Grade 6 English

Term 3 - 50 complete lesson plans

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

ABOUT THIS PACK

50 complete, ready-to-teach Grade 6 English lesson plans for Term 3, covering the themes lifestyle diseases, proper use of leisure time, sports – indoor games, environment conservation and money – trade, 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

Kinds of adverbs

By the end of the lesson, the learner should be able to: a) identify adverbs of manner, time, place and frequency; b) use them in sentences

> **Adverbs tell us more about a verb**
> How (manner): slowly, quickly, carefully, happily. "Grandpa walked slowly."
> When (time): today, tomorrow, early, later. "We exercised early."

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

Kinds of adverbs

Strand 9.0 Lifestyle diseases > Sub-strand 9.3.1 Adverbs | 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) identify adverbs of manner, time, place and frequency; b) use them in sentences

KEY INQUIRY QUESTION(S)

- How do we show where, how, when and how many times an action occurs?
- What are some of the words you could use to talk more about an action?

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	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Lifestyle diseases**	Developed through the activities in this lesson.

LEARNING RESOURCES

Sentence cards | Action picture cards | 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

adverb | manner | time | place | frequency | degree

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: how do we show where, how, when and how many times an action occurs?" 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 "Adverbs tell us more about a verb" (teaching points and model text on the next page), explaining as you go. Use sentence cards, action picture cards, 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: "Fill in a time adverb: "I will visit the clinic ___.""	Say the key idea in their own words and answer the exit question in the exercise book.

TEACHING POINTS AND MODEL TEXT

Adverbs tell us more about a verb
How (manner): slowly, quickly, carefully, happily. "Grandpa walked slowly."
When (time): today, tomorrow, early, later. "We exercised early."
Where (place): outside, here, everywhere, nearby. "They played outside."
How often (frequency): always, often, sometimes, never, daily, twice. "Amani always drinks water."

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Find the adverb: "She chewed her food slowly."	**slowly (manner)**
2	Find the adverb: "We walk to the river daily."	**daily (frequency)**
3	Fill in a place adverb: "The children ran ___."	**For example outside**
4	Fill in a time adverb: "I will visit the clinic ___."	**For example tomorrow**

WATCH OUT FOR

Many adverbs of manner end in -ly, but not all (fast, well, hard).

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Act out verbs with different adverbs.
Learners ready for more	Key question: what are some of the words you could use to talk more about an action? List five. (Answer: For example carefully, often, today, nearby and well)
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 "kinds of adverbs" 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

Choosing the right adverb

Strand 9.0 Lifestyle diseases > Sub-strand 9.3.1 Adverbs | 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) form adverbs correctly; b) judge whether adverbs are appropriate

KEY INQUIRY QUESTION(S)

- How do we show where, how, when and how many times an action occurs?
- What are some of the words you could use to talk more about an action?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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