



ENGLISH SCHEME OF WORK GRADE 6 TERM 2

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 6	ENGLISH	2	

Wk	Ls n	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	JOBS AND OCCUPATION	Listening and speaking: pronunciation and Vocabulary	By the end of the lesson, the learner should be able to: a) Identify words and phrases with the sounds /f/ /v/ and /əʊ/. b) watch a video clip of a dialogue and imitate use of stress. c) Value the importance of stress and intonation in sentences.	How do we acquire more words in a language? How do we vary our voices to convey different meanings?	Learner is guided to: • Say sounds, words, phrases, and sentences with the sounds /f/ and /v/ and /əʊ/. • Sing songs featuring stress and intonation. • Watch a video of a dialogue and imitate the use of stress and intonation by the speakers.	Recorded audio of dialogue, sentence cards with sounds NPE Grd 6 TG pg. 61-63 NPE Grd 6 Learners Bk. pg. 55-57	Pronunciation of words with specific sounds	
	2			By the end of the lesson, the learner should be able to: a) Use vocabulary related to the theme in sentences correctly. b) Explain the importance of varying our voices when speaking. c) Value the importance of stress and intonation in sentences.	How do we acquire more words in a language? How do we vary our voices to convey different meanings?	Learner is guided to: • Say tongue twisters with the sounds /f/ and /v/ and /əʊ/. • Sing songs featuring stress and intonation.	Recorded audio of dialogue, sentence cards with sounds NPE Grd 6 TG pg. 61-63 NPE Grd 6 Learners Bk. pg. 55-57	Pronunciation of words with specific sounds	
	3			By the end of the lesson, the learner should be able to: a) Apply stress and intonation in questions, statements, and exclamatory sentences. b) Identify use of stress in an audio recording	How do we acquire more words in a language? How do we vary our voices to convey	Learner is guided to: Say tongue twisters with the sounds /f/ and /v/ and /əʊ/. • Watch a video of a dialogue and imitate the use of stress and intonation by the speakers.	Recorded audio of dialogue, sentence cards with sounds NPE Grd 6 TG pg. 61-63	Pronunciation of words with specific sounds	

				c) Value the importance of stress and intonation in sentences.	different meanings?	<ul style="list-style-type: none"> Recite a choral verse in pairs or small groups. Sing songs featuring stress and intonation. 	NPE Grd 6 Learners Bk. pg.55-57		
4	Reading	Intensive reading: Dialogue	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Make connections between events in the text and prior experiences. b) Use contextual clues to infer the meaning of vocabulary such as words, proverbs, fixed phrases, similes, and phrasal verbs. c) Acknowledge the role of reading comprehension in lifelong learning. 	Why is it important to relate events in a story to our own experiences? How can we predict what will happen in a story or a passage? How do we infer the meaning of new words in a text?	Learner is guided to: <ul style="list-style-type: none"> Relate the title and illustrations/pictures with their personal experiences. Skim a text to obtain a general idea (dialogue of about 500 words). Scan a text for specific details. 	Posters NPE Grd 6 TG pg.64-67 NPE Grd 6 Learners Bk. pg.57-61	Reading to check on accuracy and speed		
2	1		By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Predict the likely outcome of a story by focusing on the title or visuals. b) Create mental images from read, viewed, or heard text c) Answer direct and inferential questions for comprehension. d) Acknowledge the role of reading comprehension in lifelong learning. 	Why is it important to relate events in a story to our own experiences? How can we predict what will happen in a story or a passage? How do we infer the meaning of new words in a text?	Learner is guided to: <ul style="list-style-type: none"> Observe the cover, pictures, and read the title to make predictions. Infer the meaning of unknown words, similes, metaphors and fixed phrases from context. Create mental images (visualize) from read, viewed, or heard text. Retell events in a story/dialogue in their own words. Make posters featuring the new words he or she has learnt in pairs or groups. 	Posters NPE Grd 6 TG pg.64-67 NPE Grd 6 Learners Bk. pg.57-61	Reading to check on accuracy and speed		

						• Answer literal and inferential questions.			
2	Grammar in use	Phrasal quantifiers	By the end of the lesson, the learner should be able to: a) Recognize phrasal quantifiers in oral and written contexts. b) Use phrasal quantifiers with countable and uncountable nouns correctly. c) Judge the correctness of phrasal quantifiers in sentences.	How do we tell countable nouns from uncountable ones? How do we help our classmates to make correct sentences?	Learner is guided to: • View a video or listen to an audio text featuring phrasal quantifiers and identify them in pairs or groups. • Make sentences using phrasal quantifiers such as a lot of..., a pinch of... plenty of..., a number of, a crate of ...	Newspapers, pictures, photographs, charts NPE Grd 6 TG pg. 68-70 NPE Grd 6 Learners Bk. pg. 61-62.	Portfolio Written test		
3			By the end of the lesson, the learner should be able to: a) Explain the difference between countable and uncountable nouns. b) Create crossword puzzles using phrasal quantifiers. c) Judge the correctness of phrasal quantifiers in sentences.	How do we tell countable nouns from uncountable ones? How do we help our classmates to make correct sentences?	Learner is guided to: • Create crossword puzzles using phrasal quantifiers and share them through charts, posters, or social media in pairs or groups. • Form sentences from a substitution table.	Newspapers, pictures, photographs, charts NPE Grd 6 TG pg. 68-70 NPE Grd 6 Learners Bk. pg. 61-62	Portfolio Written test		
4	Writing	Pictorial composition	By the end of the lesson, the learner should be able to: a) Plan a composition in preparation for writing. b) Organize ideas logically, coherently, and clearly. c) Judge a pictorial composition for relevance of topic, correctness of language, and creativity.	How can we make others want to read our compositions?	Learner is guided to: • View a variety of pictures, illustrations, and other visuals in print and digital texts and discuss what is happening in pairs or groups. • View comic strips from newspapers and magazine columns. • Use relevant o fixed phrases: have no idea, o similes: as happy as a king, o metaphors: Wambui is a bee. She is so busy.	Diorama including pictures, illustrations, newspapers, magazines NPE Grd 6 TG pg. 70-73 NPE Grd 6 Learners Bk. pg. 63-65	Written exercise, self-assessment		

						o idioms: go the extra mile o proverbs such as : the sun does not wait for a king and phrasal verbs such as grow up in a composition.			
3	1			By the end of the lesson, the learner should be able to: a) Use appropriate words and expressions such as similes, metaphors, fixed phrases, phrasal verbs and idioms in written communication. b) Create a pictorial composition from visuals. c) Judge a pictorial composition for relevance of topic, correctness of language, and creativity.	How can we make others want to read our compositions?	Learner is guided to: • Use visuals to compose a story of about 120-160 words in pairs. • Revise their composition by incorporating suggestions given by peers in pairs. • Publish the composition by displaying it on the wall, charts, online, posters, and social media platforms, among others.	Diorama including pictures, illustrations, newspapers, magazines NPE Grd 6 TG pg. 70-73 NPE Grd 6 Learners Bk. pg. 63-65	Written exercise, self-assessment	
	2	TECHNOLOGY-SCIENTIFIC INNOVATIONS	Listening and speaking: interactive listening	By the end of the lesson, the learner should be able to: a) Identify different moods in a picture, story, or poem. b) Articulate sounds correctly for communication clarity. c) Advocate the importance of interactive listening.	How do we interrupt a speaker politely during a conversation? What emotions or feelings do we show on our face when talking? Which words or phrase do we use when we are not sure what someone said?	Learner is guided to: • Practice saying the sounds: /p/ as in hot, /c:/ as in hold, coat among others. • Take turns and interrupt appropriately during conversations. • Show moods such as happiness, surprise, sadness, regret, and pain, among others.	Digital devices, Video clips NPE Grd 6 TG pg. 74-76 NPE Grd 6 Learners Bk. pg. 66-67	Self and peer assessment , interview	
	3			By the end of the lesson, the learner should be able to:	How do we interrupt a	Learner is guided to: • Role-play short interviews.	Digital devices, Video clips	Self and peer	

				<p>a) Discuss and Use appropriate words, similes, metaphors, proverbs among others to express different moods in oral contexts.</p> <p>b) Seek clarification during a two-way conversation.</p> <p>c) Interrupt appropriately during a conversation.</p> <p>d) Advocate the importance of interactive listening.</p>	<p>speaker politely during a conversation? What emotions or feelings do we show on our face when talking? Which words or phrase do we use when we are not sure what someone said?</p>	<ul style="list-style-type: none"> • Watch partial dialogues on video, the computer, tablets, and other devices and respond to questions appropriately. • Practice using expressions such as fixed phrases: a long time ago; similes such as work like magic, idioms such as the apple of my eye; proverbs such as practice makes perfect and phrasal verbs such as look for... 	<p>NPE Grd 6 TG pg. 74-76</p> <p>NPE Grd 6 Learners Bk. pg. 66-67</p>	<p>assessment , interview</p>
	4	Reading	Extensive reading (fiction and non-fictional materials)	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Select appropriate reading texts from a library.</p> <p>b) Read a variety of texts for general information and enjoyment.</p> <p>c) Acknowledge the importance of reading widely in lifelong learning.</p>	<p>How can we obtain the general idea of what a text is about? Why is it important to read widely?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Select a reading text from a varied collection of materials or library. • Preview the table of contents from a book, find the required information, and answer oral questions. • Skim through a text to obtain the gist or general idea. 	<p>Fictional and non-fictional materials</p> <p>NPE Grd 6 TG pg. 76-76</p> <p>NPE Grd 6 Learners Bk. pg. 68</p>	<p>Asking and answering questions, reading, self and peer assessment</p>
4	1			<p>By the end of the lesson, the learner should be able to:</p> <p>a) Select appropriate reading texts from a library.</p> <p>b) Read a variety of texts for general information and enjoyment.</p> <p>c) Acknowledge the importance of reading widely in lifelong learning.</p>	<p>How can we obtain the general idea of what a text is about? Why is it important to read widely?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Scan through a text to obtain specific information. • Select a reading text (1251-1500 words). • Use a dictionary to look up the meaning of unfamiliar words. • Write a summary of a text he or she has read. 	<p>Fictional and non-fictional materials</p> <p>NPE Grd 6 TG pg. 76-76</p> <p>NPE Grd 6 Learners Bk. pg. 68</p>	<p>Asking and answering questions, reading, self and peer assessment</p>

2	Grammar in use	Future continuous tense	By the end of the lesson, the learner should be able to: a) Identify sentences featuring future continuous tense in print and digital texts. b) Use future continuous tense in oral and written contexts correctly. c) Assess sentences for correctness and appropriateness of tense.	How many tenses do you know? How do we show an action will take place tomorrow/next week/next month?	Learner is guided to: • Ask the following questions in pairs: <i>What are you doing; What were you doing yesterday?; What will you be doing tomorrow?</i> • View a map, globe, list of time zones, video or pictures of animals, plants, or people and describe what will probably happen the next day starting with the words, <i>they, he, and she</i> , among others,	Charts and digital devices NPE Grd 6 TG pg. 79-80 NPE Grd 6 Learners Bk. pg. 69-70	Self-assessment , filling gaps, questions and answers	
3			By the end of the lesson, the learner should be able to: a) Identify sentences featuring future continuous tense in print and digital texts. b) Use future continuous tense in oral and written contexts correctly. c) Assess sentences for Correctness and appropriateness of tense.	How many tenses do you know? How do we show an action will take place tomorrow/next week/next month?	Learner is guided to: • Talk about activities in the past, present, and future time in pairs or groups. • Search the internet for examples of sentences expressing continuous tense. • Collaborate with peers to determine the correctness of tense in sample sentences.	Charts and digital devices NPE Grd 6 TG pg. 79-80 NPE Grd 6 Learners Bk. pg. 69-70	Self-assessment , filling gaps, questions and answers	
4	Writing	Punctuation marks: comma, quotation mark	By the end of the lesson, the learner should be able to: a) Identify the comma and quotation mark in a text. b) Use the comma and quotation marks correctly in oral and written text. c) Collaborate with peers to determine the correctness featuring the comma and the quotation mark.	Which punctuation marks do you know? Why should we punctuate our speech or writing correctly?	Learner is guided to: • Identify sentences in which the comma and the quotation mark have been used in small groups. • Recite a poem while paying attention to the use of the comma and the quotation marks. • Listen to an oral presentation and answer questions in pairs or groups. • Form sentences from a substitution table.	Charts and digital devices NPE Grd 6 TG pg. 81-83 NPE Grd 6 Learners Bk. pg. 70-71	Questions and answers	

5	1			<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the comma and quotation mark in a text.</p> <p>b) Use the comma and quotation marks correctly in oral and written text.</p> <p>c) Collaborate with peers to determine the correctness featuring the comma and the quotation mark.</p>	<p>Which punctuation marks do you know?</p> <p>Why should we punctuate our speech or writing correctly?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> Identify sentences in which the comma and the quotation mark have been used in small groups. Recite a poem while paying attention to the use of the comma and the quotation marks. Listen to an oral presentation and answer questions in pairs or groups. Form sentences from a substitution table. 	<p>Charts and digital devices NPE Grd 6 TG pg. 81-83 NPE Grd 6 Learners Bk. pg. 70-71</p>	<p>Questions and answers</p>	
	2	THE FARM-ANIMAL SAFETY AND CARE	Listening and speaking: pronunciation and vocabulary	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Recognize the difference between riddles and proverbs.</p> <p>b) Pronounce sounds, words, and phrases related to the theme accurately.</p> <p>c) Use words, idioms, fixed phrases, phrasal verbs and proverbs in varied contexts.</p>	<p>Why do we tell riddles and proverbs?</p> <p>How do we know the right proverb to use?</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> Participate in a riddling session in pairs or groups. Say sounds, words, idioms, and proverbs with the sounds /ʃ/ and /tʃ/ accurately. Use words, phrases, and proverbs in a conversation. 	<p>Sound cards, picture cut outs, charts and photographs NPE Grd 6 TG pg. 84-86 NPE Grd 6 Learners Bk. pg. 72-74</p>	<p>Self-assessment , peer assessment Solving riddles</p>	
	3			<p>By the end of the lesson, the learner should be able to:</p> <p>a) Recognize the difference between riddles and proverbs.</p> <p>b) Pronounce sounds, words, and phrases related to the theme accurately.</p> <p>c) Use words, idioms, fixed phrases, phrasal verbs and proverbs in varied contexts.</p>	<p>Why do we tell riddles and proverbs?</p> <p>How do we know the right proverb to use?</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> Find and use words and expressions such as fixed phrases: a long time ago; similes such as work like magic, idioms such as the apple of my eye; proverbs such as practice makes perfect and phrasal verbs such as look for... Create own riddles and share them with their peers. 	<p>Sound cards, picture cut outs, charts and photographs NPE Grd 6 TG pg. 84-86 NPE Grd 6 Learners Bk. pg. 72-74.</p>	<p>Self-assessment , peer assessment Solving riddles</p>	
	4	Reading	Fluency (proverbs and idioms)	<p>By the end of the lesson, the learner should be able to:</p>	<p>Why do we at times hesitate as we read?</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> Obtain specific information from a text. 	<p>Digital devices</p>	<p>Reading fluency</p>	

				<p>a) identify proverbs from a text.</p> <p>b) Read a text accurately and with expression.</p> <p>c) Acknowledge the importance of reading fluency in lifelong learning.</p>	<p>How can we improve our reading speed?</p> <p>What are some of the feelings we show when reading a story or poem?</p>	<ul style="list-style-type: none"> • Practice reading at the right speed in pairs or groups. • Read a text, while observing punctuation marks correctly. • Watch a video on reading fluency and practice: • Read a choral verse in small groups. • Read a paragraph, a passage, or story in turns. • Identify proverbs from a text. 	<p>NPE Grd 6 TG pg. 86-88</p> <p>NPE Grd 6 Learners Bk. pg. 74-76</p>	<p>Answering questions</p>	
6	1			<p>By the end of the lesson, the learner should be able to:</p> <p>a) Select and Read a text at a reasonable speed for fluency.</p> <p>b) Read a text accurately and with expression.</p> <p>c) Acknowledge the importance of reading fluency in lifelong learning.</p>	<p>Why do we at times hesitate as we read?</p> <p>How can we improve our reading speed?</p> <p>What are some of the feelings we show when reading a story or poem?</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • Obtain specific information from a text. • Practice reading at the right speed in pairs or groups. • Read a text, while observing punctuation marks correctly. • Watch a video on reading fluency and practice: • Read a choral verse in small groups. • Read a paragraph, a passage, or story in turns. 	<p>Digital devices</p> <p>NPE Grd 6 TG pg. 86-88.</p> <p>NPE Grd 6 Learners Bk. pg. 74-76</p>	<p>Reading fluency</p> <p>Answering questions</p>	
	2	GRAMMAR IN USE	SENTENCE PATTERNS	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Distinguish the active and passive voice in a sample text correctly.</p> <p>b) Contrast the use of some given words in sentences.</p> <p>c) Assess sentences for correctness on the use of active and passive voice.</p>	<p>What is active and passive voice?</p> <p>How do we tell a sentence is in active or passive voice?</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • Identify sentences in the active and passive voice from a text. • Change sentences from active to passive voice and vice-versa in pairs. • Sort pairs of sentences and classify them into either active or passive voice categories. 	<p>Digital devices</p> <p>NPE Grd 6 TG pg. 89-91</p> <p>NPE Grd 6 Learners Bk. pg. 77-80</p>	<p>Sentence construction and portfolio</p>	

						<ul style="list-style-type: none"> • Contrast the use of keep, put, think, and hope in a substitution table. • Construct sentences in the active and passive voice, type them on a computer, laptop, tablet, or mobile phone and share them through email or other web platforms. 			
3			<p>By the end of the lesson, the learner should be able to:</p> <p>a) Contrast the use of some given words in sentences.</p> <p>b) Use active and passive voice correctly.</p> <p>c) Assess sentences for correctness on the use of active and passive voice.</p>	<p>What is active and passive voice?</p> <p>How do we tell a sentence is in active or passive voice?</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • Search for more examples of sentences in the active and passive voice from the internet. • Collaborate with peers to determine the correctness of sentences. • Form sentences from a substitution table in groups. • Write the sentences on charts in small groups. • Display the charts and conduct a gallery walk. • Construct sentences using the words keep, put, think, and hope. • Play a game: sentence scramble where they manipulate jumbled up words to form correct sentences. 	<p>Digital devices NPE Grd 6 TG pg. 89-91 NPE Grd 6 Learners Bk. pg. 77-80</p>	<p>Sentence construction and portfolio</p>		
4	Writing	Creative writing	<p>By the end of the lesson, the learner should be able to:</p> <p>a) identify idioms, proverbs and similes from an oral or written text</p> <p>b) Complete a gap filling exercise involving similes, proverbs and idioms.</p>	<p>Why is it important to plan our compositions? What makes a composition interesting?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Identify idioms, proverbs, and similes from an oral or written text. • Complete a gap-filling exercise involving similes, proverbs, and idioms. 	<p>Sample compositions, picture cut-outs, photographs NPE Grd 6 TG pg. 92-94</p>	<p>Written compositions, discussions, learner journals</p>		

				c) Judge a narrative composition for creativity, organization of ideas, relevance of topic, and correctness.	Why do we use idioms and proverbs in compositions?		NPE Grd 6 Learners Bk. pg. 80-82		
7	1			By the end of the lesson, the learner should be able to: a) Plan a narrative composition in preparation for writing. b) Use proverbs, phrasal verbs and idiomatic expressions in writing. c) Judge a narrative composition for creativity, organization of ideas, relevance of topic, and correctness.	Why is it important to plan our compositions? What makes a composition interesting? Why do we use idioms and proverbs in compositions?	Learner is guided to: • Use appropriate words and expressions such as fixed phrases: a long time ago; similes such as work like magic, idioms such as the apple of my eye; proverbs such as practice makes perfect and phrasal verbs such as look for in their writing.	Sample compositions, picture cut-outs, photographs NPE Grd 6 TG pg. 92-94 NPE Grd 6 Learners Bk. pg. 80-82	Written compositions, discussions, learner journals	
	2			By the end of the lesson, the learner should be able to: a) Discuss and Use proverbs, phrasal verbs and idiomatic expressions in writing. b) Create a narrative composition based on a given theme for self-expression. c) Judge a narrative composition for creativity, organization of ideas, relevance of topic, and correctness.	Why is it important to plan our compositions? What makes a composition interesting? Why do we use idioms and proverbs in compositions?	Learner is guided to: • Use the writing process (planning, drafting, editing, revising, and publishing) and create a narrative composition in groups: • Display their compositions in class, on charts, school magazine, noticeboard and blogs, among others.	Sample compositions, picture cut-outs, photographs NPE Grd 6 TG pg. 92-94 NPE Grd 6 Learners Bk. pg. 80-82	Written compositions, discussions, learner journals	
	3	LIFESTYLE DISEASES	Listening and speaking: pronunciation and vocabulary (speaking fluency)	By the end of the lesson, the learner should be able to: a) Identify words, phrases and sentences with the target sounds. b) Use words and expressions such as idioms,	Why is it important to pronounce words correctly?	Learner is guided to: • Say words and phrases with the sounds /eə/ /au/ and /h / correctly.	Digital devices, charts NPE Grd 6 TG pg. 95-97	Oral presentations Peer assessment, recitation	

			<p>proverbs and similes related to the theme in sentences correctly.</p> <p>c) Acknowledge the importance of fluency in oral communication.</p>	<p>How do you show feelings when reading reciting a poem?</p>	<ul style="list-style-type: none"> • Practice saying tongue twisters with the selected sounds. • Recite poems with words which have the sounds /eə/ /aʊ/ and /h/. o Speak at the right speed. o Say words and phrases accurately. o Display the right feelings when saying something. • Make short speeches expressively, accurately and without hesitations. 	<p>NPE Grd 6 Learners Bk. pg.83-85</p>		
	4		<p>By the end of the lesson, the learner should be able to:</p> <p>a) Use words and expressions such as idioms, proverbs and similes related to the theme in sentences correctly.</p> <p>b) Make an oral presentation related to the theme fluently.</p> <p>c) Acknowledge the importance of fluency in oral communication</p>	<p>Why is it important to pronounce words correctly?</p> <p>How do you show feelings when reading reciting a poem?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Recite choral and oral verses poems and show the right facial expressions through readers' theatres. • Use fixed phrases such as fall sick similes such as ... as right as rain, metaphor e.g. Kadzo is a lark. She is always happy. Idioms such as fit as a fiddle, sick like a dog, proverbs such as an apple a day keeps the doctor away, , prevention is better than cure, phrasal verbs such as pass out. • Make short videos of the poetry recitation, narrations or readers theatre and share them with friends or peers. 	<p>Digital devices, charts</p> <p>NPE Grd 6 TG pg.95-97</p> <p>NPE Grd 6 Learners Bk. pg.83-85</p>	<p>Oral presentations</p> <p>Peer assessment, recitation</p>	
8	1		<p>By the end of the lesson, the learner should be able to:</p> <p>a) Use words and expressions such as idioms, proverbs and similes related</p>	<p>Why is it important to pronounce words correctly?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Recite choral and oral verses poems and show the right facial expressions through readers' theatres. 	<p>Digital devices, Charts.</p> <p>NPE Grd 6 TG pg.95-97</p>	<p>Oral presentations</p>	

			<p>to the theme in sentences correctly.</p> <p>b) Make an oral presentation related to the theme fluently.</p> <p>c) Acknowledge the importance of fluency in oral communication</p>	<p>How do you show feelings when reading reciting a poem?</p>	<ul style="list-style-type: none"> • Use fixed phrases such as fall sick similes such as ... asright as rain, metaphor e.g. Kadzo is a lark. She is always happy. Idioms such as fit as a fiddle, sick like a dog, proverbs such as an apple a day keeps the doctor away, , prevention is better than cure, phrasal verbs such as pass out. • Make short videos of the poetry recitation, narrations or readers theatre and share them with friends or peers. 	<p>NPE Grd 6 Learners Bk. pg.83-85</p>	<p>Peer assessment , recitation</p>
2	Reading	Intensive reading- fiction or non-fictional texts	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Make connections between events in the text and real life experiences.</p> <p>b) Create mental images from viewed, heard or read text for comprehension.</p> <p>c) Acknowledge the importance of reading comprehension in lifelong learning.</p>	<p>Why is it important to relate events that you read about with real life?</p> <p>What makes you able to predict what will happen in a story that you about to read?</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • Predict events by studying the title, cover or pictures in a text. • Picture events, characters or places in their minds. • Read texts of up to 500 words related to the selected theme • Connect events in a text with an occurrence in their own life or real world events. 	<p>Posters, charts, video clips NPE Grd 6 TG pg.97-101 NPE Grd 6 Learners Bk. pg.85-87</p>	<p>Answering questions, self-assessment</p>
3			<p>By the end of the lesson, the learner should be able to:</p> <p>a) Use contextual clues to infer the meaning of unfamiliar words and expressions such as fixed phrases, idioms, phrasal verbs, similes, proverbs and metaphors.</p> <p>b) Answer direct and inferential questions</p>	<p>Why is it important to relate events that you read about with real life?</p> <p>What makes you able to predict what will happen in</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> • Use the image on the front cover to predict events in the text. • Infer the meaning of unfamiliar words and expressions such as fixed phrases, idioms, proverbs and phrasal verbs. • Retell the events depicted in a text in their own words. 	<p>Posters, charts, video clips NPE Grd 6 TG pg.97-101 NPE Grd 6 Learners Bk. pg.85-87</p>	<p>Answering questions, self-assessment</p>

				correctly for comprehension. c) Acknowledge the importance of reading comprehension in lifelong learning.	a story that you about to read?	<ul style="list-style-type: none"> • Answer direct and inferential questions from a variety of texts • Create a mind map using words in a text. 		
	4			By the end of the lesson, the learner should be able to: a) Answer direct and inferential questions correctly for comprehension. b) Summarize events described in a text through retelling. c) Acknowledge the importance of reading comprehension in lifelong learning.	Why is it important to relate events that you read about with real life? What makes you able to predict what will happen in a story that you about to read?	Learners is guided to: <ul style="list-style-type: none"> • Use the image on the front cover to predict events in the text. • Infer the meaning of unfamiliar words and expressions such as fixed phrases, idioms, proverbs and phrasal verbs. • Retell the events depicted in a text in their own words. • Answer direct and inferential questions from a variety of texts • Create a mind map using words in a text. 	Posters, charts, video clips NPE Grd 6 TG pg.97-101 NPE Grd 6 Learners Bk. pg.85-87	Answering questions, self-assessment
9	1	Grammar in use	Adverbs	By the end of the lesson, the learner should be able to: a) Identify adverbs in oral and written texts. b) Use adverbs to express different meanings correctly. c) Judge the appropriateness of adverbs used in oral and written texts.	How do we show here, when and how many times an action occurs? What are some of the words we could use to talk more about an action?	Learner is guided to: <ul style="list-style-type: none"> • Identify the adverbs of manner, time place and frequency in a text. • Underline the adverbs in a passage. • Pick out different adverbs from print texts or the internet in small groups. 	Charts, video clips, pictures, photographs NPE Grd 6 TG pg.101-103 NPE Grd 6 Learners Bk. pg.88-90	Discrimination, filling gaps, puzzles and portfolio
	2			By the end of the lesson, the learner should be able to: a) Identify adverbs in oral and written texts.	How do we show here, when and how many times an action occurs?	Learner is guided to: <ul style="list-style-type: none"> • Identify the adverbs of manner, time place and frequency in a text. • Underline the adverbs in a passage. 	Charts, video clips, pictures, photographs NPE Grd 6 TG pg.101-103	Discrimination, filling gaps, puzzles

				<p>b) Use adverbs to express different meanings correctly.</p> <p>c) Judge the appropriateness of adverbs used in oral and written texts.</p>	<p>What are some of the words we could use to talk more about an action?</p>	<ul style="list-style-type: none"> • Pick out different adverbs from print texts or the internet in small groups. using adverbs in pairs. 	<p>NPE Grd 6 Learners Bk. pg. 88-90</p>	<p>and portfolio</p>
3				<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify adverbs in oral and written texts.</p> <p>b) Use adverbs to express different meanings correctly.</p> <p>c) Judge the appropriateness of adverbs used in oral and written texts.</p>	<p>How do we show here, when and how many times an action occurs? What are some of the words we could use to talk more about an action?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Collaborate with peers to judge the correctness of sentences featuring adverbs. • Form sentences using adverbs. • Create a poem or story using different types of adverbs. • Create and solve crossword puzzles using adverbs in pairs. 	<p>Charts, video clips, pictures, photographs NPE Grd 6 TG pg. 101-103 NPE Grd 6 Learners Bk. pg. 88-90</p>	<p>Discrimination, filling gaps, puzzles and portfolio</p>
4	Writing	Punctuation (quotation marks and hyphen)	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify quotation marks and the hyphen in a written text.</p> <p>b) Use quotation marks correctly in sentences.</p> <p>d) Judge sentences for correctness of language, the use of quotation marks and the hyphen.</p>	<p>Why do we punctuate texts?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Identify quotation marks and the hyphen in pairs. • Practice using the hyphen to break words at the end of a line. • Watch a video on the internet on how quotation marks and the hyphen are used. • Punctuate texts such as sentences and paragraphs correctly. <p>Note: Just show learners how to break words at the end of the line. The hyphen will be covered in greater detail in higher grades.</p>	<p>Digital devices, punctuation cards NPE Grd 6 TG pg. 104-107 NPE Grd 6 Learners Bk. pg. 91-92</p>	<p>Learn journals, peer assessment and portfolio</p>	
10	1			<p>By the end of the lesson, the learner should be able to:</p>	<p>Why do we punctuate texts?</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • Identify quotation marks and the hyphen in pairs. 	<p>Digital devices, punctuation cards</p>	<p>Learn journals, peer assessment</p>

				<p>b) Identify and Use quotation marks correctly in sentences.</p> <p>c) Break a long word at the end of a line in a text using a hyphen.</p> <p>d) Judge sentences for correctness of language, the use of quotation marks and the hyphen.</p>	<ul style="list-style-type: none"> • Practice using the hyphen to break words at the end of a line. • Watch a video on the internet on how quotation marks and the hyphen are used. • Punctuate texts such as sentences and paragraphs correctly. <p>Note: Just show learners how to break words at the end of the line. The hyphen will be covered in greater detail in higher grades.</p>	<p>NPE Grd 6 TG pg. 104-107</p> <p>NPE Grd 6 Learners Bk. pg. 91-92</p>	<p>and portfolio</p>
	2-4	<p>END OF TERM ASSESSMENT</p>					