How can we make predictions about a story based on the visuals?

**Learning Resources:**

- Skills in English Grade 6 Textbook and Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson. Engage students by asking them to recall what they learned about different types of visuals (e.g., charts, pictures, maps).

- Introduce today’s topic: the importance of visuals in understanding stories, particularly focusing on emergency rescue services.

**Lesson Development (25 minutes):**

**Step 1:** Explore Visuals

- Present a variety of visuals related to emergency rescue services (e.g., images of firefighters, paramedics, and rescue scenes).

- Discuss the details in each visual (colors, actions, emotions) and how they might relate to a story.

- Ask students to take a few moments to silently observe the images and jot down their thoughts.

**Step 2:** Predicting Events

- In pairs, students will choose one visual and discuss what they think is happening in the scene. Encourage them to describe the emotions and actions present in the visual.

- Regroup and have pairs share their predictions with the whole class. Write key predictions on the board.

**Step 3:** Creating a Story

- Based on the predictions shared, guide students to collaboratively create a short story or scenario that includes the elements observed in their chosen visual.

- Encourage students to think about the beginning, middle, and potential resolution of the story.

**Step 4:** Reflection

- Ask students to reflect on why visuals are important in understanding stories. Lead a brief discussion on how visuals can provide context, emotion, and action that enhances their understanding.

**Conclusion (5 minutes):**

- Summarize the key points: understanding visuals can help predict story events, create mental images, and appreciate their relevance in texts.

- Conduct a brief interactive activity, such as a "visuals scavenger hunt" where students identify visuals in their surroundings related to rescue services.

- Prepare students for the next session by previewing an upcoming lesson on using visuals to infer meaning in other texts.

**Extended Activities:**

- Visual Diary: Students can create a visual diary where they collect and annotate images from newspapers or online sources related to emergency services. They should write captions or short stories for each visual.

- Storyboard Creation: As a follow-up, students can develop a storyboard based on the story they created today, including different frames for various scenes which depict their narrative visually.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Reading

**Sub Strand:** Intensive reading visuals

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Predict events from visuals

2.Answer direct and inferential questions correctly

3. Appreciate the relevance of visuals in a text

**Key Inquiry Questions:**

- How can we predict events from visuals?

- How can we create a story from visuals and retell it?

- How do we judge the relevance of visuals in a text?

**Learning Resources:**

- Selected picture books or illustrations

- Chart paper and markers

- Projector or smartboard to display images

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on identifying main ideas in texts.

- Introduce visuals as a new way to gather information and predict events, referring to an example image from the learning resources. Ask students what they see and what they think might be happening.

**Lesson Development (25 minutes):**

**Step 1:** Observation

- Display a series of images (one at a time) and ask students to observe closely.

- Facilitate a discussion by prompting questions such as, "What do you see?", "What do you think is happening in this image?"

**Step 2:** Prediction

- Have students work in pairs to predict the storyline based on the visuals they observed. Each pair chooses one image and discusses possible events.

- Ask each pair to share their predictions with the class, encouraging feedback and further predictions from others.

**Step 3:** Inferential Questions

- After sharing predictions, present direct and inferential questions about one of the images. Examples include: "What emotions do you think the characters are feeling?" and "What might happen next?"

- Discuss the answers as a class to emphasize the difference between direct responses (what is visible) and inferential responses (what can be understood).

**Step 4:** Evaluate Relevance of Visuals

- Show a few different visuals related to a central theme (e.g., the sea).

- In small groups, ask students to judge the relevance of each visual to the theme. They will discuss why certain images fit better than others and share their reasoning with the class.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: how visuals help us predict events and understand stories better.

- Conduct a quick interactive activity: each student draws a quick sketch based on a story they create from a new visual.

- Prepare learners for the next session by introducing the idea that they will be exploring text and visuals together.

**Extended Activities:**

- Create a Comic Strip: Students can create a comic strip that tells a story based on a series of images. This will help them connect visuals with written narratives.

- Visual Story Retelling: Students retell a known story using a series of visuals provided to them and explain their choices.

- Visual Mystery Box: Place various items or visuals in a box. Students select one item and write a short story predicting what happens with that item, fostering creativity and inference skills.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Word Classes - Determiners: some, enough, each, and a lot of

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Identify determiners: some, enough, each, and a lot of in sentences.

2. Use determiners: some, enough, each, and a lot of in sentences correctly.

3.Develop a desire to use determiners in sentences.

**Key Inquiry Questions:**

- What are the determiners some, enough, each, and a lot of?

- How can we construct sentences using determiners?

- How can we create sentences using determiners from substitution tables?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide

**Organisation of Learning:**

**Introduction (5 Minutes):**

- Review the previous lesson on nouns and adjectives.

- Introduce the topic of determiners by asking students if they know what they are.

- Guide learners to read a short excerpt from the learning resources that defines determiners and introduces the four specific ones: some, enough, each, and a lot of.

- Facilitate a discussion, allowing students to share any examples they may have heard or used.

**Lesson Development (25 Minutes):**

**Step 1:** Understanding Determiners

- Explain that determiners are words used before nouns to give more information about them.

- Discuss each determiner:

- Some: used for an unspecified quantity.

- Enough: indicates sufficiency.

- Each: describes individual items in a group.

- A lot of: implies a large quantity.

- Provide examples of each in sentences and ask students to give examples.

**Step 2:** Identifying Determiners

- Hand out a worksheet with sentences that contain various determiners.

- In pairs, have students identify which determiner is used in each sentence.

- Review the answers as a whole class, reinforcing understanding.

**Step 3:** Constructing Sentences

- Display substitution tables on the board with gaps for students to fill in using the determiners.

- Have students construct their own sentences using the determiners from the tables, either in their notebooks or as a quick oral activity.

**Step 4:** Group Activity

- Organize students into small groups and assign each group a specific determiner.

- In their groups, have them create a short paragraph using their assigned determiner.

- After completion, let groups share their paragraphs with the class.

**Conclusion (5 Minutes):**

- Summarize key points about the role of determiners and their specific uses.

- Conduct a brief interactive quiz where students can raise cards to represent different determiners used in sentences.

- Prepare learners for the next session by asking them to think of different situations where they would use these determiners in everyday life.

**Extended Activities:**

- Sentence Creators: Have students create a poster showcasing a few sentences for each determiner. Encourage them to illustrate their sentences for a visual component.

- Story Time: Ask students to write a short story incorporating all four determiners and share it with a partner.

- Classroom Hunt: Have students look around the classroom and write down sentences using determiners based on items they find. This could culminate into a fun display on the board.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Writing

**Sub Strand:** Functional Writing - Formal Letter

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify key features of a formal letter.

2. Create a formal letter using the correct format.

3.Express a desire to use the correct format when writing a formal letter.

**Key Inquiry Questions:**

- What are the components of a formal letter?

- How can we work together to write a formal letter?

- How do we write a formal letter on our own?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

- Example copies of formal letters (templates)

- Whiteboard and markers

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of writing. Ask students: "Why is communication important in our daily lives?"

- Transition into today's topic by introducing formal letters. Guide learners to discuss their previous knowledge if they have ever written or received a formal letter.

**Lesson Development (25 minutes):**

**Step 1:** Identification of Components

- Guide the students through a discussion on the key features of a formal letter, using the examples and templates.

- Encourage them to identify parts such as the date, address, greeting, body, closing, and signature. Write these components on the whiteboard.

**Step 2:** Group Discussion

- Divide the class into small groups.

- Assign each group a specific component of the formal letter. Ask them to discuss and share examples of when they might use that component in real life.

- Have the groups present their findings to the class, allowing for questions and answers.

**Step 3:** Collaborative Writing

- As a class, choose a topic (e.g., writing a formal letter to the principal about a school event) and collaboratively draft a letter on the whiteboard.

- Highlight the use of appropriate tone and language throughout this process.

**Step 4:** Individual Letter Writing

- Prompt students to think about a topic they would like to write a formal letter about (e.g., a request to a community leader, a thank-you letter).

- Give students time to independently begin drafting their formal letters, using the format and structure discussed.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson: the components of a formal letter and the importance of using the correct format.

- Conduct a brief interactive activity, such as a "Letter Format Quiz," where students quickly answer questions about the parts of a formal letter.

- Prepare learners for the next session by previewing upcoming topics, such as addressing tone and audience in writing.

**Extended Activities:**

- Have students research different types of formal letters (e.g., complaint letters, cover letters) and present their findings to the class.

- Encourage them to write a formal letter to a local business requesting a donation for a school project.

- Ask students to exchange letters with a peer for feedback on format and content.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select words with the target sound from a text.

2. Use appropriate words, similes, and proverbs with straightforward meanings in day-to-day communication.

3. Advocate the correct use of stress in oral communication.

**Key Inquiry Questions:**

- How do we pronounce words containing the target sounds?

- How can we say words with the same spelling but different meanings?

- How can we use the identified words in sentences?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on vocabulary and pronunciation.

- Ask students to share one new word they learned last time and use it in a sentence.

- Introduce the day’s topic: the importance of proper pronunciation in communication.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Target Sounds

- Present a list of words containing the target sound.

- Have students read the words aloud as a class, focusing on pronunciation.

- Discuss the meaning of each word and how the target sound may change its pronunciation in different contexts.

**Step 2:** Exploring Homophones and Context

- Introduce homophones (e.g., "bear" and "bare").

- Discuss how the same spelling can lead to different meanings.

- Engage students in a group activity where they create sentences that use each of the homophones correctly.

**Step 3:** Using Similes and Proverbs

- Teach students simple similes and proverbs (e.g., “as brave as a lion”).

- Discuss the importance of using these in everyday conversations.

- Ask students to come up with their own example of a simile or proverb to share with the class.

**Step 4:** Practicing Oral Communication

- Organize a short role-play activity where students must use the new vocabulary words, similes, and the correct pronunciations in dialogues.

- Monitor and correct pronunciation and stress as necessary, providing feedback in real-time.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, emphasizing the importance of pronunciation and vocabulary in effective communication.

- Conduct a quick game, like a "word charade," where students act out or describe a word from the lesson, reinforcing engagement and retention.

- Prepare students for the next session by introducing the theme of “storytelling” and what makes a story engaging.

**Extended Activities:**

- Create a “Word Wall” in the classroom where students can add new vocabulary words, definitions, and illustrations as they learn.

- Assign students to write a short story using at least five new vocabulary words along with a simile or proverb. They will present their stories in the next lesson to practice their speaking skills.

- Organize a pronunciation challenge, where students can work in pairs to practice difficult-to-pronounce words at home and share their progress with the class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Reading

**Sub Strand:** Intensive Reading Visuals

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Predict events from visuals

2.Create images from viewed, read, or heard texts

3. Appreciate the relevance of visuals in a text

**Key Inquiry Question(s):**

- How do we read and interpret visuals related to emergency rescue services?

- Can we make predictions about a story based on these visuals?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson, highlighting any visuals that were discussed.

- Introduce the topic of today's lesson: understanding and interpreting visuals, particularly in the context of emergency rescue services.

- Ask students why visuals might be important in storytelling or communication.

**Lesson Development (25 minutes):**

**Step 1:** What are Visuals?

- Explain what visuals are (e.g., illustrations, diagrams, photographs).

- Show a few examples of different types of visuals and discuss their purposes.

- Engage students by asking them to raise their hands if they have seen visuals in everyday life (posters, books, advertisements).

**Step 2:** Analyzing Visuals

- Provide students with a visual related to emergency rescue services (e.g., a rescue operation photo).

- In small groups, ask students to describe what they see in the visual and what story they think it tells.

- Encourage them to predict what might happen next and share their thoughts with the class.

**Step 3:** Making Connections to Text

- Read a short passage about an emergency rescue (could be a story or an article).

- Ask students to follow along and highlight or note any visuals mentioned in the text.

- Discuss how those visuals enhance understanding of the story and help them make predictions about events in the narrative.

**Step 4:** Creating Their Own Visuals

- Have students create their own visual representation of a rescue that's either been discussed in the lesson or one they invent.

- Encourage them to think about elements that are important to include (e.g., characters, action, setting).

- Allow students to share their visuals and explain their choices to the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: the importance of visuals in storytelling, making predictions, and enhancing comprehension.

- Conduct a brief interactive activity, such as a "Visual Prediction Game," where students quickly sketch a scene based on a prompt given.

- Prepare learners for the next session by hinting at upcoming topics, such as a deeper dive into how visuals can change a story's meaning. Encourage students to consider how they might use visuals in their own storytelling.

**Extended Activities:**

- Visual Diary: Ask students to keep a visual diary for a week, where they draw or collect visuals from various sources (magazines, online) related to real-life rescue services. They can write a short description of each visual.

- Visual Story Creation: In pairs, students can create a short comic strip that represents a rescue scenario, using visuals and captions to tell the story.

- Research Project: Assign students to research different emergency services (firefighters, paramedics, etc.) and create a presentation that includes visuals to represent their findings.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Reading

**Sub Strand:** Intensive Reading Visuals

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Predict events from visuals

2.Create images from viewed, read, or heard texts

3. Appreciate the relevance of visuals in a text

**Key Inquiry Questions:**

- What can we learn from visuals related to emergency rescue services?

- How can we make predictions about a story based on the visuals?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on reading comprehension.

- Introduce the day’s focus on visuals by displaying a variety of images related to emergency rescue services.

- Engage the class in a discussion about what they notice in the visuals. Encourage them to share their thoughts and feelings about the images.

**Lesson Development (25 minutes):**

**Step 1:** Observing Visuals

- Present 2-3 different visuals depicting emergency rescue services (e.g., firefighters, paramedics, rescue helicopters).

- As a class, identify and discuss the details observed in each visual. Ask questions like “What objects do we see?” and “Who is in the image?”

**Step 2:** Predicting Events

- Have students work in pairs to make predictions about what might happen next in each scenario based on the visuals.

- Encourage students to use specific details from the images to support their predictions.

- Invite pairs to share their predictions with the class.

**Step 3:** Creating Mental Images

- Ask students to close their eyes and visualize one of the rescue scenes described.

- Have them imagine what it might smell, sound, or feel like while they are in that scenario, prompting them to think about sensory details.

- After a minute, ask volunteers to share their mental images with the class.

**Step 4:** Relating Visuals to Text

- Introduce an excerpt from a text related to emergency rescue services.

- Discuss how visuals enhance understanding of the text.

- Ask students to identify elements from the visuals that were mentioned in the text, discussing how visuals made the information clearer.

**Conclusion (5 minutes):**

- Summarize the key concepts discussed, emphasizing the importance of visuals in understanding stories and making predictions.

- Conduct a brief interactive activity: students (individually or in pairs) will choose one visual and create a one-sentence prediction about what could happen next.

- Preview the next session by mentioning that they will learn more about narrative structures and how visuals can help in storytelling.

**Extended Activities:**

- Visual Storyboard: Have students create a storyboard with 4 panels, illustrating a story about a rescue they imagine based on visuals they see.

- Visual Journal: Encourage students to keep a visual journal for a week where they add any visuals they find related to emergency services, along with captions describing what each visual represents and predictions about the stories behind them.

- Class Gallery Walk: Set up a gallery of visuals around the classroom. Allow students to walk around, observe, and write down one prediction they have about each visual they see.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Grammar

**Sub-Strand:** Word classes, Relative pronouns, Indefinite pronouns

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify relative and indefinite pronouns

2.Use relative and indefinite pronouns correctly

3. Appreciate the use of relative and indefinite pronouns

**Key Inquiry Question(s):**

- Discuss relative pronouns such as that, which, who, whom from a text

- Construct sentences using relative pronouns

**Learning Resources:**

- Skills in English Grade 6

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on pronouns to recap key points.

- Guide learners to read and discuss a relevant section from the learning resources that introduces relative and indefinite pronouns, emphasizing their purpose in sentences.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Relative Pronouns

- Define relative pronouns (who, whom, which, that).

- Give examples of each in sentences (e.g., "The girl who won the race is my sister.").

**Step 2:** Identifying Relative Pronouns in Text

- Provide a brief text excerpt from the learning resource.

- Guide students to work in pairs to underline or highlight relative pronouns found in the text.

- Discuss their choices as a class, reinforcing understanding.

**Step 3:** Introduction to Indefinite Pronouns

- Explain indefinite pronouns (someone, anyone, everyone, etc.) and their usage.

- Provide examples in sentences (e.g., "Someone left their backpack."), pointing out how they refer to non-specific persons or things.

**Step 4:** Constructing Sentences with Relative and Indefinite Pronouns

- Instruct students to write their own sentences using both types of pronouns.

- Allow students to share their sentences in small groups and encourage constructive feedback.

**Conclusion (5 minutes):**

- Summarize key points about relative and indefinite pronouns covered in class.

- Conduct a brief interactive quiz, asking students to correctly identify or use a relative or indefinite pronoun from examples provided.

- Prepare learners for the next session by previewing upcoming topics, such as integrating these pronouns into longer paragraphs.

**Extended Activities:**

- Have students create a short story incorporating at least three relative and three indefinite pronouns.

- Challenge students to find examples of relative and indefinite pronouns in their favorite books or stories to share in the next lesson.

- Brainstorm a “Pronoun Scavenger Hunt” where students identify and collect sentences with different pronouns from magazines or newspapers.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** Writing

**Sub Strand:** Functional Writing - Formal Letter

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify key features of a formal letter.

2. Create a formal letter using the correct format.

3. Express the desire to use the correct format to write a formal letter.

**Key Inquiry Questions:**

- What are the components of a formal letter?

- How can we create a formal letter using the correct format?

- What is the process to write a formal letter individually?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on types of writing (e.g., informal letters, invitations).

- Guide learners to read and discuss relevant sections from the learning resources, focusing on what makes a letter "formal." Highlight key terms such as greeting, body, closing, and signature.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Key Features of a Formal Letter

- In pairs, students will read examples of formal letters provided in the learning resources.

- Discuss in pairs the key features of a formal letter (e.g., address, date, salutation, body, closing, signature).

- Share ideas as a class and create a chart on the board highlighting the components noted.

**Step 2:** Exploring the Structure of a Formal Letter

- Introduce the correct format for a formal letter using a template on the board or handout.

- Break down the letter structure:

- Sender’s address

- Date

- Recipient’s address

- Salutation

- Body of the letter

- Closing

- Signature

- Model an example of writing a letter on the board to invite a guest speaker.

**Step 3:** Group Activity - Creating a Formal Letter

- In small groups, students will choose a scenario (e.g., inviting someone to a school event or requesting information from a business) and draft a letter based on the scenario.

- Groups will use the template to ensure they are including all the necessary components.

**Step 4:** Individual Writing

- Students will write their own formal letter using their chosen topic/scenario, applying the structure and features discussed.

**Conclusion (5 minutes):**

- Summarize the key points discussed: what a formal letter is and its components.

- Conduct a brief interactive activity where students share one thing they learned today about the format of a formal letter.

- Preview upcoming topics such as persuasive writing and how it differs from formal writing.

**Extended Activities:**

- Letter Exchange: Have students write letters to pen pals in another classroom or a different school to practice formal writing while making a real-world connection.

- Letter Analysis: Collect various types of letters (some formal and some informal) and have students identify which are formal, discussing why or why not.

- Role-Play: Simulate a scenario where students must write letters to request permission for a class trip, guiding them through formal communication expectations.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Listening and Speaking

**Sub-strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Listen for specific information and main ideas for self-expression.

2.Respond to oral questions based on the theme.

3.Appreciate the importance of listening comprehension.

**Key Inquiry Questions:**

- How does correct pronunciation affect our understanding of words, phrases, and sounds?

- How can we respond accurately to oral questions based on what we hear?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

- Audio recordings of correct pronunciation (if available)

- Visuals of tourist attractions (posters or images)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on basic conversation skills.

- Ask students to recall any tourist attractions they learned about and discuss their experiences or knowledge of these places.

- Introduce today's focus: the importance of correct pronunciation and understanding vocabulary related to tourist attractions.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Pronunciation

- Play an audio recording of a narrator pronouncing various tourist attractions (e.g., "The Grand Canyon," "Eiffel Tower").

- As a class, listen and repeat the names, focusing on correct pronunciation. Highlight any challenging sounds.

**Step 2:** Vocabulary Building

- Write a list of vocabulary words related to tourist attractions on the board (e.g., expedition, landmark, enjoy).

- Discuss the meaning of each word. Ask students to use the words in sentences related to what they learned about tourist attractions.

**Step 3:** Listening for Information

- Read a short passage about a tourist attraction, emphasizing proper pronunciation.

- Ask students to listen for specific details (e.g., location, activities available) as you read aloud.

**Step 4:** Responding to Questions

- Pose oral questions based on the passage, encouraging students to respond in complete sentences.

- Examples: “Where is the Grand Canyon located?” “What activities can you do there?”

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: pronunciation practice, vocabulary development, and listening skills.

- Conduct a quick interactive activity where students practice pronouncing a few vocabulary words in pairs.

- Preview the next session: Students will discuss their favorite tourist attractions and what makes them special.

**Extended Activities:**

- At Home Exploration: Students can choose a tourist attraction, research it, and prepare a short oral presentation for the next class.

- Pronunciation Games: Create a word or phrase memory game where students match pictures of tourist attractions with their names and correct pronunciations.

- Listening Diary: Encourage students to keep a diary of interesting tourist attractions mentioned in movies, videos, or books they encounter throughout the week, noting how the names are pronounced.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Reading

**Sub Strand:** Extensive Reading - Fiction/Non-Fiction

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select appropriate reading materials from varied texts.

2. Read a variety of texts for enjoyment and general understanding.

3. Appreciate reading.

**Key Inquiry Question(s):**

- How do we choose appropriate reading materials from varied texts?

- How can we skim texts on the theme of tourist attraction sites in Kenya to find out the general idea?

**Learning Resources:**

- Skills in English Grade 6 text and Teacher's Guide.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on the importance of reading.

- Engage students in a discussion about what they have read and any new findings.

- Introduce the day's objectives and the theme of tourist attractions in Kenya.

**Lesson Development (25 minutes):**

**Step 1:** Discussion on Reading Materials

- Lead a discussion about different types of reading materials (fiction vs. non-fiction).

- Ask students questions to gauge their understanding: What is fiction? What is non-fiction? Provide examples.

- Highlight how each type can be suitable for different purposes: enjoyment vs. information.

**Step 2:** Exploring Tourist Attractions in Kenya

- Introduce a few brief texts about famous tourist sites in Kenya (e.g., Maasai Mara, Amboseli National Park).

- Discuss why these sites are attractive and the kinds of stories or facts that can be found in these texts.

- Encourage students to think about what they would like to learn more about.

**Step 3:** Skimming for General Ideas

- Teach students the strategy of skimming (looking for key words, headings, and main ideas).

- Have students practice skimming one of the provided texts about a tourist site. Ask them to identify the main idea and a few key details.

**Step 4:** Sharing Findings

- Invite students to share what they found during their skimming activity.

- Facilitate a class discussion, encouraging others to build on their peers’ findings.

- Reinforce the concept of appreciating different perspectives based on the texts.

**Conclusion (5 minutes):**

- Summarize the key points discussed: types of reading materials and strategies for skimming for information.

- Conduct a quick interactive activity: Have students pair up to share their favorite tourist site they learned about and why they like it.

- Preview the next lesson—mention that they will be diving deeper into a specific attraction and will work on a project or presentation.

**Extended Activities:**

- Reading Journal: Encourage students to keep a reading journal where they note down their thoughts on different types of texts they read at home or in class.

- Create a Travel Brochure: Students can select a tourist attraction in Kenya and create a brochure highlighting interesting facts, pictures, and why people should visit.

- Book Club: Organize a weekly book club where students can read and discuss a chosen fiction or non-fiction book related to their interests.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive Reading - Fiction/Non-Fiction

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select appropriate reading materials from varied texts.

2. Assess a text for appropriateness and understanding.

3. Appreciate reading.

**Key Inquiry Question(s):**

- How do you choose appropriate reading materials from varied texts?

- How can you scan a text to find specific details such as key words?

- How can you assess a text for appropriateness and understanding?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide

**Introduction (5 minutes):**

- Review the previous lesson by asking students about the different types of texts they encountered (fiction vs. non-fiction).

- Guide learners through a brief discussion using key concepts from the learning resources, focusing on what makes a text appropriate for their age and interests.

**Lesson Development (25 minutes):**

**Step 1:** Exploring Text Types

- Discuss the differences between fiction and non-fiction.

- Ask students to share examples of both types from their own reading experiences.

- Highlight the purpose of each type and how it influences their choice of reading material.

**Step 2:** Criteria for Choosing Books

- Introduce criteria for selecting reading materials: genre, topic, difficulty, and interest level.

- In groups, have students brainstorm additional criteria and share with the class.

**Step 3:** Scanning for Information

- Teach students how to scan a text for key words and main ideas.

- Provide a sample text and have students practice scanning, highlighting important parts or phrases that stand out.

**Step 4:** Assessing Appropriateness

- Guide students to assess the sample text for its appropriateness by discussing:

- Is the language suitable for their age?

- Does the topic interest them?

- Is the length manageable?

- Students can fill out a simple checklist for evaluating texts.

**Conclusion (5 minutes):**

- Summarize key points: types of texts, criteria for book selection, effective scanning techniques, and assessment of text appropriateness.

- Conduct a brief interactive activity where students share a book title and explain why it fits the criteria discussed.

- Prepare learners for the next lesson by asking them to think about a book they want to read, and what criteria they will use to choose it.

**Extended Activities:**

- Book Recommendations: Have students create a poster recommending a book they love, explaining their reasons based on the criteria discussed.

- Reading Journal: Start a reading journal where students reflect on their chosen texts, noting what they liked or didn’t like and why.

- Reading Buddies: Pair students up to read chosen books and have them discuss their thoughts using the assessment checklist.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Adjectives

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify simple comparative and superlative forms of adjectives in written texts.

2.Use simple comparative and superlative forms of adjectives in texts.

3. Appreciate the importance of using adjectives correctly in communication.

**Key Inquiry Questions:**

- What are simple comparative and superlative forms of adjectives found in written texts?

- How can we compare items using simple comparatives and superlatives?

**Learning Resources:**

- Skills in English Grade 6 Teacher’s Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, focusing on regular adjectives and their purpose.

- Introduce the key concepts of comparative and superlative adjectives. Ask students to share any examples they can think of or have encountered.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Comparatives

- Introduce the concept of comparatives by explaining that they are used to compare two things.

- Provide examples (e.g., tall → taller, small → smaller). Write these on the board, highlighting the changes in the adjectives.

- Engage students in a discussion: "Which is taller, a giraffe or a dog?" Encourage them to respond using comparative forms.

**Step 2:** Understanding Superlatives

- Explain superlative adjectives, emphasizing that they are used to express the highest degree among three or more items.

- Provide examples (e.g., tall → tallest, small → smallest). Write these on the board and underline them.

- Ask questions to assess understanding, such as "Who is the tallest person in your class?" and encourage students to use the superlative form in their responses.

**Step 3:** Guided Practice

- Distribute sentences or short paragraphs from the learning resource that contain missing comparatives and superlatives.

- In pairs, students work to fill in the blanks and then share their answers with the class. Discuss the correct answers and why they fit.

**Step 4:** Creative Application

- Assign a short writing prompt where students create 3-5 sentences comparing their favorite animals using both comparative and superlative adjectives.

- Allow them to share their sentences with a partner and provide feedback.

**Conclusion (5 minutes):**

- Summarize key points: definitions of comparatives and superlatives, their usage, and their importance in effective communication.

- Conduct a brief interactive activity: create a quick "Adjective Race," where students must raise cards (one for comparative, one for superlative) based on examples you say aloud.

- Preview the next session: "Next, we will explore how adjectives can add flavor to our writing!"

**Extended Activities:**

- Adjective Hunt: Students search for examples of comparative and superlative adjectives in their favorite books or magazines and create a mini-poster displaying their findings.

- Adjective Stories: Ask students to write a short story about their day incorporating a set number of comparative and superlative adjectives. Encourage creativity and fun!

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Writing

**Sub Strand:** Creative Writing - Narrative Compositions

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify parts of a narrative composition

2. Organize ideas clearly and logically for writing fluency

3.Develop a desire to be creative in narrative compositions

**Key Inquiry Questions:**

- What are the parts of a narrative composition?

- How do we effectively read samples of narrative compositions?

- Why is organizing ideas important for writing fluency?

**Learning Resources:**

- Skills in English Grade 6 (Teacher's guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on narrative writing basics.

- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying elements of narrative structure (e.g., introduction, rising action, climax, falling action, and resolution).

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Narrative Parts

- Discuss and outline the parts of a narrative composition with the class. Use a visual aid or chart to illustrate each component.

- Encourage students to share examples from stories they know.

**Step 2:** Reading Sample Narratives

- Divide students into small groups and provide them with a short sample narrative.

- Instruct each group to identify the key parts of the narrative (e.g., characters, setting, conflict) and discuss how these parts contribute to the overall story.

**Step 3:** Organizing Ideas for Writing

- Guide the class in creating an outline for their own narrative composition. Emphasize the need for a clear beginning, middle, and end.

- Provide a template that helps students organize their thoughts logically.

**Step 4:** Independent Writing Activity

- Allow students to begin drafting their own narrative compositions based on the outline created in the previous step.

- Remind them to be creative and express their ideas freely.

**Conclusion (5 minutes):**

- Summarize the key points discussed, emphasizing the importance of recognizing parts of a narrative and organizing ideas.

- Conduct a quick interactive activity where students share one sentence from their narratives with a partner.

- Briefly preview the next lesson on enhancing narrative detail, encouraging students to think about how they can add more description to their stories.

**Extended Activities:**

- Story Mapping: Have students create a story map for their narratives, visually outlining characters, setting, conflict, and resolution.

- Peer Review: Organize a peer review session where students share their drafts with classmates for feedback, focusing on the structure and creativity of narratives.

- Creative Writing Journal: Encourage students to keep a journal where they can write short stories, focusing on different narrative elements each week.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Listening and Speaking

**Sub Strand:** Pronunciation and Vocabulary

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Listen for specific information and the main idea for self-expression.

2. Respond to oral questions based on the theme.

3. Appreciate the importance of listening comprehension.

**Key Inquiry Questions:**

- What are the correct pronunciations of sounds, words, and phrases related to tourist attractions?

- How can we answer oral questions based on the theme of tourist attractions?

**Learning Resources:**

- Skills in English Grade 6 (Teacher’s Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they remember about tourist attractions.

- Guide learners to read and discuss relevant parts from the learning resources, focusing on the importance of correctly understanding and pronouncing key vocabulary related to tourist attractions.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Tourist Attractions

- Discuss what a tourist attraction is. Show pictures or videos of popular tourist spots to capture students' interest.

- Ask students to brainstorm a list of tourist attractions they know and why they are popular.

**Step 2:** Vocabulary and Pronunciation

- Introduce key vocabulary words (e.g., monument, museum, national park, theme park, etc.).

- Model the correct pronunciation of each word and have students repeat after you.

- Use activities (like flashcards) to reinforce vocabulary importance.

**Step 3:** Listening for Information

- Play an audio clip or read a passage describing various tourist attractions.

- Ask students to listen for specific details, such as location and why each place is interesting.

**Step 4:** Responding to Oral Questions

- Pose questions related to the audio clip or passage, such as "Which attraction would you like to visit and why?"

- Allow students to practice responding in pairs, emphasizing clear communication and using target vocabulary.

**Conclusion (5 minutes):**

- Summarize key points, reiterating the importance of listening comprehension and clear pronunciation when discussing tourist attractions.

- Conduct a brief interactive activity by creating a "guess the tourist attraction" game where students describe an attraction while others guess what it is.

- Preview the next session by asking students to think about a tourist attraction they would like to research further.

**Extended Activities:**

- Group Project: In small groups, have students create a poster of a tourist attraction they would like to promote. They should include pictures, facts, and a short description.

- Presentation: Each student chooses a tourist attraction to research and prepares a short oral presentation to share with the class, focusing on pronunciation and key details.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Reading

**Sub Strand:** Extensive Reading (Fiction/Non-fiction )

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select appropriate reading materials from varied texts.

2.Read a variety of texts for enjoyment and general understanding.

3. Appreciate reading.

**Key Inquiry Question(s):**

- How do we choose appropriate reading materials from varied texts?

- How can we skim texts on the theme of tourist attraction sites in Kenya to find out the general idea?

**Learning Resources:**

- Skills in English Grade 6 (Teacher’s Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous session's content on reading strategies.

- Engage learners in a brief discussion about what they remember and learned about fiction and non-fiction texts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Fiction vs. Non-fiction

- Define fiction and non-fiction with clear, simple examples:

- Fiction: Stories created from imagination (e.g., novels, fairy tales).

- Non-fiction: Factual information (e.g., biographies, informational texts).

- Ask students to categorize a list of example texts as either fiction or non-fiction.

**Step 2:** Exploring Varied Texts

- Show students a selection of varied texts (e.g., a storybook, a magazine article, a travel brochure).

- Discuss how each type of text serves a different purpose and audience.

- Guide students to share their preferences and experiences with different reading materials.

**Step 3:** Skimming for Main Ideas

- Introduce the technique of skimming: reading quickly to find the main idea.

- Hand out a short informational text about tourist attractions in Kenya.

- Model how to skim the text to identify key points, such as the types of attractions, locations, and interesting facts.

**Step 4:** Practical Application

- Have students work in pairs to skim another text about Kenyan tourist attractions.

- Ask them to share the general ideas they discovered with their partner, and then discuss as a class.

**Conclusion (5 minutes):**

- Summarize the key points: the difference between fiction and non-fiction, choosing varied texts, and skimming for main ideas.

- Conduct a brief interactive quiz—students can give thumbs up or down to indicate whether a statement is fiction or non-fiction.

- Preview the next session, mentioning that they will explore another reading strategy.

**Extended Activities:**

- Reading Log: Encourage students to keep a reading log for one week where they document the titles of both fiction and non-fiction texts they read, along with a one-sentence summary of each.

- Book Report: Assign a book report where students choose a fiction or non-fiction book related to Kenya and prepare a short presentation about it.

- Create a Travel Brochure: Have students design a travel brochure for a tourist attraction in Kenya, incorporating details and facts to appeal to potential visitors.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Reading

**Sub Strand:** Extensive reading (Fiction/Non-fiction)

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Select appropriate reading materials from varied texts.

2. Read a variety of texts for enjoyment and general understanding.

3. Appreciate reading.

**Key Inquiry Question(s):**

- How do you choose appropriate reading materials from varied texts?

- How can you skim texts on the theme of tourist attraction sites in Kenya to find out the general idea?

**Learning Resources:**

- Skills in English Grade 6 (Teacher’s Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of what was learned in the previous lesson about different genres of text (fiction vs. non-fiction).

- Ask students to share their favorite book or article and discuss why they chose that reading material.

- Introduce the lesson’s focus on selecting reading materials and understanding texts related to tourist attractions in Kenya.

**Lesson Development (25 minutes):**

**Step 1:** Identifying Interests

- Teachers will guide students through a discussion on how personal interests can help in selecting reading materials.

- Activity: Have students jot down their interests on sticky notes (e.g., animals, adventures, history).

**Step 2:** Exploring Varied Texts

- Explain the difference between fiction and non-fiction texts and discuss examples of both related to tourist attractions in Kenya.

- Group Activity: In small groups, students will be given a selection of texts (photos, brochures, short articles) about various attractions (like Maasai Mara, Nairobi National Park, etc.). They will discuss which type (fiction or non-fiction) they fall under.

**Step 3:** Skimming for General Ideas

- Teach the technique of skimming, explaining that it helps to quickly find the main idea.

- Practice: Each group will skim a text about a Kenyan tourist site and find the main idea to share with the class.

**Step 4:** Sharing and Appreciation

- Encourage students to present the main idea they found and discuss what they appreciated about the text (illustrations, facts, storytelling).

- Class Discussion: What makes these texts enjoyable or informative? Encourage them to express their thoughts.

**Conclusion (5 minutes):**

- Summarize key points discussed, including how to select texts based on interests and the use of skimming to find main ideas.

- Interactive Activity: Quick round of ‘Yes or No’ where students decide if a statement about reading precision is true or false.

- Prepare for the next lesson by hinting at exploring deeper into one of the tourist attractions.

**Extended Activities:**

- Book Recommendations: Have students create a poster recommending a book or article to their peers based on their learning about tourist attractions.

- Reading Journal: Students keep a reading journal for a week, where they can note what they read, what they enjoyed, and any new facts they learned about different reading materials.

- Visit a Local Attraction: Plan a class trip or virtual tour of a local tourist attraction and ask students to write a short descriptive paragraph about their experience or research online.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Grammar

**Sub Strand:** Adjectives

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify simple comparative and superlative forms of adjectives in written texts.

2. Use simple comparative and superlative forms of adjectives in texts.

3. Appreciate the importance of using adjectives correctly in communication.

**Key Inquiry Question(s):**

- How do we discuss simple comparative and superlative forms of adjectives in written texts?

- How can we compare items using simple comparatives and superlative forms of adjectives?

**Learning Resources:**

- Skills in English Grade 6 Teacher's Guide

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focused on standard adjectives.

- Initiate a brief discussion asking students what they remember about adjectives.

- Guide learners to read a section from the learning resources that highlights comparative and superlative adjectives, prompting comprehension through questions.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Comparatives and Superlatives

- Explain the difference between comparatives and superlatives:

- Comparative: Used to compare two items (e.g., "taller," "smaller").

- Superlative: Used to compare three or more items, indicating the highest degree (e.g., "tallest," "smallest").

- Provide examples and write them on the board.

**Step 2:** Identifying Comparatives and Superlatives in Texts

- Distribute a short text containing various adjectives.

- Have students work in pairs to underline any adjectives they find, then categorize them as simple adjectives, comparatives, or superlatives.

- Discuss findings with the class, prompting students to share their examples.

**Step 3:** Creating Comparative and Superlative Sentences

- Guide students to write sentences using the comparative and superlative forms of at least three adjectives (e.g., "My dog is bigger than my cat." / "He is the tallest in his class.").

- Invite a few students to share their sentences aloud.

**Step 4:** Group Comparison Activity

- Divide students into small groups and provide each group with a set of objects (e.g., pencils of different lengths or colored paper of different sizes).

- Encourage each group to discuss and come up with comparative and superlative sentences based on their items (e.g., "This pencil is shorter than that one." / "This is the longest pencil.").

- Have a few groups present their sentences to the class.

**Conclusion (5 minutes):**

- Summarize key points: definitions and uses of comparative and superlative adjectives.

- Conduct a brief interactive quiz where students will signal whether a sentence is written in the comparative or superlative form.

**Extended Activities:**

- Adjective Hunt: Assign students to find objects around their home or classroom and write two sentences for each (one using the comparative form and one using the superlative form).

- Adjective Booklet: Create a mini-book using cut-out pictures from magazines. Each page will display a picture with a sentence describing it in both comparative and superlative forms.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Writing

**Sub Strand:** Creative Writing - Narrative Compositions (160-200 words)

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify parts of a narrative composition.

2.Organize ideas clearly and logically for writing fluency.

3. Develop a desire to be creative in narrative compositions.

**Key Inquiry Questions:**

- What are the parts of a narrative composition?

- How can we organize our ideas clearly and logically?

- How does reading samples of narrative compositions help us?

**Learning Resources:**

- Skills in English Grade 6 (Teacher's Guide)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on narrative writing, discussing elements like characters, setting, and plot.

- Guide learners to read relevant sections from the Skills in English Grade 6 Teacher’s Guide, emphasizing the various components of a narrative.

**Lesson Development (25 minutes):**

**Step 1:** Discussion of Narrative Composition Parts

- Discuss the fundamental elements of a narrative composition: Introduction, Rising Action, Climax, Falling Action, and Conclusion.

- Engage students in identifying these parts in a known story (e.g., a book or a movie they are familiar with).

**Step 2:** Group Activity - Identify and Organize

- Divide the class into small groups and give each group a set of story prompts.

- Instruct each group to outline a narrative using the identified parts, ensuring they organize their ideas clearly.

- Walk around to assist and guide as needed.

**Step 3:** Writing Time

- Have students select one of the prompts from the group activity to expand upon and write a narrative composition of 160-200 words independently.

- Encourage them to express their creativity and use their outlines for structure.

**Step 4:** Share and Reflect

- Invite a few students to share their narratives.

- Discuss what they enjoyed about their writing and any challenges they faced.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the parts of a narrative and how to organize thoughts logically.

- Conduct a brief interactive activity, like a quick round of "Story Improv," where students add one sentence to create a story together.

- Preview the next lesson, hinting at exploring more narrative elements, such as dialogue and character development.

**Extended Activities:**

- Encourage students to keep a writing journal where they can draft short stories or daily events creatively.

- Assign students to read a short story and identify its parts, then present their findings to the class.

- For application, ask them to create a comic strip that tells a story using narrative structure, which can be done individually or in pairs.

**Teacher Self-Evaluation:**