

# PRIMARY SIX SCIENCE SCHEME OF WORK FOR TERM III 2023

W/K	PD	THEMES	TOPIC	SUB-TOPIC	CONTENTS	SUBJECT COMPETENCE	METHODS	L/ACTIVITY	L/SKILLS	L/AIDS	REF	
1	1	Science in human activities and occupation	Science at home and in our community	Preparing clean water	Methods of preparing clean water - boiling - filtering - defining – Filtration - filtrate - Residues - Treating	Learner • Mention ways of preparing water • Defines given terms in water preparation	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Defining terms used in water preparation - Mentioning ways of preparing water	- Problem solving - Creative thinking	- Jar - Funnel - Water	Abridged curr. 6 pg 56 Baroque Sci. 6pg 151 – 3
	2	Science in human activities and occupation	Science at home and in our community	Distillation	- Defining - distillation - distillate - Drawing and labelling a diagram showing distillation	Learner • Defines given terms • draws and labels the diagram	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Defining terms used in distillation - Drawing and labelling	- Problem solving - Creative thinking	Chart	Abridged curr. 6 pg 56 Baroque Sci. 6pg 155
	3	Science in human activities and occupation	Science at home and in our community	Treating water and water pollution	- Chemicals used to treat water - Disadvantages of treating water - Defining decantation - water Impurities / pollutants - examples of pollutants - How to control water pollution	Learner • Mentions disadvantages of treating water • define pollutants • Mention examples of pollutants.	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning disadvantages of treating water - Define pollutants - Defining water pollution	- Problem solving - Creative thinking	Chart	Baroque Sci. 6 pg 154 – 6
	4	Science in human activities and occupation	Science at home and in our community	Cleaning clothes	- Defining laundry - Steps taken to clean clothes - Reasons why we take these steps.	• Defining laundry • Mentioning steps taken to clean clothes	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Defining laundry - Mentioning steps taken	- Problem solving - Creative thinking	Chart	Baroque Sci. 6 pg 156
	5	Human Health	Primary Health Care (PHC)	Elements and principles of PHC	- Elements of P.H.C - Principles of PHC.	Learner • Writes PHC in full • Mentions elements and principles of PHC	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Writing PHC in full - Mentioning elements and principles of PHC	- Problem solving - Creative thinking	Chart	Baroque Sci. 6 pg 192 Abridged curr. 6 pg 58
?	1	Human	Primary	Sustainable	- Health Family life styles and	Learners	- Reads	- Guided	- Mentioning	- Problem	Chart	Baroque

		Health	Health Care (PHC)	life skills and good health practices	<ul style="list-style-type: none"> <li>practices</li> <li>- Organising community health committees</li> <li>- Role of the community in promoting health</li> </ul>	<ul style="list-style-type: none"> <li>Mentions health family life styles</li> <li>• Roles of a community in promoting health</li> </ul>	words and sentences correctly constructs sentences	<ul style="list-style-type: none"> <li>discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	health family life styles	<ul style="list-style-type: none"> <li>solving</li> <li>- Creative thinking</li> </ul>		Sci. 5 pg 195 Abridged curr. 6 pg 58
2	Human Health	Primary Health Care (PHC)	Sustainable life skills and good health practices	<ul style="list-style-type: none"> <li>- Health family life styles and practices</li> <li>- Organising community health committees</li> <li>- Role of the community in promoting health</li> </ul>	<ul style="list-style-type: none"> <li>Leamer</li> <li>• Mentions health family life styles</li> <li>• Roles of a community in promoting health</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	Mentioning health family life styles	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	Chart	Baroque Sci. 5 pg 198 – 200 Abridged curr. 6 pg 58	
3	Human Health	Food and nutrition	Breast feeding	<ul style="list-style-type: none"> <li>- Defining breast feeding</li> <li>- Advantages of breast feeding to;</li> <li>- The baby</li> <li>- The mother</li> <li>- The family</li> <li>- Disadvantages of breast feeding</li> </ul>	<ul style="list-style-type: none"> <li>Leamer</li> <li>• Defines breast feeding</li> <li>• Mentions advantages and disadvantages of breast feeding</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining breast feeding</li> <li>- Mentioning advantages and disadvantages of breast feeding</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	Real objects	Baroque Sci. 5 pg 182 - 3 Abridged curr. 6 pg 59	
4	Human Health	Food and nutrition	Bottle feeding	<ul style="list-style-type: none"> <li>- Defining bottle feeding</li> <li>- Advantages and disadvantages of bottle feeding</li> <li>- Why people use bottle feeding</li> <li>- Weaning .</li> </ul>	<ul style="list-style-type: none"> <li>Leamer</li> <li>• Defines bottle feeding</li> <li>• mentions advantages and disadvantages of bottle feeding</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining bottle feeding</li> <li>- Mentioning advantages and disadvantages of bottle feeding</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	Real objects	Barogue Sci. 5 pg 184 – 5 Abridged curr. 6 pg 59	
5.	Human Health	Food and nutrition	Vulnerable groups	<ul style="list-style-type: none"> <li>- Defining vulnerable and vulnerable groups of people</li> <li>- Mentioning vulnerable groups of people</li> <li>- Special food for each vulnerable group.</li> </ul>	<ul style="list-style-type: none"> <li>Leamer</li> <li>• Defines vulnerable groups of people</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining vulnerable groups and their special food</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	Chart Food	Abridged curr. 6 Baroque Sci. 5 pg 185-87	
3	1	Human Health	Food and nutrition	Food taboos	<ul style="list-style-type: none"> <li>- Defining food taboos</li> <li>- Examples of food taboos</li> <li>- Effects of food taboos.</li> <li>- Food consumption patterns</li> </ul>	<ul style="list-style-type: none"> <li>Leamer</li> <li>• Defini food taboos</li> <li>• Menion examples and effects of food taboos</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining food taboos</li> <li>- Mentioning examples and effects of food taboos.</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	Food	Abridged curr. 6 pg 59 Baroque Sci. 5 pg 187 – 89

	2	Human Health	Accidents and first Aid	First Aid	<ul style="list-style-type: none"> <li>- Defining first Aid</li> <li>- Reasons why we give first Aid</li> <li>- Defining first Aid kit and first Aid box</li> <li>- Contents of a first Aid kit</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>• Defines first Aid, first Aid kit and first Aid box</li> <li>• Mentions reasons for giving first Aid</li> </ul>						Abridged curr. 6 pg 62 Baroque Sci. 6 pg 161
	3	Human Health	Food and nutrition	Burns and scalds	<ul style="list-style-type: none"> <li>- Defining burns and scalds</li> <li>- Categories of burns</li> <li>- first Aid for burns and scalds</li> <li>- How to prevent burns and scalds</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>• Define burns and scalds</li> <li>• Mentions first aid for burns and scalds</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining burns and scalds</li> <li>- Mentioning first aid for burns and scalds</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Logical reasoning</li> </ul>	Chart	Abridged curr. 6 pg 63 Baroque Sci. 6 pg 162
	4	Human Health	Accidents and first Aid	Convulsion and fever	<ul style="list-style-type: none"> <li>- Defining fever and convulsions</li> <li>- First aid for fever</li> <li>- first and for convulsions</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>• Defines fever and convulsions</li> <li>• Mentions first aid for fever and convulsions</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining fever and convulsions</li> <li>- Mentioning first aid for fever and convulsions</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Logical reasoning</li> </ul>	Chart	Abridged curr. 6 pg 63 Baroque Sci. 6 pg 163-4
	5	Human Health	Accidents and first Aid	Near drowning	<ul style="list-style-type: none"> <li>- Defining near drowning</li> <li>- Places where near drowning occurs</li> <li>- First Aid for near drowning</li> <li>- Prevention of near drowning</li> <li>- How to apply a kiss of life</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>• Defines near drowning</li> <li>• Mention first aid and prevention of near drowning</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining near drowning</li> <li>- Mentioning first aid and prevention of near drowning</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Logical reasoning</li> </ul>	Chart	Abridged curr. 6 pg 63 Baroque Sci. 6 pg 164-5
	1	Human Health	Accidents and first Aid	Fainting	<ul style="list-style-type: none"> <li>- Defining fainting</li> <li>- Conditions that lead to fainting</li> <li>- First aid for fainting</li> <li>- foreign body in the eye</li> <li>- First aid for foreign bodies in eyes, ear and nose</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>• Defines fainting</li> <li>• Mentions conditions that lead to fainting and its first aid</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining fainting</li> <li>- Mentioning conditions that lead to fainting and its first aid.</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Logical reasoning</li> </ul>	Chart	Abridged curr. 6 pg 63 Baroque Sci. 6 pg 166-7
	2	Human Health	Sanitation	Latrines	<ul style="list-style-type: none"> <li>- Types of latrine</li> <li>- Diagram showing a VIP latrine</li> <li>- Uses of each part of a VIP latrine</li> <li>- Differences between a pit</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>• Mentions types of latrines</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Mentioning types of latrines</li> <li>- Drawing</li> <li>- Mentioning ways of caring</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Logical reasoning</li> </ul>	Chart	Abridged curr. 6 pg 61 Baroque Sci. 6 pg

				Latrine and VIP latrine Good site of a latrine Care of a latrine	<ul style="list-style-type: none"> <li>Draws and labels a VIP</li> <li>Mentions proper way of using latrines</li> </ul>	Sentences	- explanation	latrines				170-172
3	Human Health	Sanitation	Toilets	<ul style="list-style-type: none"> <li>Diagram showing a flush toilet</li> <li>Parts of a flush toilet</li> <li>How to maintain toilets in a proper way</li> <li>Advantages and disadvantages of flush toilets</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>Draws and labels a flush toilet</li> <li>Mentions ways of maintaining toilets</li> </ul>	<ul style="list-style-type: none"> <li>Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Discussion</li> <li>Question and answer</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> <li>Labelling</li> <li>Mentioning ways of maintaining toilets</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Logical reasoning</li> </ul>	Chart	Abridged curr. 6 pg 61 Baroque Sci. 6 pg 174-75	
4	Human Health	Alcohol smoking and drugs in a society	Alcohol	<ul style="list-style-type: none"> <li>Types of alcohol</li> <li>Defining alcoholism</li> <li>Reasons why people take alcohol</li> <li>Uses of alcohol</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>Mentions types of alcohol</li> <li>Defines alcoholism</li> <li>Mentions reasons why people take alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Discussion</li> <li>Question and answer</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Mentioning types of alcohol and reasons why people take alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Self esteem</li> <li>Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>Real objects</li> <li>Bottles</li> </ul>	Abridged curr. 6 pg 64 Baroque Sci. 6 pg 65-66	
5	Human Health	Alcohol smoking and drugs in a society	Alcohol	<p><b>How alcohol is made</b></p> <ul style="list-style-type: none"> <li>Fermentation</li> <li>Distillation</li> <li>Diagram showing distillation</li> </ul> <p><b>Effects of alcohol to;</b></p> <ul style="list-style-type: none"> <li>Individual</li> <li>family</li> <li>Community</li> <li>How to control alcoholism</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>Mentions ways how alcohol is made.</li> <li>Mentions effects of alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Discussion</li> <li>Question and answer</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Mentioning ways of making alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Self esteem</li> <li>Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>Real objects</li> <li>Bottles</li> </ul>	Abridged curr. 6 pg 61 Baroque Sci. 6 pg 66-67 Fountain Sci. 6 pg 91	
1	Human Health	Alcohol smoking and drugs in a society	Smoking	<ul style="list-style-type: none"> <li>How people smoke</li> <li>Reasons why people smoke</li> <li>Effects of smoking to:</li> <li>An Individual</li> <li>Family</li> <li>Community</li> <li>How to avoid smoking</li> </ul>	<p>Learner</p> <ul style="list-style-type: none"> <li>Mentions ways how people smoke</li> <li>Mentions reasons and effects of smoking</li> </ul>	<ul style="list-style-type: none"> <li>Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Discussion</li> <li>Question and answer</li> <li>Explanation</li> </ul>	<ul style="list-style-type: none"> <li>Mentioning ways how people smoke</li> <li>Reason why people smoke to effects</li> </ul>	<ul style="list-style-type: none"> <li>Self esteem</li> <li>Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>Real objects</li> <li>Bottles</li> </ul>	Abridged curr. 6 pg 61 Baroque Sci. 6 pg 69-70 Fountain Sci. 6 pg 203	
2	Human Health	Alcohol smoking	Drugs	- Defining drugs and essential drugs	<p>Learner</p> <ul style="list-style-type: none"> <li>Defines</li> </ul>	<ul style="list-style-type: none"> <li>Reads words and</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Defining given terms related to</li> </ul>	<ul style="list-style-type: none"> <li>Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>Real objects</li> </ul>	Baroque Sol. 8 pg 72	

			and drugs in a society		- Defining drug abuse, misuse and drug dependence - Factors that lead to drug abuse and misuse	drugs, essential drugs, drug abuse, misuse and dependency	sentences correctly constructs sentences	- Discussion - Question and answer - explanation	drugs	- Self awareness	- Bottles	-74 Abridged curr. 6 pg 64
4	Human Health	Alcohol smoking and drugs in a society	Drugs		- Defining commonly abused drugs - Drug prescription, over dose, underdose and drug storage - Effects of drugs to: - An individual - Family - Community - Harmful effects of drugs	Learner • Mentions effects of drugs • Defines terms related to drugs	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning effects of drugs - Defining given terms on drugs	- Self esteem - Self awareness	- Real objects - Bottles	Baroque Sci. 6 pg 72 -74 Abridged curr. 6 pg 64
5	Human body	The circulatory system	The heart		- Structure of the human heart - Parts and functions of each part - Functions of the heart	Learner • Draws a human heart • Labels the heart	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Drawing - Labelling	- Self esteem - Self awareness	- Real objects - Bottles	Baroque Sci. 6 pg 51-52 Abridged curr. 6 pg 66
1	Human body	The circulatory system	Blood circulation		- The diagram showing blood circulation in the body	Learner draws and labels the diagram of blood circulation	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning components and uses of blood	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 55-56 Abridged curr. 6 pg 66
2	Human body	The circulatory system	Composition of blood		- Components of blood - Functions of each component - Functions of blood in the body	Learner • Mentions components and functions of blood	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning and drawing blood vessels - Diseases and disorders of the circulatory system	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 55-56 Abridged Curr. 6 pg 66
3	Human body	The circulatory system	Blood vessels		- Examples and structure of blood vessels - Diseases and disorders of the circulatory system	Learner • Mentions and draws blood vessels • Mentions diseases and disorders of the circulatory system	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning and drawing blood vessels - Diseases and disorders of the circulatory system	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 57-58
4	Human body	The circulatory system	HIV/AIDS		- How we contract HIV/AIDS - Effects of HIV/AIDS to: - An individual - Family - Community	Learner • Mentions how we contracts HIV • Mentions effects of HIV	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	Mentioning ways we contract HIV and its effects	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 59
5	Human	The	PIASCY		- PIASCY in full	Learner	- Reads	- Guided	Mentioning	- Self	- Posters	Baroque

		body	circulatory system		- PIASCY messages - PIASCY activities - Life skills	• Mention PIASCY messages and activities • Life skills	words and sentences correctly constructs sentences	discovery - Discussion - Question and answer - explanation	PIASCY messages and activities	esteem - Self awareness	- Charts	Sci. 6 pg 60
8	1	Human body	The circulatory system	Preventing circulatory diseases	- How to prevent circulatory diseases and disorders - How to increase blood volume in the body	Learner • Mentions how to prevent diseases and disorders of the circulatory system • How to increase blood volume	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	Mentioning how to prevent diseases and disorder	- Self esteem - Self awareness	- Posters - Charts	Baroque Sci. 6 pg 61-61 Abridged curr. 6 pg 66
	2	Human body	Respiratory system	Respiratory organs	- Structure of a respiratory system - Parts of the respiratory system and their functions - respiration	Learner • Draws and labels the respiratory system • Mentions functions of parts	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Drawing - Labelling - Mentioning functions of parts of the respiratory system	- Self esteem - Self awareness	- Charts	Abridged curr. 6 pg 67-8 Baroque Sci. 6 pg 142
	3	Human body	Respiratory system	Breathing	- Inhalation (Breathing in) - Exhalation (Breathing out) - Structure of an alveoli	Learner • Defines inhalation and exhalation • Describes how we breathe • Draws and labels an alveoli	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Defining inhalation and exhalation	- Self esteem - Self awareness	- Charts	Baroque Sci. 6 pg 145
4	5	Human body	Respiratory system	Diseases of the respiratory system	- Diseases of the respiratory system - Disorders of the respiratory system - Keeping the respiratory system in a good working condition	Learner • Mentions diseases and disorders of the respiratory system	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning diseases and disorders of the respiratory system	- Self esteem - Self awareness	- Charts	Baroque Scie. 6 pg 147 - 148 Abridged curr. 6 pg 68
	1	Human body	Reproductive system	Growth and development	- Growth - Development - Puberty - Adolescence - Childhood	Learner • Defines terms used in reproduction	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	Defining given terms in reproduction	- Self esteem - Self awareness	Chart	Abridged curr. 6 pg 69 Baroque Sci. 6 pg 177
	2	Human body	Reproductive system	Sexual xtics humans	- Primary sex characteristics - Secondary sex characteristics in	Learner • Mentions primary and	- Reads words and sentences	- Guided discovery - Discussion	Mentioning primary and secondary sex	- Self esteem - Self	Chart	Abridged Sci. 6 pg 69 178 - 179

				<ul style="list-style-type: none"> <li>- Males</li> <li>- Females</li> <li>- Social and emotional changes in both males and females</li> </ul>	secondary sex x-tics	correctly constructs sentences	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- explanation</li> </ul>	x-tics	awarenesses			
3	Human body	Reproductive system		<ul style="list-style-type: none"> <li>- Defining an adolescent</li> <li>- Problems of adolescents</li> <li>- How to help adolescents</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Defines adolescent</li> <li>• Mentions problems of adolescents and how to help them.</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining an adolescent</li> <li>- Mentioning problems of adolescents</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 Pg 159-180	
4	Human body	Reproductive system	The male reproductive system	<ul style="list-style-type: none"> <li>- Structure of a male reproductive system</li> <li>- Parts of a male reproductive system and their functions</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Draws and labels a male reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- drawing</li> <li>- labelling</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 181 Abridged curr. 6 pg 69	
5	Human body	Reproductive system	The female reproductive system	<ul style="list-style-type: none"> <li>- Structure of a female reproductive system</li> <li>- Parts of the female reproductive system and their functions</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Draws and labels a female reproductive system</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- drawing</li> <li>- labelling</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 182 Abridged curr. 6 pg 69	
10	1	Human body	Reproductive system	Fertilisation conception and pregnancy	<ul style="list-style-type: none"> <li>- Defining</li> <li>- Fertilisation</li> <li>- Conception</li> <li>- Ovulation</li> <li>- Sperm</li> <li>- Ova</li> <li>- Implantation</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Defines given terms</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining given terms in reproduction</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 182 Abridged curr. 6 pg 69
	2	Human body	Reproductive system	The foetus in the womb	<ul style="list-style-type: none"> <li>- Structure of the foetus in the womb.</li> <li>- Functions of parts of the womb.</li> </ul>	Learner and draws and labels parts of a womb	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and labeling parts of the womb</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 186 – 187
	3	Human body	Reproductive system	Pregnancy and birth	<ul style="list-style-type: none"> <li>- Signs of pregnancy</li> <li>- Dangerous signs during pregnancy</li> <li>- Problems faced during pregnancy</li> <li>- care and requirements for pregnant mothers</li> </ul>	<ul style="list-style-type: none"> <li>• Mentions signs of pregnancy</li> <li>• Mentions dangerous signs during pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- signs of pregnancy</li> <li>- Dangerous signs during pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 187
	4	Human body	Reproductive system	'Teenage pregnancy'	<ul style="list-style-type: none"> <li>- Defining teenage pregnancy</li> <li>- Consequences of teenage pregnancy</li> <li>- Mentions results of teenage</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Defines teenage pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question</li> </ul>	<ul style="list-style-type: none"> <li>- Defining teenage pregnancy</li> <li>- Mentioning</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 187

				pregnancy	• Mentions results of teenage pregnancy	constructs sentences	and answer - explanation	results of teenage pregnancy	s			
5	Human body	Reproductive system	Care of reproductive system and diseases	- How to care for the reproductive system - Diseases of reproductive system - Gonorrhea - Signs and symptoms - Prevention and control	Learner • Mentions care of the reproductive system • How gonorrhea is spread and controlled	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	Care of reproductive system Signs and symptoms of gonorrhea	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 188	
1	1	Human body	Reproductive system	Syphilis	- Signs and symptoms of syphilis - Prevention and treatment of syphilis - effects of syphilis	Learner • Signs and symptoms of syphilis and its control	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Signs and symptoms of syphilis - Prevention and treatments of syphilis	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 189
2	Human body	Reproductive system	HIV/AIDS	- HIV In full - AIDS In full - How HIV/AIDS is spread - Practices through which AIDS can't be spread - Signs and symptoms of AIDS - Prevention and control of HIV/AIDS	Learner • Writes HIV and AIDS in full. • Mention how AIDS is spread and controlled	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Writing in full - How AIDS is spread - How to control spread of HIV/AIDS	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 190 function Sci. 6 pg 149	
3	Human body	Reproductive system	Family planning	- Defining family planning / child spacing - Reasons for practicing family planning - Why parents want to have many children - How to control infant mortality rate - Problems of having many children	Learner • Defines family planning • Reasons why we practice family planning • Problems of having many children	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning methods of family planning - Adv. and Disadv. of family planning	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 195 – 6 fountain Sci. 6 pg 154 – 5	
1	Matter and energy	Sound energy	Sound	- Defining sound - Sources of sound - Natural sources - Artificial sources - How to produce sound	Learner • Defines sound • Mentions the source of sounds	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Defining sound - Mentioning sources of sound	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 32-33	
2	Matter and energy	Sound energy	Musical instrument	- Musical Instrument - Stringed - Percussion - Wind - Examples of each.	Learner • Defines sound • Mentions the sources of sound	- Reads words and sentences correctly constructs sentences	- Guided discovery - Discussion - Question and answer - explanation	- Mentioning examples of musical instruments	- Self esteem - Self awareness	Chart	Baroque Sci. 6 pg 34	

3	Matter and energy	Sound energy	Pitch	<ul style="list-style-type: none"> <li>- Defining</li> <li>- Pitch</li> <li>- Amplitude</li> <li>- Volume</li> <li>- Frequency</li> <li>- Factors affecting pitch of sound</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Defines given terms in sound</li> <li>• Mentions factors affecting pitch</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining terms sound</li> <li>- Mentioning factors affecting pitch</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 35-36
4	Matter and energy	Sound energy	Echoes	<ul style="list-style-type: none"> <li>- Defining an echo</li> <li>- How sound travels</li> <li>- Controlling echoes</li> <li>- Storing and reproducing sound</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Defines given terms in sound</li> <li>• Mentions factors affecting pitch</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Defining echo</li> <li>- Mentioning how to store and reproduce sound</li> </ul>	<ul style="list-style-type: none"> <li>- Defining echo</li> <li>- Mentioning how to store and reproduce sound</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 43-44
5	Matter and energy	Sound energy	Human ear	<ul style="list-style-type: none"> <li>- Structure of a human ear</li> <li>- Parts and functions of these parts</li> <li>- Diseases and disorders of the ear.</li> <li>- Care for the ear</li> </ul>	Learner <ul style="list-style-type: none"> <li>• Draws and labels the ear.</li> <li>• Mention ways of caring for the air</li> </ul>	<ul style="list-style-type: none"> <li>- Reads words and sentences correctly constructs sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Defining echo</li> <li>- Mentioning how to store and reproduce sound</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing labeling</li> <li>- Mentioning</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Self awareness</li> </ul>	Chart	Baroque Sci. 6 pg 45-46 fountain Sci. 6 pg 49

# PRIMARY SIX ENGLISH SCHEME OF WORK FOR TERM III 2023

W/K	PD	TOPIC	S/TOPIC	SKILLS	ASPECTS	COMPETENCE	CONTENTS	METHODS	L/ACTIVITY	L/SKILLS	L/AIDS	REF
1	1	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>Vocabulary</b> Water, waitress, menu, receipt, table, dinner, bill, cutlery, desert, reception, serviette, shower, chef, washrooms, rest rooms, order, check in, check out	Guided discovery Question and answer Explanation	- Reading words and sentences. - Constructing sentences	- Problem solving - Effective communication	- Real object - Word cards	Abridged curr pg 16 foun Eng. 6 pg 20
	2											
	3	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>May I _____?</b> May I have the menu, please? May I help you madam? - Yes, you may - No, you may not. May I see the bill please?	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	- Real object - Word cards	Abridged curr pg 16 foun Eng. 6 pg 20
	4	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>— may —</b> Sam is likely to have lunch in Tamu Tamu Restaurant.	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	- Real object - Word cards	Abridged curr pg 16 foun Eng. 6 pg 20
	5	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>No sooner</b> - Immediately John went to the sauna, power went off. No sooner had James gone to the sauna than power went off. - No sooner had he entered the hotel than the waitress served him.	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	- Real object - Word cards	Found Eng pg 20
	6	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>Hardly — / — scarcely —</b> - Hardly had she ordered for food when his phone rang. - Scarcely had she ordered for food when her phone rang.	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	- Real object - Word cards	Found Eng pg 20
	7											
2	1	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>Formation of adjective</b> - Those formed by adding 'y', rainy, watery, noisy. - Those formed by adding 'sh' foolish, childish, selfish - Those formed by adding 'less' useless, careless, helpless - Those formed by adding 'ful' faithful, careful, merciful - Those formed by adding '-ous' Dangerous, courageous,	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	Chart	Found Eng pg 20
	2											

						poisonous - Those formed by adding 'able' enjoyable, capable, valuable						
3	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>Adverbs of time</b> <b>Seldom</b> - He rarely eats lunch in a hotel - He seldom eats lunch in a hotel - She doesn't always use a fork when eating - She seldom uses a fork when eating	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	Chart	Abridged curr. 6 pg 16 Detailed Eng. Grammar 2 pg 5	
4	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>Since and for</b> - She started eating at 8 o'clock It is now 9 o'clock and she is still eating - She has been eating since 8 o'clock. - She has been eating for an hour.	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	Chart	Detailed Eng. Grammar Vol. 2 pg 77	
5	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	<b>—always—</b> - We usually go to church. We always go to church - Jamirah often visits Nando Hotel - She always reads the menu before placing an order	Guided discovery Question and answer Explanation	- Reading words and sentences - Constructing sentences	- Problem solving - Effective communication	Chart	Detailed Eng. 2 pg 6	
6	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Story; Peace Restaurant (Fountain Eng. 6 pg 207)	Guided discovery , Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Fountain Eng. 6 pg 207	
7	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Guided composition (fountain Eng. 6 pg 209)	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Fountain Eng. 8 pg 209	
3	1	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Guided conversation (Fountain Eng. 213)	Guided discover , Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Fountain Eng. 6 pg 213
3	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Menu (Fountain Eng. 6 pg 217)	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Fountain Eng. 6 pg 217	

4	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	sentences  Learner: • Reads words and sentences • Constructs sentences	Table showing different foods ordered by different customers	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Trs own collection
5	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Collective nouns - Forks, spoons, knives, cutlery - dishes, saucepans, crockery - A person who prepares food - A chef - A male that serves - waiter	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Fountain Eng. 6 pg 216
3	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Interjections - This has been a very wonderful meal. What a wonderful meal this has been! - This restaurant is very nice What a nice restaurant this is!	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Detailed Eng. Grammer 2 pg
	Hotels	Hotels	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Picture story: At the restaurant (Fountains Eng. 6 pg 207)	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Textbook	Fountain Eng. 6 pg 207
Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Vocabulary Look up, arrange, refer, check dictionary, acronym, thesaurus alphabet.	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionary	Abridged curr. 6 pg 18	
Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Alphabetical order - Smile, small, street, smith, small, smelt, smile, smith - going, go, gone, goes Go, goes, going, gone	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionary Chart	Detailed eng. Grammer Vol. 1 pg	
Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Before / after - Letter P comes after letter O Letter O comes before letter P. - In the dictionary, the word apple comes before the word axe. In the dictionary, the word axe comes after the word apple.	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionaries	Fountain Eng. 6 pg 229	
9	Using a dictionary	Listening speaking Reading	- Sentence construction - Spellings	- Learner: • Reads words and	How to look up words in a dictionary	Guided discovery Question	- Reading the story - Answering	- Problem solving - Effective	Dictionaries	Abridged curr. 6 pg 18	

6	ary		Writing	- Vocabulary - Comprehensive	sentences • Constructs sentences		and answer Explanation	questions	communication		
7	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	— not only — - The dictionary does not only give meanings of words but also their pronunciations: - He did not only buy a dictionary but also a thesaurus	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionaries	Fountain eng. 6 pg 230
1	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Not only — - Not only does the dictionary give meanings of words but also their pronunciations - Not only did he buy a dictionary but also a thesaurus	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionaries	Fountain eng. 6 pg 230
2	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Whenever — - Whenever you find difficult words you should refer to the dictionary - Whenever, I get a dictionary I look up meaning of words	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionaries	Fountain eng. 6 pg 233
3	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	— whenever — - You should refer to the dictionary whenever you find difficult words - I look up meanings of words whenever I get a dictionary.	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionaries	Fountain eng. 6 pg 233
4	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	— as — as — - The dictionary is as important as a thesaurus - The spelling is as the same as the pronunciation - The dictionary is as big as a Bible	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Dictionaries	Fountain eng. 6 pg 233
5	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Smiles As happy as a king As big as an elephant As black as coal As hot as fire Add more —	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Detailed Eng. Grammar 2 pg 124
6	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spellings - Vocabulary - Comprehensive	- Learner: • Reads words and sentences • Constructs sentences	Question tags with helping verbs. - He is my friend, isn't he? - She doesn't like him, does she? I am tall, aren't I?	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Fountain eng. 6 pg 230
7	Using a dictio	Using a dictionary	Listening speaking Reading	- Sentence construction - Spellings	- Learner: • Reads words and	Question tags without helping verbs - He reads news, doesn't he?	Guided discovery Question	- Reading the story - Answering	- Problem solving - Effective	Chart	Fountain eng. 6 pg 230

		ary		Writing	- Vocabulary - Comprehensive	sentences • Constructs sentences	- She bought a dictionary, didn't she? - She didn't pay him, did he?	and answer Explanation	questions	communication		
6	1	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spelling - Vocabulary - Comprehensive	Learner: • Reads words and sentences • Constructs sentences	Opposites - Opposites of adjectives Opposites of verbs Opposites of nouns	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Chart	Detailed Eng. Grammer Vol. 2 pg 11-16
	2	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spelling - Vocabulary - Comprehensive	Learner: • Reads words and sentences • Constructs sentences	Dialogue (Fountain Eng. 6 pg 232)	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Textbooks	Fountain eng. 6 pg 232
	3	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spelling - Vocabulary - Comprehensive	Learner: • Reads words and sentences • Constructs sentences	Story: How to use a dictionary	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Textbooks	Fountain eng. 6 pg 236-7
	4	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spelling - Vocabulary - Comprehensive	Learner: • Reads words and sentences • Constructs sentences	Jumbled story	Guided discovery Question and answer Explanation	- Reading the story - Answering questions	- Problem solving - Effective communication	Textbooks	Trs own Collections
	5	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spelling - Vocabulary - Comprehensive	Learner: • Reads words and sentences • Constructs sentences						
	6	Using a dictionary	Using a dictionary	Listening speaking Reading Writing	- Sentence construction - Spelling - Vocabulary - Comprehensive	Learner: • Reads words and sentences • Constructs sentences						