Grade 6 English

Term 2 - 49 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

49 complete, ready-to-teach Grade 6 English lesson plans for Term 2, covering the themes our tourist attractions, jobs and occupation - work ethics, technology: scientific innovations, the farm – animal safety and care and lifestyle diseases, each with its own speaking, reading, grammar and writing lessons.

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INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Choosing and reading a variety of texts

By the end of the lesson, the learner should be able to: a) select varied reading materials on a theme; b) read them for enjoyment and understanding

> **Varied texts on tourism**
> Brochures and travel guides (facts, prices, maps); magazines (articles, photos); story books set in parks or towns (fiction); maps.
> Reading widely gives new words, facts and ideas, and is enjoyable.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

Choosing and reading a variety of texts

Strand 5.0 Our tourist attractions > Sub-strand 5.2.1 Extensive Reading | Lesson 1 of 2 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) select varied reading materials on a theme; b) read them for enjoyment and understanding

KEY INQUIRY QUESTION(S)

- Why should we read a variety of materials?
- How do you identify the book you want to read?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
PCI	**Patriotism**	Developed through the activities in this lesson.

LEARNING RESOURCES

Travel brochures, maps, magazines and story books | Reading log sheets

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

brochure | magazine | travel guide | map | fiction | non-fiction | relevance

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Key question: why should we read a variety of materials?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Varied texts on tourism" (teaching points and model text on the next page), explaining as you go. Use travel brochures, maps, magazines and story books, reading log sheets. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Record two texts in your reading log."	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Varied texts on tourism

Brochures and travel guides (facts, prices, maps); magazines (articles, photos); story books set in parks or towns (fiction); maps.

Reading widely gives new words, facts and ideas, and is enjoyable.

Choose by: the title and pictures, the contents, a quick look at a page, and whether it answers your question.

Activity: each learner reads two different texts and records them in the reading log.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three kinds of texts about tourism.	**Brochures, magazines and maps.**
2	Give two reasons for reading widely.	**To learn new words and for enjoyment.**
3	What is non-fiction?	**Writing about real facts and events.**
4	Record two texts in your reading log.	**Answers will vary.**

WATCH OUT FOR

Make sure all learners have something to read.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can select varied reading materials on a theme confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can select varied reading materials on a theme accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly select varied reading materials on a theme, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet select varied reading materials on a theme without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Pair learners to read together.
Learners ready for more	Make a list of five books or texts you want to read this term. (Answer: Answers will vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "choosing and reading a variety of texts" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Judging appropriateness and relevance

Strand 5.0 Our tourist attractions > Sub-strand 5.2.1 Extensive Reading | Lesson 2 of 2 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) assess whether a text is appropriate and relevant; b) recommend texts to others

KEY INQUIRY QUESTION(S)

- Why should we read a variety of materials?
- How do you identify the book you want to read?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
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