

GRADE 6 ENGLISH SCHEME OF WORK TERM 1

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 6	ENGLISH	1	

W eek	Lesso n	Strand /Theme	Sub-strand	Specific-Learning outcomes	Key Inquiry Questions	Learning/Teaching Experience	Learning Resources	Assessment Methods	Refl
1	1	Child Labour	Listening and Speaking; Pronunciation and vocabulary: Listening Comprehension	By the end of the sub-strand, the learner should be able to: a) Make predictions based on the picture and anticipate possible outcomes. b) Listen and pronounce sounds and words correctly related to the theme. c) Appreciate the importance of accurate pronunciation of words.	What is the narrative about? How can we improve our pronunciation? Why should we listen attentively?	In pairs, learners are guided to make predictions based on the picture and anticipate possible outcomes. Learners are guided to listen and pronounce sounds and words correctly related to the theme.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 1</i>	Oral questions Oral Report Observation	
	2	Child Labour	Listening and Speaking; Pronunciation and vocabulary: Listening Comprehension	By the end of the sub-strand, the learner should be able to: a) Mention a proverb, an idiom and a metaphor used in the narrative. b) Construct sentences orally using words related to the theme. c) Appreciate the use of vocabulary for oral communication.	Which words in the narrative have the same sound as the one in the word ear?	Learners to identify words and phrases containing the word ‘ear’ Learners are guided to construct sentences orally using words related to the theme. Learners are guided to construct sentences orally using words related to the theme.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 1-2</i>	Oral questions Oral Report Observation	
	3	Child Labour	Listening and Speaking; Pronunciation and vocabulary: Listening Comprehension	By the end of the sub-strand, the learner should be able to: a) Identify types of child labour. b) Demonstrate the understanding of new words by applying them in relevant context. c) Appreciate the importance of narratives.	What is child labour? Who is a teenager?	Learners are guided to identify types of child labour. Learners are guided to demonstrate the understanding of new words by applying them in relevant context. Learners are guided to use digital devices such as smart phone to record a member of the group retelling the story.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 2</i>	Oral questions Oral Report Observation	
	4	Child Labour	Reading; Extensive	By the end of the sub-strand, the	Which books do	Learners are guided to select appropriate	Dictionaries	Oral	

			Reading	learner should be able to: <ol style="list-style-type: none"> Select appropriate reading materials from a library or online sources. Use reference materials systematically to find necessary information. Appreciate the use of references materials for life-long learning. 	you find in the library? How do you decide which materials is good for you to read?	reading materials from a library or online sources (encyclopedias, biographies, dictionaries, journals and magazine) Learners are guided to use reference materials systematically to find necessary information Learners are guided to demonstrate in interest using references materials for life-long learning	Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 3</i>	questions Oral Report Observation	
2	1	Child Labour	Reading; Extensive Reading	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Spell words correctly for effective communication. Create a crossword puzzle using some of the new words he/she has learnt. Appreciate the importance of print and no print reference materials to obtain information. 	How to create a crossword puzzle? How to spell words correctly?	Learners are guided to spell words correctly for effective communication. In groups, learners are guided to create a crossword puzzle using some of the new words he/she has learnt.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 4-5</i>	Oral questions Oral Report Observation	
	2	Child Labour	Grammar in use; Word classes: Determiners	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Define the meaning of determiners. Demonstrate the correct use of determiners during communication. Appreciate the use of determiners in communication 	What are determiners?	Learners are guided to define the meaning of determiners. In groups, learners are guided to read sentences containing determiners in print or electronic materials. Learners are guided to demonstrate the correct use of determiners during communication.	JKF; New Primary English Learner's Book Grade 6 pg. 6 Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines	Oral questions Oral Report Observation	
	3	Child Labour	Grammar in use; Word classes: Determiners	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Identify determiners used in sentences and texts. Construct sentences using some, enough, each and a lot of. Appreciate the importance of determiners 	How do you construct sentences using determiners?	Learners are guided to identify determiners used in sentences and texts. Learners are guided to construct sentences using some, enough, each and a lot of.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary</i>	Oral questions Oral Report Observation	

							English Learner’s Book Grade 6 pg. 6-7		
	4	Child Labour	Writing; Guided Writing	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Discuss the importance of forms. b) Record specific details in specific places in variety of forms. c) Appreciate the importance of forms. 	What is a form used for? Why do we fill forms? What details do we fill in forms?	Learners are guided to select the information to be filled in the forms. In groups, learners are guided to discuss the importance of forms. In groups, learners are guided to record specific details in specific in variety of forms. In pairs, learners are guided to download forms and fill them.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines JKF; New Primary English Learner’s Book Grade 6 pg. 8-10	Oral questions Oral Report Observation	
3	1	Child Labour	Writing; Guided Writing	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Design forms for use in collecting information on child labour. b) Fill in the information in the form related to the theme. c) Appreciate the importance of filling in the forms with the correct details. 	How do you design a form? Why is it important to fill forms correctly?	In groups, learners are guided to design forms for use in collecting information on child labour. In groups, learners are guided to fill in the information in the form related to the theme.	JKF; New Primary English Learner’s Book Grade 6 pg. 10 Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines	Oral questions Oral Report Observation	
	2	Cultural and Religious Celebrations	Listening and Speaking; Pronunciation and vocabulary: Listening Comprehension	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify words containing sounds /l/ and /r/ related to the theme Cultural and Religious Celebrations. b) Construct sentences using simile, metaphor and proverbs. c) Appreciate the importance of using simile, metaphor and proverbs in communication. 	What have you learnt from the passage? Why should we listen carefully?	Learners are guided to listen to a passage about cultural and religious celebration. In pairs, learners are guided to identify words containing sounds /l/ and /r/ related to the theme Cultural and Religious Celebrations. Learners are guided to construct sentences using simile, metaphor and proverbs.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines JKF; New Primary English Learner’s Book Grade 6 pg. 11	Oral questions Oral Report Observation	
	3	Cultural and Religious Celebrations	Listening and Speaking; Pronunciation and vocabulary: Listening Comprehension	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Pronounce words and sounds related to the theme for effective communication. 	What are cultural and religious celebrations?	Learners are guided to pronounce words and sounds related to the theme for effective communication. In groups, learners are guided to share	Dictionaries Charts Realia Journals Internet	Oral questions Oral Report Observation	

				b) Share experiences of a celebration he/she attended. c) Enjoy telling stories about cultural and religious celebrations.		experiences of a celebration he/she attended.	Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 11-12</i>		
	4	Cultural and Religious Celebrations	Listening and Speaking; Pronunciation and vocabulary: Listening Comprehension	By the end of the sub-strand, the learner should be able to: a) Articulate sounds accurately for effective communication. b) Practice saying tongue twisters with sounds /l/ and /r/ c) Appreciate the use of tongue twisters.	Which words have similar sounds?	Learners are guided to articulate sounds accurately for effective communication. Learners are guided to practice saying tongue twisters with sounds /l/ and /r/	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 12</i>	Oral questions Oral Report Observation	
4	1	Cultural and Religious Celebrations	Reading; Intensive Reading	By the end of the sub-strand, the learner should be able to: a) Identify characters, places and events in a story. b) Predict the events in the story for comprehension. c) Have fun sharing experiences of a wedding he/she attended	What do we learn from the title of a story? How do we predict events in a story?	Learners are guided to identify characters, places and events in a story. Learners are guided to make prediction of what a story is about: what happens in the story using the title and picture in the story.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 12-15</i>	Oral questions Oral Report Observation	
	2	Cultural and Religious Celebrations	Reading; Intensive Reading	By the end of the sub-strand, the learner should be able to: a) Read and discuss the comprehension story 'Wedding ceremonies' b) Identify events in the story, 'Wedding ceremonies' for logical and fluent flow. c) Have fun and enjoy reading the story, 'Wedding ceremonies'	What do we learn from the story? How do we tell the meaning of unknown words in a story?	Learners are guided to read and discuss the comprehension story 'Wedding ceremonies' Learners are guided to identify events in the story, 'Wedding ceremonies' for logical and fluent flow. Learners are guided to respond correctly to factual and inferential questions for comprehension.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 15</i>	Oral questions Oral Report Observation	

	3	Cultural and Religious Celebrations	Reading; Reading a poem	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Recite the poem, ‘Celebration the harvest’ b) Describe the people in the poem and mention the activities in the poem. c) Have fun and enjoy reciting a poem. 	<p>What do we learn from the title of the poem?</p> <p>What do we learn from the poem?</p>	<p>Learners are guided to Recite the poem, ‘Celebration the harvest’</p> <p>In pairs, learners are guided to describe the people in the poem and mention the activities in the poem.</p>	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 15-16</i>	Oral questions Oral Report Observation	
	4	Cultural and Religious Celebrations	Grammar in use; Word Classes: Nouns	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Read the conversation between Rebecca and Robert. b) Compare the nouns in columns A and B as used in the conversation. c) Appreciate the use of nouns in communication. 	What are nouns?	<p>Learners are guided to read the conversation between Rebecca and Robert.</p> <p>Learners are guided to compare the nouns in columns A and B as used in the conversation.</p>	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 17-19</i>	Oral questions Oral Report Observation	
5	1	Cultural and Religious Celebrations	Writing; Creative Writing	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) State the differences between concrete nouns and abstract nouns. b) Construct sentences using concrete nouns and abstract nouns. c) Have fun and enjoy creating a crossword puzzle using abstract and concrete nouns. 	What is the difference between concrete nouns and abstract nouns?	<p>Learners are guided to state the differences between concrete nouns and abstract nouns.</p> <p>Learners are guided to construct sentences using concrete nouns and abstract nouns.</p> <p>Learners are guided to create and complete crossword puzzle using concrete and abstract noun.</p>	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 19-20</i>	Oral questions Oral Report Observation	
	2	Cultural and Religious Celebrations	Writing; Creative Writing	By the end of the sub-strand, the learner should be able to: <ul style="list-style-type: none"> a) Write composition about cultural and religious celebration of about 150-200 words. b) Use suitable expressions, abstract and concrete nouns 	<p>How do we express ideas on different topics?</p> <p>What will be in the first paragraph?</p> <p>What will be in the</p>	<p>Learners are guided to write composition about cultural and religious celebration of about 150-200 words.</p> <p>Learners are guided to use suitable expressions, abstract and concrete nouns to the composition interesting.</p>	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines	Oral questions Oral Report Observation	

				<p>to the composition interesting.</p> <p>c) Appreciate the importance of expressions to make composition interesting.</p>	<p>other paragraphs?</p> <p>How will the story end?</p>	In pairs, learners are guided to proof read their composition	<i>JKF; New Primary English Learner’s Book Grade 6 pg. 20</i>		
	3	Etiquette-Telephone	Listening and Speaking; Pronunciation and vocabulary	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Listen to the polite words and phrases use from a recording.</p> <p>b) Construct sentences using vocabulary related to the theme ‘Telephone’</p> <p>c) Appreciate the importance of correct pronunciation of sounds, words, phrases and expressions.</p>	<p>Why should we listen to others?</p> <p>What kind of language should we use during a phone call?</p>	<p>Learners are guided to listen to the polite words and phrases use from a recording.</p> <p>Learners are guided to construct sentences using vocabulary related to the theme ‘Telephone’</p> <p>In pairs, learners are guided to practice use of polite word and phrases.</p> <p>In pairs, learners are guided to access correct pronunciation of sounds, words, phrases and expressions from digital text.</p>	<p>Dictionaries</p> <p>Charts</p> <p>Realia</p> <p>Journals</p> <p>Internet</p> <p>Computing devices</p> <p>Newspapers</p> <p>Magazines</p> <p><i>JKF; New Primary English Learner’s Book Grade 6 pg. 21-22</i></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	4	Etiquette-Telephone	Listening and Speaking; Pronunciation and vocabulary	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) State why it is important to be polite.</p> <p>b) Role play the telephone conversation between Jose and Rose.</p> <p>c) Have fun and enjoy role playing the telephone conversation between Jose and Rose.</p>	<p>Why is it important to be polite?</p> <p>Which words, phrases or expressions do we use to show politeness?</p>	<p>Learners are guided to state why it is important to be polite.</p> <p>Learners are guided to role play the telephone conversation between Jose and Rose.</p> <p>Learners are guided to answer factual and inferential questions from the conversation.</p>	<p>Dictionaries</p> <p>Charts</p> <p>Realia</p> <p>Journals</p> <p>Internet</p> <p>Computing devices</p> <p>Newspapers</p> <p>Magazines</p> <p><i>JKF; New Primary English Learner’s Book Grade 6 pg. 22-23</i></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
6	1	Etiquette-Telephone	Listening and Speaking; Pronunciation and vocabulary	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Give clear directions on how to go to the nearest market form school.</p> <p>b) Play a game of giving directions on how to get to a particular place in the school compound.</p> <p>c) Appreciate the importance of giving clear directions.</p> <p>d) Explain why it is important to</p>	How do we give clear directions?	<p>Learners are guided to give clear directions on how to go to the nearest market form school.</p> <p>Learners are guided to play a game of giving directions on how to get to a particular place in the school compound.</p>	<p>Dictionaries</p> <p>Charts</p> <p>Realia</p> <p>Journals</p> <p>Internet</p> <p>Computing devices</p> <p>Newspapers</p> <p>Magazines</p> <p><i>JKF; New Primary English Learner’s Book Grade 6 pg. 23-24</i></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

				give clear direction					
	2	Etiquette-Telephone	Reading; Intensive Reading	By the end of the sub-strand, the learner should be able to: a) Define values. b) Read the conversation, ‘Kindness for kindness’ and answer simple direct and indirect questions based on the conversation. c) Appreciate the importance of values in everyday life.	What values do you think everyone should have?	Learners are guided to define the meaning of values. In pairs, learners are guided to read the conversation, ‘Kindness for kindness’ and answer simple direct and indirect questions based on the conversation.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 24-27</i>	Oral questions Oral Report Observation	
	3	Etiquette-Telephone	Reading; Intensive Reading	By the end of the sub-strand, the learner should be able to: a) Relate events in the story with their life experiences. b) Create a crossword puzzle using this words, signal, mindful, rude, tone, etiquette, inquire, privacy and guidelines. c) Appreciate use of digital device to read online stories.	How do you get information from a text?	Learners are guided to relate events in the story with their life experiences. Learners are guided to create a crossword puzzle using this words, signal, mindful, rude, tone, etiquette, inquire, privacy and guidelines. Learners are guided to use digital devices to read online stories for comprehension.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 27</i>	Oral questions Oral Report Observation	
	4	Etiquette-Telephone	Grammar in Use; Use of Correlative Conjunctions	By the end of the sub-strand, the learner should be able to: a) Identify sentences in which the language pattern is used (either...or and neither...nor) b) Construct sentences using either...or and neither...nor c) Appreciate the use of language patterns in sentences correctly.	How do you identify correct sentences?	In pairs, learners are guided to identify sentences in which the language pattern is used (either...or and neither...nor) In pairs, learners are guided to construct sentences using either...or and neither...nor Learners are guided to fill in the blank spaces in sentences using the sentences pattern for clarity in communication.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner’s Book Grade 6 pg. 28</i>	Oral questions Oral Report Observation	
7	1	Etiquette-Telephone	Grammar in Use; Use of Correlative Conjunctions	By the end of the sub-strand, the learner should be able to: a) Identify sentences in which the language pattern is used (show...how, where, who)	Why is it important to construct correct sentences?	In pairs, learners are guided to identify sentences in which the language pattern is used (show...how, where, who) In pairs, learners are guided to construct	Dictionaries Charts Realia Journals Internet Computing devices	Oral questions Oral Report Observation	

				b) Construct sentences using show... how, where and who. c) Appreciate the use of language patterns in sentences correctly		sentences using show... how, where and who. Learners are guided to fill in the blank spaces in sentences using the sentences pattern for clarity in communication.	Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 28-30</i>		
	2	Etiquette-Telephone	Writing; Writing: Numbers, Abbreviations and Acronyms	By the end of the sub-strand, the learner should be able to: a) Define abbreviations and acronyms. b) Read the story and highlight the abbreviations and acronyms. c) Appreciate the importance of abbreviations and acronyms.	What are abbreviations? What are acronyms?	Learners are guided to define abbreviations and acronyms. Learners are guided to read the story and highlight the abbreviations and acronyms.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 30-32</i>	Oral questions Oral Report Observation	
	3	Etiquette-Telephone	Writing; Writing: Numbers, Abbreviations and Acronyms	By the end of the sub-strand, the learner should be able to: a) Identify numbers, abbreviations and acronyms in texts and passages. b) Apply accurate and consistent spelling in print script for writing fluency. a) Appreciate the use of accurate and consistent spelling in a variety of print scripts for effective communication.	How are numerals written in a passage?	In pairs, learners are guided to identify numbers, abbreviations and acronyms in texts and passages. In pairs, learners are guided to apply accurate and consistent spelling in print script for writing fluency.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 32-33</i>	Oral questions Oral Report Observation	
	4	Etiquette-Telephone	Writing; Writing: Numbers, Abbreviations and Acronyms	By the end of the sub-strand, the learner should be able to: a) Write a poem using polite words and phrases. b) Recite the poem he/she has written and make corrections. c) Have fun and enjoy reciting the poem.	Why should we write legibly and neatly?	Learners are guided to write a poem using polite words and phrases. Learners are guided to recite the poem he/she has written and make corrections	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 33</i>	Oral questions Oral Report Observation	

8	1	Emergency Rescue Services	Listening and Speaking; Pronunciation and vocabulary	By the end of the sub-strand, the learner should be able to: a) Construct sentences orally using words related to the theme. b) Use vocabulary related to the theme in variety of context. c) Appreciate the importance of correct use of stress in communication.	Why should we pronounce words correctly?	Learners are guided to construct sentences orally using words related to the theme. Learners are guided to use vocabulary related to the theme in variety of context.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 34</i>	Oral questions Oral Report Observation	
	2	Emergency Rescue Services	Listening and Speaking; Pronunciation and vocabulary	By the end of the sub-strand, the learner should be able to: a) List words whose meaning differ according to pronunciation. b) Pronounce words using the correct stress. c) Have fun and enjoy taking part in language games involving word stress.	Which words change meaning depending with pronunciation?	Learners are guided to list words whose meaning differ according to pronunciation. Learners are guided to practice saying words using correct stress for examples extract (noun) extract (verb), record (noun) record (verb), progress (noun) progress (verb) In groups, learners are guided to take part language games involving word stress.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 35</i>	Oral questions Oral Report Observation	
	3	Emergency Rescue Services	Listening and Speaking; Pronunciation and vocabulary	By the end of the sub-strand, the learner should be able to: a) Recite the poem. b) Demonstrate the understanding of new words by applying them in relevant context. c) Appreciate the importance of emergency services.	What is an ambulance? What is the work of an ambulance?	Learners are guided to recite the poem. Learners are guided to demonstrate the understanding of new words by applying them in relevant context.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 36</i>	Oral questions Oral Report Observation	
	4	Emergency Rescue Services	Reading; Intensive Reading: Visuals	By the end of the sub-strand, the learner should be able to: a) Make predictions based on the pictures and anticipate possible outcomes in a story.	Why do you like pictures? How can we use	Learners are guided to make predictions based on the pictures and anticipate possible outcomes in a story.	Dictionaries Charts Realia Journals Internet	Oral questions Oral Report Observation	

				b) Identify causes of fire. c) Appreciate the use of pictures to communicate.	pictures to communicate?	Learners are guided to identify causes of a fire.	Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 37-38</i>		
9	1	Emergency Rescue Services	Reading; Intensive Reading	By the end of the sub-strand, the learner should be able to: a) Describe and interpret visual correctly. b) Draw a picture to show what can happen during a fire accident. c) Appreciate appropriateness of visuals in conjunction with peers.	What are some of the messages that pictures communicate	Learners are guided to describe and interpret visual correctly. Learners are guided to draw a picture to show what can happen during a fire accident In groups, learners are guided to share experiences about a fire accident they witnessed.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 38</i>	Oral questions Oral Report Observation	
	2	Emergency Rescue Services	Grammar in Use; Word classes: Pronouns	By the end of the sub-strand, the learner should be able to: a) Define indefinite pronouns. b) Simulate, dramatize or role play a conversation featuring indefinite pronouns. c) Appreciate the correct use of indefinite pronouns in communication.	What is indefinite pronoun? Why should we use indefinite pronouns?	Learners are guided to define indefinite pronouns. In groups, learners are guided to simulate, dramatize or role play a conversation featuring indefinite pronouns. Learners are guided to create a list of sentences with indefinite pronouns. Learners are guided to fill in the gaps correctly using indefinite pronouns.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 38-39</i>	Oral questions Oral Report Observation	
	3	Emergency Rescue Services	Grammar in Use; Word classes: Pronouns	By the end of the sub-strand, the learner should be able to: a) Define relative pronouns. b) Use relative pronouns correctly in sentences. c) Appreciate the correct use of relative pronouns in communication.	What is a relative pronouns? Why should we use relative pronouns?	Learners are guided to define relative pronouns. Learners are guided to use relative pronouns correctly in sentences. Learners are guided to fill in the gaps correctly using indefinite pronouns. In pairs, learners are guided to engage in	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book</i> <i>Grade 6 pg. 39-40</i>	Oral questions Oral Report Observation	

						online/offline games involving pronouns such as dice and word search.			
	4	Emergency Rescue Services	Writing; Functional Writing	By the end of the sub-strand, the learner should be able to: a) Identify the key parts of an official letter in preparation for writing. b) Write an official letter using the correct format. c) Appreciate the role of official letters in communication	How to write an official letter?	In pairs, learners are guided to identify the key parts of an official letter in preparation for writing. Learners are guided to write an official letter using the correct format.	Dictionaries Charts Realia Journals Internet Computing devices Newspapers Magazines <i>JKF; New Primary English Learner's Book Grade 6 pg. 40-43</i>	Oral questions Oral Report Observation	
10	END OF TERM ASSESSMENT								