Grade 6 English

Term 1 - 51 complete lesson plans

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

ABOUT THIS PACK

51 complete, ready-to-teach Grade 6 English lesson plans for Term 1, covering the themes child labour, cultural and religious celebrations, etiquette - telephone, emergency rescue services and our tourist attractions, 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

The "ear" sound in near, here and year

By the end of the lesson, the learner should be able to: a) say the "ear" sound correctly; b) pick out words with the sound

> **The "ear" sound**
> It is a gliding sound that starts like the "i" in "sit" and moves towards a soft "uh": near, here, year, clear, fear, dear, cheer, career, beard.
> Spellings vary: ear (near), ere (here), eer (cheer), ier (pier).

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

The "ear" sound in near, here and year

Strand 1.0 Child labour > Sub-strand 1.1.1 Pronunciation and Listening | Lesson 1 of 3 | 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) say the "ear" sound correctly; b) pick out words with the sound

KEY INQUIRY QUESTION(S)

- Why should you listen keenly?
- Why should you pronounce words accurately?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Child rights**	Developed through the activities in this lesson.

LEARNING RESOURCES

Word cards with the "ear" sound | Chart of children's rights | Learners' exercise books

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

child labour | employer | wages | exploit | rights | protect | career | clear

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Key question: why should you pronounce words accurately? Say "near" and "knee". Can you hear the difference at the end?" 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 "The "ear" sound" (teaching points and model text on the next page), explaining as you go. Use word cards with the "ear" sound, chart of children's rights, learners' exercise books. 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: "Say "bee" and "beer". What changes?"	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

The "ear" sound
It is a gliding sound that starts like the "i" in "sit" and moves towards a soft "uh": near, here, year, clear, fear, dear, cheer, career, beard.
Spellings vary: ear (near), ere (here), eer (cheer), ier (pier).
Minimal pairs to practise: knee / near, bee / beer, tea / tear (drop of water from the eye), D / dear.
Chant: "Here, near, clear and dear, I can hear the sound so clear."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Which word has the "ear" sound: seat, near, set?	**near**
2	Give two more words with the "ear" sound.	**For example year and cheer.**
3	Which spelling is in "cheer"?	**eer**
4	Say "bee" and "beer". What changes?	**The end of "beer" glides to a soft "uh" sound.**

WATCH OUT FOR

Learners shorten the sound to "ee". Let them feel the glide at the end.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Clap once for each word and hold the end of the sound.
Learners ready for more	Write a sentence with three "ear" words. (Answer: For example: This year the air is clear near here)
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 "the "ear" sound in near, here and year" 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.

ELIMU254

Listening to an oral narrative on child labour

Strand 1.0 Child labour > Sub-strand 1.1.1 Pronunciation and Listening | Lesson 2 of 3 | 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) listen keenly for the main idea and details; b) use theme vocabulary in sentences

KEY INQUIRY QUESTION(S)

- Why should you listen keenly?
- Why should you pronounce words accurately?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
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