**GRADE 6 ENGLISH SCHEMES OF WORK TERM 1**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
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| Week | Lesson | Strand/ theme | Sub strand | Specific learning outcomes | Key inquiry questions | Learning experiences | Learning resources | | Assessment method | | reflections | |
| 1 | REVISION OF THE PREVIOUS WORK AND NEW TERM PREPARATION | | | | | | | | | | | |
| 2 | 1 | CHILD LABOUR | Listening and speaking  Pronunciation and vocabulary: listening comprehension | By the end of the lesson learner should be able to:   1. Select words with the target sounds from oral narratives 2. Use vocabularies related to the theme in sentences correctly 3. Value the importance of listening attentively | Why should you listen keenly?  Why should you pronounce words accurately? | Leaner is guided to:  -Listen to an oral narrative from digital device  - Listen for specific information such as sound/iǝ/ as in tears, appear rear, clear and sever from the text.  - practice saying words with | | Digital devices  Charts  Pictures  NPE Grade 6 TG pg. 1-4  NPE Grade 6 learners bk. Pg.1-3 | | Oral presentation  Peer assessment and recitation | |  |
|  | 2 |  |  | By the end of the lesson learner should be able to:   1. Select words with the target sounds from oral narratives 2. Use vocabularies related to the theme in sentences correctly 3. Value the importance of listening attentively | Why should you listen keenly?  Why should you pronounce words accurately? | Learner is guided to  -Infer the meaning of vocabularies and phrases using contextual clues.  Answer oral questions based on the listening comprehension.  -Use digital and print resources to look up the meaning and spellings of word | | Digital devices  Charts  Pictures  **NPE Grade 6 TG pg. 1-4**  **NPE Grade 6 learners bk. Pg.1-3** | | Oral presentation  Peer assessment and recitation | |  |
|  | 3 | Reading | Extensive reading | By the end of the lesson learners should be able to:-   1. Select appropriate reading materials in collaborations with peers 2. Read a variety of materials independently for information and pleasure 3. Judge the suitability of sample extensive reading materials | How do you select the books you read?  Why do you read books? | Leaner is guided to  -Select age appropriate reference materials from print and non-print sources.  -Read the selected reference materials independently  - Search for information on child labour from reference materials. | | Posters  Charts  Video clips  Pictures  NPE Grade 6 TG pg. 5-7  NPE Grade 6 learners bk. Pg.**3-5** | | presentation  Peer assessment and recitation | |  |
|  | 4 |  |  | By the end of the lesson learners should be able to:-   1. Select appropriate reading materials in collaborations with peers 2. Read a variety of materials independently for information and pleasure 3. Judge the suitability of sample extensive reading materials | How do you select the books you read?  Why do you read books? | Learners are guided to:-  -Compile a list of new words and their meaning.  -Create a crossword puzzle from the list of new words in groups  -Make notes on information they have obtained. | | Posters  Charts  Video clips  Pictures  NPE Grade 6 TG pg. 5-7  NPE Grade 6 learners bk. Pg.**3-5** | | presentation  Peer assessment and recitation | |  |
| 3 | 1 | Grammar in use | Word classes: Determiners | By the end of the lesson, leaners should be able to:   1. Identify determiners in sentences correctly 2. Use determiners in determiners in sentences correctly 3. Collaborate with peers to judge the correct use of determiners in sentences | How do we express the quantity or amount of something?  Why should we give the exact amount of something | Learners are guided:  -Identify the determiners some, enough, and each and a lot of in sentences.  -Complete online quizzes and exercises involving the use of some, enough, each, and a lot of.  Construct sentences using determiners , in groups | | Realia  Pictures  NPE Grade 6 TG pg. 8-10  NPE Grade 6 learners bk. Pg.**6-7** | | Realia  Pictures | |  |
|  | 2 |  |  | By the end of the lesson, leaners should be able to:   1. Identify determiners in sentences correctly 2. Use determiners in determiners in sentences correctly 3. Collaborate with peers to judge the correct use of determiners in sentences | How do we express the quantity or amount of something?  Why should we give the exact amount of something | Learner is guided to:  -Make sentences using determiners from substitution tables.  Correct sentences constructed by a peer  -Featuring Determiners in pairs.  -Work in groups and determine the correctness of a sample of sentences | | Realia  Pictures  NPE Grade 6 TG pg. 8-10  NPE Grade 6 learners bk. Pg.**6-7** | | Realia  Pictures | |  |
|  | 3 | Writing | Guided writing  Filling forms | By the end of the lesson, leaners should be able to:   1. Give reasons why we fill forms 2. Use IT devices to download forms and fill 3. Advocate the importance of filling forms correctly | Why do we fill forms?  Why is it important to fill forms accurately?  What details do we fill in forms? | Learners are guided to;  -Discuss different types of forms they have filled in groups.  Search for relevant sample forms from the internet individually.  Download relevant forms and fill them in pairs or small groups. | | Digital devices  NPE Grade 6 TG pg. 11-13  NPE Grade 6 learners bk. Pg.**8-10** | | Journals  Peer assessment  portfolio | |  |
|  | 4 |  |  | By the end of the lesson, leaners should be able to:   1. Give reasons why we fill forms 2. Use IT devices to download forms and fill   Advocate the importance of filling forms correctly | Why do we fill forms?  Why is it important to fill forms accurately?  What details do we fill in forms? | Learner is guided to;-  Fill in the basic details, personal information and the why details form.  Design a form in with basic, personal and why details in small group. | | Digital devices  NPE Grade 6 TG pg. 11-13  NPE Grade 6 learners bk. Pg.**8-10** | | Journals  Peer assessment  Portfolio | |  |
| 4 | 1 | Cultural and religious celebration | Listening and speaking:pronounciation and vocabulary listening comprehension | By the end of the lessons, the leaner should be able to:   1. Identify proverbs from a text for effective communication 2. Pronounce words containing similar sounds 3. Value the importance of attentive listening in communication | How are we able to tell that something is listening to us?  How do we make our speeches interesting? | Learner is guided to:  -Listen to comprehension passage of about 150 words  -Use the proverbs to create a paragraph in pairs or groups  -Pronounce words containing the sound /i/ and /r/ in pairs | | Video clips  Word cards  Digital devices  NPE Grade 6 TG pg. 14-17  NPE Grade 6 learners bk. Pg.**11-12** | | Peer assessment  Self-assessment | |  |
|  | 2 |  |  | By the end of the lessons, the leaner should be able to:   1. Listen for the main idea and specific details from a text 2. Use words , similes, metaphors and proverbs containing selected sounds correctly 3. Value the importance of attentive listening in communication | How are we able to tell that something is listening to us?  How do we make our speeches interesting? | Learner is guided to  -Say tongue twister after the teacher  Create tongue twisters containing words with the selected sounds | | Video clips  Word cards  Digital devices  NPE Grade 6 TG pg. 14-17  NPE Grade 6 learners bk. Pg.**11-12** | | Peer assessment  Self-assessment | |  |
|  | 3 | Reading | Intensive reading | By the end of the lessons, the leaner should be able to:   1. Identify characters and events in a text for comprehension 2. Predict even in a text accurately 3. Judge the characters or event in a story in | How do we make sure we read poems and stories?  How do we show we have understood what we have read? | Learners is guided to:  -Identify the characters or even in a poem or story.  -Read a story of about 500 words.  -Collaborate with peers to describe characters or places in poems or stories. | | Crossword puzzle  Dictionary  Internet  NPE Grade 6 TG pg. 17-20  NPE Grade 6 learners bk. Pg.**12-16** | | Questions and answers  Learners portfolio | |  |
|  | 4 |  | Reading a poem | By the end of the lessons, the leaner should be able to:   1. Answer factual and inferential questions correctly for comprehension 2. Create mental images from the even in poem and stories 3. Judge the characters or event in a story in collaboration with peers | How do we make sure we read poems and stories?  How do we show we have understood what we have read? | Learner is guided to:  -Read a poem of not more than six stanzas in small groups.  -Recite a poem in small groups.  Summarize events in a story by retelling it in small groups.  -Create crossword puzzle using learnt vocabulary | | Crossword puzzle  Dictionary  Internet  NPE Grade 6 TG pg. 17-20  NPE Grade 6 learners bk. Pg.**12-16** | | Questions and answers  Learners portfolio | |  |
| 5 | 1 | Grammar in use | Word clauses: Nouns | By the end of the lessons, the leaner should be able to:   1. Define the term nouns 2. Listen to a story containing nouns 3. Appreciate the role of nouns in communication | Which things do you see and touch in the classroom, school compound or at home?  Which things cannot be seen or touched? | Learner is guided to:  -Listen to a story conversation or poem containing abstract nouns and concrete nouns.  Pick out concrete nouns  -Pick out concrete from a story conversation poem, magazines or brochures among others in groups | | Word cards  Tablets  Sample of word search  Notebooks  NPE Grade 6 TG pg. 21-23  NPE Grade 6 learners bk. Pg.**17-18** | | Making sentences from substitution table.  Creating a word search | |  |
|  | 2 |  |  | By the end of the lessons, the leaner should be able to:   1. Define the term nouns 2. Listen to a story containing nouns 3. Appreciate the role of nouns in communication | Which things do you see and touch in the classroom, school compound or at home?  Which things cannot be seen or touched? | Learner is guided to :  -Construct sentences using concrete and abstract nouns In pairs  -Make sentences from a substitution table featuring concrete and abstract nouns  -Use laptops, tablet, and computer, Manila paper among others to create a crossword puzzle or a word search in pairs or groups. | | Word cards  Tablets  Sample of word search  Notebooks  NPE Grade 6 TG pg. 21-23  NPE Grade 6 learners bk. Pg.**17-18** | | Making sentences from substitution table.  Creating a word search | |  |
|  | 3 | Writing | Creative writing | By the end of the lesson the learners should be able to :   1. Identify topics and possible ideas for open ended composition 2. Organize ideas in a paragraph logically 3. Judge narrative composition for correctness of language and relevance of topic | How do we make our composition interesting to read?  How can we help others to write better? | Learner is guided to:  -List topics and possible ideas for open ended compositions  Discuss in groups ideas and experiences on a given topic.  -Write down points to guide them in the writing of an open ended composition  -Create the first paragraph in small groups or pairs | | Storybooks  Magazines  Journals  Word cards  Tablets  Sample of word search  Notebooks  NPE Grade 6 TG pg. 24-26  NPE Grade 6 learners bk. Pg.**19-20** | | Self-assessment  Peer assessment  Learner portfolio | |  |
|  | 4 |  |  | By the end of the lesson the learners should be able to :   1. use proverbs, idioms fixed phrases, similes and metaphors with straight forward meanings in a composition 2. create an open ended composition on a variety of themes 3. Judge narrative composition for correctness of language and relevance of topic | How do we make our composition interesting to read?  How can we help others to write better? | Learner is guided to:  -complete the composition individually  - proofread the composition and make necessary corrections  -Critique an open ended composition while focusing on:  Organization of ideas {coherence}  Relevance of topic  Accuracy of Language (grammar, choice of words, spelling  Grade a composition written by peers. | | Storybooks  Magazines  Journals  NPE Grade 6 TG pg. 24-26  NPE Grade 6 learners bk. Pg.**19-20** | | Self-assessment  Peer assessment  Learner portfolio | |  |
| 6 | 1 | ETIQUERRE  Telephone | Listening and speaking: pronunciation and vocabulary | By the end of the lesson the learner should be able:   1. Identify polite words and phrases from test. 2. Use relevant words and phrases to show politeness. 3. Collaborate with peers whether the word or phrases have been used politely in a text | How do we show politeness in a conversation?  How can you help somebody to get a new place? | Learner is guided to:  -Say words containing the sound /ae/ and /ǝ/ in pairs or groups  -Interrupt others appropriately  -Listen to a telephone conversation (either recorded or read ) in which someone is asking for directions) | | Digital devices  Video clips  Photographs  Charts  Posters  NPE Grade 6 TG pg. 27-29  NPE Grade 6 learners bk. Pg.**21-23** | | Peer assessment  Conversations | |  |
|  | 2 |  |  | By the end of the lesson the learner should be able:   1. Use variety of similes , proverbs, idioms and fixed phrases in oral communication 2. Give clear direction in variety of contexts 3. Respond appropriately to directions 4. Collaborate with peers whether the word or phrases have been used politely in a text | How do we show politeness in a conversation?  How can you help somebody to get a new place? | Learner is guided to:  -Identify polite words and phrases used in telephone conversations in pairs  Role plays telephone conversations in pairs.  Use polite language to interrupt politely in sentences in groups.  Practice using fixed phrase/: make friends, simile as product as peacocks, metaphor: peter is a giraffe | | Digital devices  Video clips  Photographs  Charts  Posters  NPE Grade 6 TG pg. 27-29  NPE Grade 6 learners bk. Pg.**21-23** | | Peer assessment  Conversations | |  |
|  | 3 | Reading | Intensive reading | By the end of the lesson the learner should be able:   1. Identify new words in a text for comprehension. 2. Answer direct and inferential question for comprehension 3. Advocate the need to read intensively for lifelong learning | What do you remember about the last story you last read?  Why should we read keenly?  How do tell the meaning of unfamiliar words? | Learner is guided to:  -Skim and scan a text for specific information  -Read a text of up to 500 word  -Answer direct and inferential questions  -Role – play and dramatize even in the text | | Digital resources  Video clips  Charts  NPE Grade 6 TG pg. 30-32  NPE Grade 6 learners bk. Pg.**24-27** | | Answering questions  Self and peer assessment | |  |
|  | 4 |  |  | By the end of the lesson the learner should be able:   1. Infer the meaning of words, similes, proverbs , metaphors and idioms with straight forward meanings using contextual clues 2. Summarize information from a text for effective communication 3. Advocate the need to read intensively for lifelong learning | What do you remember about the last story you last read?  Why should we read keenly?  How do tell the meaning of unfamiliar words? | Learners are guided to:  -Use contextual clues such as: synonyms and antonyms as well as neighboring words to infer the meaning of fixed phrases, simile, metaphor, idiom, proverbs and phrasal verbs.  -Use a dictionary to check the meaning of unfamiliar word  -Create a crossword puzzle using vocabulary from the text in groups. | | Digital resources  Video clips  Charts  NPE Grade 6 TG pg. 30-32  NPE Grade 6 learners bk. Pg.**24-27** | | Answering questions  Self and peer assessment | |  |
| 7 | 1 | Grammar In use | Use of correlative conjunctions | By the end of the lesson the learner should be able:   1. Identify the correlative correctly in oral and written text 2. Use correlative conditions correctly in oral and written communication 3. Acknowledge of using well-formed sentences in communication | Which word do we use to ask questions?  Which words do we use to join ideas in sentences? | Learner is guided to:  -Identify the pattern :use of show…. Nominal…..  How /where/who in a text  -Use correlative conjunctions wither … or /neither… nor.. in a sentences | | Charts  Pictures  NPE Grade 6 TG pg. 32-34  NPE Grade 6 learners bk. Pg.**28-30** | | Self and peer assessment  Filling gaps | |  |
|  | 2 |  |  | By the end of the lesson the learner should be able:   1. Use correlative conjunctions correctly in oral and written communication 2. Use the pattern show….nominal… how/where/who in sentences | Which word do we use to ask questions?  Which words do we use to join ideas in sentences?  Which words do we use to join ideas in a sentence? | Learner is guided to:  Construct sentences using show … nominal how/where / who in pairs.  Fill in blanks provided sentences to practices the use of pattern how/who/where  -Search for instances in which correlatives conjunctions either … or /neither are used in newspaper or magazines or the internet | | Charts  Pictures  NPE Grade 6 TG pg. 32-34  NPE Grade 6 learners bk. Pg.**28-30** | | Self and peer assessment  Filling gaps | |  |
|  | 3 | Writing | Mechanics of writing | By the end of the lesson , the learner should be able to:   1. Identify numerals common abbreviations and acronyms from a text 2. Create a crossword puzzle 3. Judge correctness of abbreviations , numerals and acronyms used in a text | How do we make sure we make notes fast?  Which abbreviations and acronyms do you know?  Why do we use abbreviations and acronyms | Learner is guided to:  -Display the crossword puzzle in class  -composes a story of about (150-200 words)  Incorporating common acronyms , abbreviations , numerals | | Charts  Posters  NPE Grade 6 TG pg. 35-37  NPE Grade 6 learners bk. Pg.**30-33** | | Self and peer assessment  Portfolio | |  |
|  | 4 |  |  | By the end of the lesson , the learner should be able to:   1. Compose a story incorporating acronyms, abbreviations and numerals 2. Use similes, proverbs, metaphors and idioms with straight forward meanings in a composition. 3. Judge correctness of | How do we make sure we make notes fast?  Which abbreviations and acronyms do you know?  Why do we use abbreviations and acronyms | Learner is guided to:  -Display the crossword puzzle in class  -composes a story of about (150-200 words)  Incorporating common acronyms , abbreviations , numerals | | Charts  Posters  NPE Grade 6 TG pg. 35-37  NPE Grade 6 learners bk. Pg.**30-33** | | Self and peer assessment  Portfolio | |  |
| 8 | 1 | Emergency rescue services | Listening and speaking: pronunciations and vocabulary | By the end of the lesson , the learner should be able to:   1. Select words with the target sound from the text 2. Se appropriate words, similes, proverbs, with straight forward meanings in a day to day communication 3. Advocate the correct use of stress in oral communication | How ’do we tell that someone is speaking well?  What can we do to become better listener and speakers? | Learner is guided to;  -Pronounce words containing the sound /uə/ in pairs or groups  -Pronounce words with the same spellings but different meaning  Distinguish verb, nouns and adjectives on the basis of stress, for examples, extract/ perfect/ perfect, in pairs | | Digital device  TG pg. 38-40  NPE Grade 6 learners bk. Pg.**34-36** | | Self and peer assessment  Recitation | |  |
|  | 2 |  |  | By the end of the lesson learner should be able to:   1. Distinguish nouns, verbs and adjectives by stressing syllables correctly 2. Apply stress on content word and helping verbs for speech clarity 3. Advocate the correct use of stress in oral communication | How ’do we tell that someone is speaking well?  What can we do to become better listener and speakers? | Learner is guided to  -Make recording of the poetry recitation in pairs or groups  -Sing a song and lay emphasis on the content words  -View a video of a recitation of poem and identify the stressed words  Make recordings as they pronounce words and read sentences while applying the stress correctly | | Digital device  TG pg. 38-40  NPE Grade 6 learners bk. Pg.**34-36** | | Self and peer assessment  Recitation | |  |
|  | 3 | Reading | Intensive reading : visuals | By the end of the lesson learner should be able to:   1. Predict events from the visuals 2. Draw pictures conveying different messages 3. Assess the relevance of visuals in a text | What is the difference between a picture and story?  What information do we get from pictures? | Learner is guided to:  --read a variety of visuals related to the theme.  -Make predictions about a story based on the visuals  -Watch videos, Mimes or cartoons  Answer questions based on visuals | | Collection of visuals  Digital resources  TG pg. 41-42  NPE Grade 6 learners bk. Pg.**37-38** | | Q&A  Self and peer assessment | |  |
|  |  |  |  | By the end of the lesson learner should be able to:   1. Create images from viewed , read or heard texts 2. Answer direct and inferential questions correctly for comprehension 3. Assess the relevance of visuals in a text | What is the difference between a picture and story?  What information do we get from pictures? | Learner is guided to:  -Create a story from visuals and retell it.  Give directions using map.  Collaborate with peers to judge the relevance of visuals  -Create a pictorial composition based on provided pictures in groups. | | Collection of visuals  Digital resources  TG pg. 41-42  NPE Grade 6 learners bk. Pg.**37-38** | | Q&A  Self and peer assessment | |  |
| 9 |  |  |  | HALF TERM |  |  | |  | |  | |  |
| 10 | 1 | Grammar | Word classes – pronouns | By the end of the lesson the learner should be able to:   1. Identify relative and indefinite pronounce in a text 2. Use relative and indefinite pronounce correctly in oral and written text 3. Judge the correction of sentences featuring relative and definite pronounce from various texts. | Which questions have you heard or asked today?  Which words do we use when we are not sure who did something? | Learner is guided to:  -Identify relative pronouns such as ‘whose’ from a text  -Use indefinite pronounce such as anyone, anything, everybody, everyone, nobody and each in a text | | Visual  Charts  Photographs  TG pg. 43-44  NPE Grade 6 learners bk. Pg.**38-40** | | Writing sentences | |  |
|  | 2 |  |  | By the end of the lesson the learner should be able to:   1. Identify relative and indefinite pronounce in a text 2. Use relative and indefinite pronounce correctly in oral and written text   Judge the correction of sentences featuring relative and definite pronounce from various texts. | Which questions have you heard or asked today?  Which words do we use when we are not sure who did something? | Learner should be able to:  -Collaborate with other to judge the correctness of sentences from sample text  Search for examples of sentences in which relative and indefinite pronounces have been used on the internet  Create posters, crossword puzzle or charts featuring relative and indefinite pronounces in groups | | Visual  Charts  Photographs  TG pg. 43-44  NPE Grade 6 learners bk. Pg.**38-40** | | Writing sentences | |  |
|  | 3 | Writing | Functional writing | By the end of the lesson , the learner should be able:   1. Identify the key features of a formal letter 2. Plan a formal invitation letter 3. Judge a formal letter for correctness of language and relevance | How can we help someone to write a letter correctly?  Why do we write letters? | Learner is guided to :  -Observe a sample formal letter and identify its component in pairs  -search and download samples of formal letters online. | | Letter samples  TG pg. 43-44  NPE Grade 6 learners bk. Pg.**40-43** | | Self and peer assessment  Portfolio  Letter writing | |  |
|  | 4 |  |  | By the end of the lesson , the learner should be able:   1. Explain reasons why we write letters 2. Create an invitation letter using a the correct format 3. Judge a forma; for correctness of language and relevance. | How can we help someone to write a letter correctly?  Why do we write letters? | Learners are guided to:  -Write the formal letter individually  -Proofread the letter and make corrections in pairs.  -Display the letter in the classroom , noticeboard or posters  -Upload the letter online | | Letter samples  TG pg. 43-44  NPE Grade 6 learners bk. Pg.**40-43** | | Self and peer assessment  Portfolio  Letter writing | |  |
| 11 | 1 | OUR TOURIST ATTRACTIONS | Listening and speaking : pronunciations and vocabulary | By the end of the lesson , the learner should be able:   1. Listen to specific information and the main idea for self –expression 2. Respond to oral questions based on the theme 3. Advocate the importance of listening comprehension | Which sounds are you unable to say clearly and accurately?  What information do we remember after listening to someone? | Learner is guided to :  -Listen to correct pronunciations of sounds, words and phrases from teacher, audio –visual recording among others.  -Say words and phrases with sound /θ/ | | Digital devices  Posters  Pictures  Charts  TG pg. 48-50  NPE Grade 6 learners bk. Pg.**44-46** | | Reciting  Answering oral questions and sentence constructions | |  |
|  |  |  |  | By the end of the lesson , the learner should be able:   1. Respond to oral questions based on the theme 2. Use similes, metaphors and proverbs in oral communication 3. Advocate the importance of listening comprehension | Which sounds are you unable to say clearly and accurately?  What information do we remember after listening to someone? | Learner is guided to:  -Listen to a poem with various adverbial phrases such as proudly, in the parks, by the river etc and recite it.  -Make sentences using the identified adverbials  -Practice using words and adverbial phrases in oral communications | | Digital devices  Posters  Pictures  Charts  TG pg. 48-50  NPE Grade 6 learners bk. Pg.**44-46** | | Reciting  Answering oral questions and sentence constructions | |  |
|  | 3 | Reading | Fiction/non- fiction | By the end of the lesson, the learner should be able to:   1. Select appropriate reading material from varied text 2. Skim through various texts 3. Assess a text for appropriateness and relevance | Why should we read variety of materials?  Why is it important to read independently?  How do you identify the book you want to read? | Learner is guided to ;-  -Preview a text by focusing on the title, author , among others (fiction and no fiction) 1251-1500 word)  -Work in groups to determine the appropriateness of reading text in pairs. | | Storybooks  Magazines  Newspapers,  TG pg. 51-52  NPE Grade 6 learners bk. Pg.**47-48** | |  | |  |
|  | 4 |  |  | By the end of the lesson. Learner should be able to   1. Select appropriate reading material from varied texts 2. Read varied text for enjoyment and general understanding 3. Assess a text for appropriateness and relevance | Why should we read variety of materials?  Why is it important to read independently?  How do you identify the book you want to read? | Learner is guided to:  -Scan a text to find specific details such as key words  -Select an appropriate reading text based on their interest  -read fictions/non –fiction narrative, newspapers, magazines , poems and class reader | | Storybooks  Magazines  Newspapers,  TG pg. 51-52  NPE Grade 6 learners bk. Pg.**47-48** | | Learner reading journers learner writing summery | |  |
| 12 | 1 | Grammar in use | Adjectives | By the end of the lesson. Learner should be able to   1. Identify comparative and superlative forms of adjectives texts correctly 2. Use regular and irregular adjectives in oral and written 3. Acknowledge the importance of using adjectives in communication | Which words do we use to describe people, things and places? | Learner is guided to:  -Identify adjectives in print and digital texts  -Compare items using comparative and superlative forma of adjectives  -List regular and irregular adjectives individually or in small groups | | Realia  Photgraphs  Pictures  Video clips  TG pg. 53-56  NPE Grade 6 learners bk. Pg.**48-51** | | Gap filling  Ordering of adjectives  Classifying adjectives | |  |
|  | 2 |  |  | By the end of the lesson. Learner should be able to   1. Identify comparative and superlative forms of adjectives texts correctly 2. Use comparative and superlative forms of adjectives 3. Acknowledge the importance of using | Which words do we use to describe people, things and places? | Learner is guided to:  -Order adjectives correctly in terms of opinion, Shape age and colour and origin to talk about objects and people in small groups  -Use adjectives I their correct forms and order to complete sentences individually  -Create a crosswords puzzle and a word search in pairs or group.  -Display the completed crossword puzzle and search in social media, poster or charts. | | Realia  Photographs  Pictures  Video clips  TG pg. 53-56  NPE Grade 6 learners bk. Pg.**48-51** | | Gap filling  Ordering of adjectives  Classifying adjectives | |  |
|  | 3 |  |  | By the end of the lesson. Learner should be able to   1. Identify the part of the narrative composition 2. Organize ideas coherently, clearly, and logically for writing fluency 3. Judge a narrative composition for correctness of language, relevance of tops, and organizations of idea | What help do we give to one another when writing a composition  How do we make our writing interesting | Learner is guided to:  -Identify the part of a narrative composition (about 100-200 word) in pairs.  -Read sample narrative composition with peers and critiques them for:  Correctness of language  Flow or organization of ideas  -relevance to the topic creativity | | Leaners composition  Pictures  Video clips  TG pg. 57-58  NPE Grade 6 learners bk. Pg.**52-54** | | Narrative writing  Peer assessment and portfolio | |  |
|  |  |  |  | By the end of the lesson. Learner should be able to   1. Plan a narrative composition collaboratively 2. Organize ideas coherently, clearly , and logically for writing fluency 3. Create a narrative composition on a variety of topic 4. Judge a narrative composition of language, relevance of topic and organization | What help do we give to one another when writing a composition  How do we make our writing interesting | Learner is guided to:  -Create a narrative composition of 100-200 words using the step of writing process  -Use appropriate fixed phrases such as: Catch fire, simile such as :as fast as lightning, metaphors such as  The box was a fox. He was so cunning. proverbs such as :  Prevention is better is better than cure , ideas such as get verb such as: care for | | Leaners composition  Pictures  Video clips  TG pg. 57-58  NPE Grade 6 learners bk. Pg.**52-54** | | Narrative writing  Peer assessment and portfolio | |  |
| 13 | Assessment and closing | | | | | | | | | | | |