

ENGLISH SCHEME OF WORK FOR THIRD TERM P.7

WK	PD	TOPIC	ASPECT	SKILLS	CONTENT	OBJECTIVES	METHODS	L/ACTIVITY	T/LAIDS	REF	REM
1	1 & 2	Environmental protection	Grammar	Listening Speaking Reading Writing	Vocabulary Conserve, crop rotation, dump, drainage, drought, environment, erode, garbage, manure, mulching, pollute, overgrazing, refuse, protect, reserve, soil erosion, terraces.	Pupils should be able to: -articulate and spell the words. -use the new words to construct sentences.	Question and answer. Explanation discussion.	Reading aloud. Consultation Dictation Oral and written practice.	c/board illustrations. Vocabulary Written on a wall chart.	m.k bk7 trs. Copy p.7 134-135. Pupils copy p.133-135 young talk reading from the new vision news papers.	
	3 & 4	-do-	Grammar	Listening Speaking Reading Writing	Structures If we don't…….. Unless we…….. We must…to… ……so……..	Pupils should be able to: -construct sentences using the given structures. -use the	Story telling Discussion Explanation	Singing Reading aloud Oral and written practice.	c/board illustrations. Wall charts in class.	Mk bk 7 Trs copy p.137-142. pp/s p.136-137 eng. Comp	

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						structures in their daily experiences. -write out given sentences using the structures given correctly.				and grammar p.42-44.	
	5 & 6	-do-	Gram mar	Reading Writing	Structures: If I, If 2 and If 3 If he comes, I will see him. If he came, I would see him. If he had come, I would have seen him. Had he come, I would have seen him.	Pupils should be able to: -write out sentences given correctly using the If clauses. -use the structured in daily experiences.	Explanati on Discussio n Question and answer. Recitatio n	Reciting a simple poem. If all seas were one sea. Oral and written practice.	c/board illustrati ons	M.k Bk.7 Trs copy pg 137-142 Pupils page 136-137. Trs. 123-124 pplsp.12 4-125 Longman ppls p. 119 Trs Eng. Comp p.37-46	
	7 & 8	Enviro nment al Protect ion	Comp rehen sion	Reading Writing	Poem 'No more Rain' Passage The fight against the water Hyacinth.	Pupils should be able to: -recite and dramatise the poem -read the poem/passage and answer comprehension questions.	Role play Recitatio n Question and answer Explanati on Discussio n	Reading in turns. Repetition Singing Oral and written practice	Pictures of the water hyacinth /board illustrati ons	Mk. Bk.7 Trs copy pg 139-141 Ppls copy pg 142-143	
2	1 & 2	-do-	Comp ositio n	Speaking Writing	Guided composition Revision and Evaluation exercises	Pupils should be able to: -write out the guided composition correctly.	Question and answer Discussio n Explanati	Reading aloud. Oral and written practice Writing	c/board illustrati ons. A chard showing a sample	M.K. Bk.7 Trs copy p. Pupils copy p.	

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						-Write out the given exercises correctly. -Make posters with environmental protection messages	on	compositi on	of a guided compositi on		
	3 & 4	CHILD REN'S RIGHT S	Gram mar	Listening Speaking Reading Writing	Vocabulary Accuse, arrest, crime, child abuse, criminal, convict, cruel, guilty, judge, innocent, plead, magistrate, try, rights sentence, witness.	Pupils should be able to: -discuss children's rights using appropriate language -construct sentences using the given vocabulary.	Discussio n Question and answer Explanati on Observati on	Spelling exercises Dictation Oral and written practice	Vocabula ry written on a chart. c/board illustrati ons	Mk. Bk.7 Trs. Copy pg 147-150 pupils pg.	
	5 & 6	-do-	Gram mar	Listening Speaking Writing	Structures -----accused of----- The ---whose------ -----mistreats--------	Pupils should be able to: -describe problems -report crimes -construct sentences using the given structures.	Discussio n Explanati on Question and answer.	Oral and written practice	c/board illustrati ons. Some sentence s written on a chart using the structure s in question	Mk Bk.7 Trs copy pg 150-153 Pupils copy pg 150-151. Longman pupils pg 137.	
	7 & 8	Childr en's rights	Comp rehen sion	Listening Speaking Reading Writing	DIALOGUE "Respect children" POEM 'Rise up for your rights'	Pupils should be able to: -recite the poem -act the dialogue -read the passages and	Recitatio n Role play Discussio n Question	Reading aloud Acting the dialogue Creative writing	Children' s Rights written on a chart. c/board	MK. Bk 7 Trs. Copy page 153-155 Pupils page 152-153	

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						answer comprehension questions correctly in full sentences -write simple compositions about children's Rights.	and answer		illustrations		
3	1 & 2	-do-	Comprehension	Listening Speaking Reading Writing	Passages "Children Must Be Responsible" "Childrens's Statute 1996"	Pupils should be able to: -read the texts and answer comprehension questions. -tell what a statute is.	Story telling Question and answer. Explanation Discussion	Oral and written practice	Charts in class c/board illustrations	Mk. Bk. 7 Trs copy page 155-157 Pupils copy page 154-155	
	3 & 4	-do-	Composition	Speaking Reading Writing	Guided composition "Cruel Mother" Revision and Evaluation exercises.	Pupils should be able to: -write simple compositions about the pictures provided. -construct good and correct sentences. -Write out the revision and evaluation exercises easily and correctly	Explanation Discussion Question and answer Role play	Dictation Oral and written practice	c/board illustrations Charts in class.	Mk Bk. 7 Trs copy page 155-157. Pupils page 154-156	

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	5 & 6	MARRIAGE	Grammar	Listening Speaking Reading Writing	Vocabulary Choice, Finance, bride, introduction, price, rings, dowry, engagement, gifts, relatives, religious marriage, state marriage, wedding, couple, bride, maids , bride groom, flower girl, best man, matron, bouquet, wedding bells, wedding gown, wedding ring, marriage certificate, after party, feast server, wedding cake	Pupils should be able to: -Use vocabulary related to marriage appropriately. -articulate and spell the words given -make own sentences using the given Vocabulary.	Story telling Singing Question and answer Discussion Dictation Look and say Explanation	Reading aloud. Matching oral and written practice Spelling	c/board illustrations Wall chart Vocabulary written on a chart	Mk Bk.7 Trs copy page 164-165,162-167 Pupils page 160-163 Longman pupils p.	
	7 & 8	MARRIAGE	Grammar	Listening Speaking Reading Writing	Structures -Using adjectives nice, long, new----looked (adjective) and so did------- Both-----and-----prefer----to----	Pupils should be able to: -constructing sentences using the structures given -re-write given sentences using the given adjectives correctly -Write out given exercises correctly	Discussion Explanation Question and answer Role play	Reporting Oral and written practice.	Some sentences written on a chart. C/board illustrations.	Mk Bk.7 Trs copy page 171-174. Pupils book page 166-169	

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4	1 & 2	-do-	Comprehension	Listening Speaking Reading Writing	DIALOGUE 'AYO PLANS TO WED' POEM WHEN TOHAVE A MARRIAGE'	Pupils should be able to : -read and comprehend the passages. -write answers in full sentences -read and recite the texts.	Discussion Explanation Question and answer Role play	Reading aloud, Reciting texts Oral and written practice	c/board illustrations. Charts in class.	Mk Bk.7 Trs. Copy page 171-174. Pupils copy page 166-169.	
	3 & 4	-do-	Composition	Listening Speaking Reading Writing	PASSAGE "MARRIAGE" Guided composition "LIFE PARTNERS"	Pupils should be able to: -read and comprehend the passage -Write out the given composition correctly.	Story telling Singing Discussion Question and answer Explanation	Reading Aloud Matching oral and written practice	Charts in class c/board illustrations	Mk Bk. 7 Trs copy 174-175. Pupils copy pg 170-171	
	5 & 6	MARRIAGE	Revision and supplementary exercise.	Listening Speaking Reading Writing	Revision and evaluation exercises as provided in the teacher's and pupils text books	Pupils should be able to: -Write out the given exercises correctly -have more practice in the vocabulary and structure related to marriage.	Explanation Discussion Question and answer Observation	Oral and written practice Drawing Dictation	c/board illustrations Wall charts in class.	Mk. Bk.7 Trs copy page 173-174. Pupils copy 176-177 Trs collection.	
	7 & 8	EXAMINATIONS	Grammar	Listening Speaking Reading Writing	Vocabulary Candidate, questions, answers, easy, answer, difficult, sheet, results, examination room, examination	Pupils should be able to: -construct sentences using the given vocabulary -Explain the	Question and answer Explanation Discussion	Spelling Reading aloud Reporting Oral and written practice.	c/board illustrations. Charts in class PLE Past papers.	Mk Bk 7 trs copy 175-177 Pupls page 178-183 Teacher's collection	

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					centre, examiner, briefing, timetable, invigilator, instruction, supervisor, read through, sealing, cheat, pass, disqualified, market, fail, marking, aggregate, accurate scrutiny.	routine of examinations. -read and pronounce words well. -write out dictation exercises.	Look and say.		The New Vision P.L.E test papers.		
5	1 2 2	-do-	Gram mar	Listening Speaking Reading Writing	Structures ----so----that---- Although----- ------carefully. --------, didn't you? If----,you will------	Pupils should be able to: -construct sentences using the given structures correctly -write out the given exercises correctly using adverbs and question tags.	Story telling Question and answer Discussio n Recitatio n Role play.	Reporting Reciting texts Writing and reading Asking and answering questions.	Objects in the class. c/board illustrati ons	Mk Bk.7 Trs copy page 183-186 Pupils page 178-181	
	3 3 4	EXAMI NATIO NS	Comp rehen sion	Listening Speaking Reading Writing	DIALOGUE Never panic in Examinations POEM EXAMINATIONS	Pupils should be able to: -act the dialogue. -read the texts and answer comprehension questions correctly -read and recite the poem	Recitatio n Question and answer Discussio n Explanati on Role play Connecti ng	Reading Oral and written practice Dramatisi ng	Cut outs of pictures showing children in an examinat ion room c/board illustrati ons	Mk Bk. 7 Trs. Copy page 186-188 Pupils page 183-186 Longman page	

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	5 & 6	-do-	Revision and supplementary exercise	Listening Speaking Reading Writing	Punctuation marks Mixed exercises	Pupils should be able to: -Write out the given exercises correctly. -interpret instructions given.	Explanation Discussion Question and answer	Oral and written practice.	c/board illustrations Charts in class.	Mk Bk.7 Trs copy page 193-213 Teachers collection	

- General Revision; Grammar, comprehension, composition
- Examination spotting and P.L.E strategies
- P.L.E past papers: doing discussion marking and guidance
- Tests: weekly

READING (LITERACY) SCHEME OF WORK FOR PRIMARY TWO FOR THIRD TERM 2012

WK	PD	THEME	SUB THEME	CONTENT	OBJECTIVES	METHODS	L/ACTIVITIES	L/AIDS	REF	SKILLS	
1	1	Peace and security	Roles of people who keep peace and security	Double consonants -words with double consonants "ll" Examples Shell, Wallet, pull	-Pupils should be able to -read and write words with double consonants correctly	Explanation	Read and write words	Flash cards	Read with me bk 2 page 31	c-operation	
	2			Reading words and	-Read the words and	Rote	-Reading words and	Blackboard	Blackboard	Sharing	

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				sentences with double consonants. Examples 1.The thief was killed 2. Daddy pulled out money from his wallet	sentences with double consonants -form their own sentences using the learnt consonants		forming sentences	illustration	illustration Teachers collection		
	3			Reading a story using words with double consonants "ll" DADDY'S WALLET	-Reading the story and answer questions about the story	Self awareness	-Reading the story and answering questions about the story		-Photo copied copies of the story	Self awareness	
2	1			Reading the vowel "u" examples Umpire abuse uniform refuse uniport useful refuse utensils	-Reading the sound and reading the words with that sound	Whole word and sentences	-Reading the vowel "u" -Reading the words	Blackboard illustration	Dictionary	Decision	
	2		Ways of promoting peace and security	Make read and making sentences using the words Examples 1.My uniform is dirty.	-make sentences using the learnt words	Explanation	-make sentences using the learnt words	-black board illustration	Dictionary	Effective communication	

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				2. He abused his friend.							
	3			Arranging sentences using words with U sound Refer to the notes	-Reading the sentences -arranging the sentences correctly	Whole word and sentence reading	-arranging the sentences in the correct order	Photo copied copies of the arrangement of sentences	Teacher's collection	Decision making	
3	1		Importance of peace and security	Reading sound 'ch' Making words with 'ch' sound Examples -church, match, hutch. Bench branch	Reading words with 'ch' sound -forming words with 'ch' sound	Discussion	Making words with sound 'ch'	Dictionary Blackboard illustration	Dictionary	Self esteem	
	2			Making words with 'ch' and sentences Examples 1.The trench was blocked. 2. Our church was painted cream	-Make words with 'ch' sound -make sentences with 'ch' sound	Whole word and sentenced reading		Blackboard illustration	Teacher's collection	Self awareness	
	3		Importance of peace and security	Reciting the rhyme with words with ch' sound	-recite the rhyme and answer questions about the	Explanation	-recite the rhyme	Photocopied copies of the rhyme	Teacher's collection		

				Refer to the notes	rhyme both oral and written.						
4	1			Double consonants 'wh' examples Where, whole, while, which, e.t.c	-read and pronounce the words correctly -form as many words as possible with 'ch' sound	Whole word and sentence reading	-form and read words.	Blackboard illustration	Introduction to the infants learning to read and write page 67		
	2			Making words with 'wh' sound Forming sentences using the – 'wh'	-making words with 'wh' sound and forming sentences	Discussion	-making words and constructing sentences	Flash cards	Teacher's collection		
	3			Reading a story with 'wh' sound Refer to the notes	-Reading a story and answering questions about it both oral and written	Explanation	-Reading the story and answering questions about it	Photocopied	Teacher's collection		
5	1	Peace and security		Reading double consonants Examples ng, nk, nf, nd, nc, nk, nt, nz <u>Examples of words</u> Gang,	-read the sounds correctly -form and read as many words as possible	Discovery	Reading double consonants and forming words	Flash cards	Primary English standard two (Kenya) page 157		

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				inform, found performance inkpot, important, enzyme e.t.c							
	2			Forming sentences using the learnt consonants. Examples 1.I met a gang of thieves. 2. Our school is found in Kawempe division	-making both oral and written sentences	Explanation	-forming sentences	Blackboard illustration	Teacher's collection		
	3			Writing a jumbled story correctly. 1.I do my morning work. 2. I greet my teachers 3. I go to school early in the morning. 4. I get my morning work book	- reading the sentences -arranging them in the correct order -form as many jumbled sentences as possible and arrange them correctly	-whole sentence reading	Reading the sentences -arranging them in order	Blackboard illustration			

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				and pencil. 5. I hand in my morning work book for marking							
6	1	Child protection	Child work and child abuse	Double consonants ck, k Examples Cluck, chick, bucket chalk, mock, ark, back duck fork, jack, luck, mark knock e.t.c.	Reading the sound ck, k -forming words with the above sound	Explanation	-reading the sound - forming words with the sound above	Self awareness	Flash cards	Dictionary	
	2			Reading and writing sentences with ck, k sound Examples 1. The hen always clucks 2. The teacher marked our books. 3. Who is knocking at the door.	-Form sentences from the learnt words using the sound ck, k	Whole word and sentence reading	-read and write sentences with ck, k sound	Self esteem	Blackboard illustration	Teacher's collection	
	3			Descriptive composition	-study pictures and	Discussion	-study pictures	Effective commun	Blackboard	Teacher's	

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				Refer to the notes	answer questions about them correctly		- answer questions about it	ication	illustration -drawn pictures	collection	
7	1	Child protection	Effects of child abuse	Sound "ee" Reading the sound Examples of words 1.sweep, feel heel, meek, meet, meer-kat, greet, needs, neep, needy, needle, needful	-read sound ee -form as many words as possible using the learnt sound	Explanation	-reading the sound -forming as many words using 'ee' sound	Effective communication	Blackboard illustration	Dictionary	
	2			Making sentences using the learnt words. Examples 1.I met a meer-kat in the forest. 2. Mummy bought a long needle. 3. She always greets her parents	-making sentences using the learnt words -Reading the sentences correctly	Whole sentence reading	-making sentences using the learnt words -Reading the sentences correctly	Self esteem	Black board illustration	Teacher's collection	
	3		Ways of child protection	Reading a story "At the National Park Refer to the	-Reading the story and answering questions about it	Self esteem	-Reading the story		Photocopied stories	Mk Primary English	

				notes	both oral and written					Standard II page 158	
8	1	Effects of child abuse	Ways of child protection	Reading sound 're' Examples Fire, wire, failure, empire umpire, expire, nature, culture, gesture, hire pure, rare sure, tiresome tired	-reading the sound 're' -making words using the learnt sound -make as many words as possible	Explanation	-making words and reading them	Flash cards	Dictionary		
	2			-Forming more words and making sentences. **Examples** 1.This medicine is expired. 2. Our house is on fire. 3. Put the wet clothes on the wire. 4. We hired a benz on her wedding.	-form more words and make more sentences	-whole word and sentence reading	-forming words and making sentences	Blackboard illustration	Teachers collection		
	3			Reciting a	-Reciting a	-	-reciting a	Photoco	Teacher'		

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				rhyme or a poem using the words with the learnt sound Refer to the notes	rhyme -answering oral and written questions about a rhyme	discussion	rhyme -answering questions about a rhyme	pied copies of the rhyme	s collection		
9	1	Measures	Time	Sound or can be pronounced as O or a. <u>Examples of words</u> 1.order, record, afford, oxford, torch 2.tractor , director, tailor, administrator, supervisor, tailor e.t.c.	-read the sound -form words using the learnt sound	Explanation	-reading the sound -forming words using the learnt sound	Flash cards	Dictionary		
	2			-Forming more words and making sentences Examples 1. He cannot afford buying such a car. 2. We must keep order in the school. 3. The	-Forming words and making sentences	-discussion	-forming words -making sentences	-blackboard illustration	Teacher's collection		

				director has just moved out.							
	3			Arranging sentences correctly Refer to notes	-Reading the sentences -arranging sentences in the correct way	Whole word and sentence reading	-arranging sentences correctly		Teachers collection		
10	1	Measures	Units of measures	Reading words with sound a – ei Examples Name, same, fame, lame, sake, ate separate	-reading the words with the sound -Making words with the learnt sound	Explanation	Read the words -making words using the learnt sound	-effective communication	-black board illustration	Dictionary	
	2			-Making sentences using the learnt words Examples 1.Her name is Sophia. 2. Can you separate this from that?	-making sentences -reading them correctly.	Discussion	-make sentences -reading sentences	Self esteem	Black board illustration	Teachers collection	
	3			Reading a passage with words using the learnt sound. Refer to the notes	-Reading a passage -Answering questions about the passage				Photocopied copies of the passage	Teacher's collection	
11	1		Shapes and	Double	-reading the		-reading the	Self		Dictio	

			solids	consonants 'nd' Examples Land, band, sand, send, pend spending, hand fund e.t.c	sound -making words using the learnt sound		sound-making words	awarenes ss		nary	
	2	Recreation, Festivals and Holidays	Recreation activities at home	Making sentences using 'nd' Examples 1.I have washed mu hands 2. The boy is bending over the desk. 3. That piece of land is big	-Making sentences using the 'nd' sound	- explanatio n	-make sentences	-effective commun ication	Blackbo ard illustrati on	Teach ers collect ion	
	3			Writing a jumbled story correctly Refer to the notes	-reading the sentences -arranging sentences correctly	Whole sentence reading	-read the sentences	Self awarene ss	Blackbo ard illustrati on	Teach ers collect ion	
12	1		Cultural Festivals	Reading sound 'nk' Making words Examples Think, thank, tank,	-reading the sound -forming words using the learnt sound.	Whole word reading	-reading words	Self esteem	Flash cards	Dictio nary	

				sand, trunk link, sink rank, bank e.t.c.							
	2		Holidays	Making sentences 1.I think I can fly like a bird. 2. I am going to the bank.	-making and reading sentences	-discovery	-forming sentences	-critical thinking	Blackboard illustration	Teacher's collection	
	3	Recreation Festivals and Holidays	Recreation activities at home	Rhyme Reading a rhyme entitled What Amina does in the holidays? Refer to the notes	-reciting a rhyme -answering questions both oral and written.	Explanation	-reciting the rhyme -answering questions	Self esteem	Photocopied copies	Teachers collection	

ENGLISH SCHEME OF WORK FOR PRIMARY SIX TERM THREE 2012

WK	PD	TOPIC	SUB TOPIC	SKILLS	ASPECT	COMPETENCES	CONTENT	METHODS	ACTIVITIES	INSTRUCT	LIFE SKILLS/V	REF

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										IONAL MATERIALS	**AL**	
1	1 & 2	Hotels	Hotels	Listening Speaking Reading Writing	Vocabulary	The learner, -reads new words -spells and pronounces the words correctly -Uses the words in sentences correctly	**<u>Vocabulary</u>** Waiter, waitress, chef, menu, receipt, table counter, breakfast meal, lunch, supper, cutlery, bill, dinner customer, dessert, soup, sauce, salad, pudding Jelly, reception, sauna serviette, napkin	Brainstorming Explanation Discussion	Reading Spelling Constructing meaningful sentences Writing	Flash cards Chalkboard illustration	Fluency Audibility Confidence Logical presentation of ideas	P.6 curriculum page 36
	3 & 4	Hotels	Hotels	Listening Speaking Reading writing	Vocabulary	The learner: -reads new words correctly -spells and pronounces the words correctly -uses language appropriate to hotel services	Lounge, gym, shower, conference room, balcony, washroom, restrooms, air, conditioner, fan book, check in, serve, check out restaurant, dining room, pub, tooth pick, bar, swimming pool, hotel, table manners	Brain storming Explanation Discussion	Reading Spelling words Using words to construct correct sentences	Chalkboard illustration	Responding to questions appropriately -selecting and evaluating information -Taking a decision	P.6 curr. Page 36
	5	Hotel	Hotel	Listen	Gram	The learner:	Adjectives	Explana	Forming	-	Making	P.6

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	& 6	s	s	ing Speaking Reading writing	mar	-defines what an adjective is -mentions examples of adjectives. -forms adjectives from nouns -uses adjectives in sentences correctly	Formation and usage of adjectives Thirst- thirsty Hunger- hungry Angry- angry Dirt – dirty The waiter is very angry	tion Discussion Brain storming Demonstration	adjectives -constructing sentences using adjectives -reading correct sentences rewriting correct sentences	chart showing adjectives formed from nouns -chalkboard illustrations	best use of the information one has -Thanking -Using persuasive language -Temper control -Using appropriate body language	Curr. Page 36 Mk Primary English Pps P.6 page 173
	7 & 8	Hotels	Hotels	Listening Speaking Reading writing	Grammar	The learner: -reads the given sentences correctly -constructs sentences in direct speech -rewrites sentences from direct speech to indirect speech	Direct speech (DS) e.g. “I am hungry,” he said to me (DS) He told me that he was hungry. (indirect speech)	Explanation Discussion Brain storming Demonstration	-Reading -constructing meaningful sentences -Rewriting sentences in the direct and indirect speech	Chalkboard illustrations	Fluency Audibility Confidence Logical presentation of ideas	P.6 English Curr. Pg 37 Back to English Notes Revision exercises pg 35-49

	9 & 10	Hotels	Hotels	Listening Speaking Reading writing	Language structures	The learner: -reads the given sentences correctly -constructs sentences correctly using the given structures -Uses the appropriate vocabulary and structures correctly	Language structures polite language e.g. may I have a cold soda, please? Can I have a look at the menu please?	Explanation Discussion Question and answer Demonstration	-Reading the requests appropriately -constructing meaningful sentences using the structures appropriately	Chalkboard illustrations	Fluency Responding to questions appropriately -selecting and evaluating information Taking a decision	Mk Primary English PPs 6 page 185 P.6 Curriculum page 36
2	1 & 2	Hotels	Hotels	Listening Speaking Reading writing	Language structures	The learner: -reads the given requests correctly -Uses the appropriate vocabulary and structures correctly -rewrites the given sentences using the appropriate sentences	Language structure Polite and humble requests. Could you….please? e.g. Could you please bring the bill please?	Explanation Discussion Question and answer Demonstration	Orally using the structure correctly -Writing sentences correctly	Chalkboard illustrations Chart	Fluency Responding appropriately using polite language evaluating facts Appreciation Respect	MK Pri. English Pps 6 page 187 P.6 Curriculum page 37
	3 & 4	Hotels	Hotels	Listening Speaking Reading writing	Language structures	The learner: -reads the sentences correctly -constructs own sentences using the structures	Language structures No sooner---than---e.g. No sooner had the boss paid for his breakfast than the driver came	Explanation Discussion Brain storming	-reading -constructing oral correct sentences -rewriting sentences correctly	Chalkboard illustrations	Articulation, Responding appropriately interacting with	P.6 English Curriculum page 37

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						appropriately	for him.				others, accuracy, confidence logical presentation of ideas	
	5 & 6	Hotels	Hotels	Listening Speaking Reading writing	Grammar	The learner, -reads and interprets menu -writes a sample of a menu correctly	Simple menu -Eating house menu -Restaurant menu -Hotel menu	Explanation Discussion Question and answer	Reading and interpreting menu. -writing exercise	Sample of a simple menu.	Accuracy logical reasoning, innovativeness logical flow of ideas Appreciation love, respect interacting with others freely Responsibility articulation, confidence audibility	P.6 Curriculum page 37
	7 & 8	Hotels	Hotels	Listening Speaking Reading writing	Grammar	The learner: -mentions good table manners -reads the given good table manners -demonstrates good table manners	Table manners -Polite language -No talking with food in the mouth -clean hands before eating -Wait for others on the table.	Explanation Discussion Demonstration	-Reading -Mentioning food table manners - demonstrating good table manners	A chart showing good table manners		P.6 Curriculum page 37 MK Pr. English PB 6 page 180
	9 & 10	Hotels	Hotels	Listening Speaking Reading	Grammar	The learner: -draws and designs own menu -interprets their menu	Drawing and designing attractive menu	Explanation Discussion Question and	-Drawing -Reading Interpreting information Answering question	Sample of a menu		P.6 Curriculum page 37

				writing		correctly		answer				
3	1 & 2	Hotels	Hotels	Listening Speaking Reading writing	Comprehension	The learner: -studies the menu. -answers oral questions about the menu correctly -reads and answers comprehension questions correctly	Latigo's Restaurant	Explanation Discussion Question and answer Demonstration	Studying & reading the passage -answering question Writing	Printed materials	Logical reasoning, fluency audibility, articulation, responding appropriately sharing, appreciation	Mk Pri. English bk 6 page 175-176
	3 & 4	Hotels	Hotels	Listening Speaking Reading writing	Library	The learner: -selects the book and reads it. -answers oral questions correctly -retells the story and answers written questions	Library books	Explanation Question and answer	Choosing books -reading and answering question -Writing	Printed material Chalkboard illustration	Fluency accuracy interacting with others accepting others ideas	The library books
	5 & 6	Hotels	Hotels	Listening Speaking Reading writing	Comprehension	The learner: -reads and interprets an advertisement -asks and answers questions related to	An advertisement related to hotels	Brain storming Discussion Explanation	-reading -asking question about the advertisement -Answering question	Printed material Chalkboard	Logical reasoning Confidence, accuracy, responding	P.6 English curriculum page 37

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						hotels correctly -reads and answers comprehension questions bout the advertisements correctly			correctly	illustrations	appropriately Evaluating facts	
	7 & 8	Hotels	Hotels	Listening Speaking Reading writing	Comprehension	The learner:	Lunch at Swabula Masala Restaurant	Brain storming Discussion Explanation	Reading -Asking and answering question Writing	Printed material Chalkboard illustration	Logical reasoning, confidence, logical presentation of ideas	Mk Pri. English Bk. 6 pg 180-182
	9 & 10	Extensive reading		Listening Speaking Reading Writing	Library	The learner: -practice reading silently -talks about what he/she has read. -practices good reading habits -summarises the text read	Extensive reading -reading books of one's choice	Instruction Discussion Demonstration Discovery	Reading text correctly Discussing what has been read -Answering oral question correctly	Printed materials - Library books	Fluency, Accuracy, articulation Reading appropriately Talking about one's potential, feelings values Respect, love sharing	Library story books

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4	1 & 2	Hotels	Hotels	Listening Speaking Reading writing	Dialogue	The learner: -reads and recites the dialogue correctly -answers oral questions correctly -reads and answers comprehension questions about the dialogue correctly	Dialogue between a customer and a waiter	Explanation Discussion Role-play Self discovery	Reading and reciting the dialogue -Role-playing Answering both oral and written question correctly	Chart showing a dialogue	Using appropriate body language fluency, audibility confidence logical presentation of ideas. -selecting and evaluating information Appreciation, love, respect care, patience	Mk Primary English Bk.6 page 179-180
	3 & 4	Hotels	Hotels	Listening Speaking Reading writing	Guided composition	The learner: -reads the sentences correctly -arranges the sentences to make a good composition -writes a good composition	"Kaddu works as a Waiter".	Explanation Discussion Brain storming Self discovery	-Reading sentences correctly -rearranging sentences -Writing a good composition	Printed materials strip cards	Accuracy, logical flow of ideas, logical reasoning -selecting and evaluating information	MK Primary English Bk.6 pg 182-183
	5	Hotel	Hotel	Listen	Picture	The learner:	Bamuteze's	Discussi	Studying	A	Fluency,	Mk

	& 6	s	s	ing Speaking Reading writing	composition	-Uses appropriate vocabulary and structures to make correct sentences about the pictures -Interprets the given pictures correctly	First meal in a Restaurant	on Discovery Observation Brainstorming	pictures -Describing what is taking place -answering	series of pictures - printed materials	accuracy, logical presentation of ideas, logical reasoning, initiating new ideas, responding to questions appropriately	Primary English Bk. 6 page 183-184
	7 & 8	Hotels	Hotels	Listening Speaking Reading writing	Miscellaneous Exercise (Revision)	The learner: -revises the work learnt -reads the questions correctly -answers the questions correctly	Revision exercises on menu, hotels restaurants, polite language , table manner	Explanation Brain storming Discussion Instruction	-Reading -Answering question correctly -Writing correct answers	Chalkboard illustration	Accuracy, responding to questions appropriately Taking decision making choice Evaluating facts, logical reasoning Initiating new Ideas	Mk Primary English Bk.6 pages 184-185
	9	Inten	Inten	Listen	Compr	The learner:	Reading stories	Discussi	Reading	Read	Fluency	PIAS

	& 10	sive Reading	sive reader	ing Speaking Reading writing	ehension on	-reads story books on HIV/AIDS -answers oral questions correctly -reads and answers written comprehension questions correctly -writes own similar story	related to HIV/AIDS	on Role playing Brain storming	Story books Appropriately -answers oral question correctly -writing on related story	ing story books	Audibility articulation Logical reasoning taking decision appreciation Love, respect	CY library books
5	1 & 2	Using a dictionary	Using a dictionary	Listening Speaking Reading writing	Vocabulary	The learner: -pronounces words correctly -spells and reads words correctly -Uses the words to construct correct sentences -writes the words correctly	New words: Alphabet, dictionary meaning, pronounce, spelling, sounds, abbreviations, labels, arrange, stress, look up, refer, check, index reference, guide word thesaurus, acronym	Explanation Discussion Brain storming Direct method	Reading the words correctly - pronouncing words correctly -spelling words correctly -constructing correct sentences using the learnt vocabulary words -Using a dictionary to look up words	Dictionary Chart Chalkboard illustrations	Fluency, accuracy, audibility Giving reasons for action taken. Using appropriate language sharing with others Using persuasive language Being patient Appreciation, care,	Mk Primary English Bk.6 page Longman P.6 English course PB 6 page 99

											love, respect	
	3 & 4	Using a dictionary	Using a dictionary	Listening Speaking Reading writing	Grammar	The learner: -reads the alphabet correctly -arranges words in alphabetical order using the acquired skills -writes words in alphabetical order	Dictionary skills -The alphabet -arranging words by the first letter or second letter e.g.	Explanation Discussion Demonstration Discovery	Reciting letters of the alphabet -arranging words in correct alphabetical order -writing words in alphabetical order	Alphabetical letters Dictionary Chalkboard illustrations	Logical reasoning Logical presentation of ideas Appreciation care, respect, initiating new ideas selecting and evaluating information	Mk Primary English Bk.6 page 130
	5 & 6	Using a dictionary	Using a dictionary	Listening Speaking Reading writing	Grammar	The learner: -reads the words correctly -arranges words in alphabetical order using acquired skills appropriately -writes words in alphabetical order	Dictionary skills -arranging words by the third letter or fourth letter e.g.	Explanation Discussion Discovery	Reading words correctly -arranging words in alphabetical order writing words in alphabetical order	Chalkboard illustration	Logical reasoning, initiating new ideas Responding appropriately Guiding others Finding different ways of	Mk Primary English PB 6 page 129-130

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											doing things. Appreciation, care, love	
	7 & 8	Using a dictionary	Using a dictionary	Listening Speaking Reading writing	Grammar	The learner: Studies the given abbreviations -writes abbreviations in full -forms abbreviations and contracts of given words	Abbreviations and contractions of words e.g. P.m. N.B. Ltd., Hon., etc, shan't Forming abbreviations of words e.g. care of, Post office Heat teacher	Explanation Discussion Brain storming Discovery	Reading and writing abbreviations in full forming contraction and abbreviation	Chalkboard illustration chart showing abbreviations and their full forms	Accuracy Evaluating facts Logical presentation of ideas	Mk Primary English PB 6 page 133 MK Precise Primary English pg 221
	9 & 10	Intensive Reading		Listening Speaking Reading Writing	Comprehension	The learner: -reads story books on HIV/AIDS -answers oral and written questions	Reading stories related to HIV/AIDs	Discussion Brain storming Discovery	Reading Answering oral and written question	Printed materials	Fluency, accuracy, confidence logical flow of ideas Evaluating facts Appreciation	P.6 Curr. Page 40
6	1 &	Using a dictio		Listening Speak	Grammar	The learner: -Uses question tags to	The use of question tags in negative	Explanation Discussi	Reading sentences Completing	Chalkboard	Audibility selecting &	P.6 Curriculu

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	2	nary		ing Readi ng Writin g		construct correct statements -completes the sentences using appropriate question tags. -Fills in suitable question tags.	statements e.g. I am not hungry, am I? He did not look up words in the dictionary did he?	on Questio n and answer		illus trati ons	evaluatin g informati on logical presentat ion of ideas Taking a decision	m page 40
	3 & 4	Using a dictio nary		Listen ing Speak ing Readi ng Writin g	Questi on tags	The learner: -Uses question tags to construct meaningful sentences -completes the given statements using appropriate question tags -Fills in suitable question tags	The Use of question tags in Positive statements. E.g. (i) I am looking up words in the dictionary, am I not? (ii) She spelt the words correctly, didn't she?	Explana tion Discussi on Brain storming	Reading and using question tags to complete sentences correctly	Chal kboa rd illus trati ons	Respondi ng appropri ately -Using persuasiv e language Temper control Apologisi ng Using appropri ate body language	Mk Preci se Engli sh PB passa ge 128
	5 & 6	Using a dictio nary		Listen ing Speak ing Readi ng Writin g	Opposi tes	The learner: -reads given words and their opposites. -constructs correct sentences using opposites	Opposites e.g. Least- most Energy – friend Begin – end The widow sold all the dictionaries The widow	Explana tion Discussi on Brain storming	Identifying opposites of given words -constructing sentences using opposites appropriately	A char t sho wing oppo sites Chal	Fluency. Logical reasonin g Appreciat ion, love, respect Taking a	

						of the	bought all		-rewriting sentences	kboard illustration	decision	
	7 & 8	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Adjective	The learner: -reads adjectives in the positive and comparative forms -constructs correct sentences using the positive and comparative forms. -completes given exercise using appropriate forms of adjectives	First and second degree of adjective Positive comparative Bad - worse Old - older Mary's dictionary is older than Peter's.	Brain storming Explanation Discussion Discovery	-comparing adjective -Reading sentences using positive and comparative forms -constructing oral sentences using different degree of adjective -Completing given exercise appropriately	A chart showing positives and comparative forms of adjective - chalkboard illustrations	Accuracy, Fluency Evaluating facts Logical reasoning Taking a decision Appreciation	P.6 Curriculum page 40 Fountain English Revision Pupils work book P.6 page 28
	9 & 10	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Grammar Adjectives	The learner: -reads adjectives in the superlative forms -Uses the superlative form of adjectives to	Third degree of adjectives.(superlative) e.g. simplest, deepest easiest, reddest	Brain storming Discussion Explanation Discovery	-Reading adjective words -comparing adjective -constructing and writing sentences using the	A chart showing positive, compara	Fluency, confidence, Logical presentation of ideas -selecting & evaluatin	P.6. Curriculum page 40 Fountain Engli

						construct correct sentences -writes sentences using the superlative form of adjectives			superlative degree of adjective	tive and superlative forms of adjective	g information -making best use of information one has - interacting freely with others	sh Revision Pupils work book Primary 6 page 29
7	1 & 2	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Language	The learner: -reads sentences correctly -Uses vocabulary related to dictionary work in structures correctly	Structural patterns -after/before e.g. Peach comes before people in the dictionary (ii) The word people comes after peach in the dictionary	Explanation Discussion Brain storming Discovery	-Reading sentences correctly -Using vocabulary and structures appropriately	Chalkboard illustrations	Accuracy, Fluency, logical presentation of ideas Taking a decision Evaluating facts Logical reasoning - innovativeness	Primary six English Curriculum page 40 Mk Primary English PB 6 page
	3 & 4	Using a dictionary	Using a dictionary	Listening Speaking Readi	Language structures	The learner: -uses appropriate vocabulary and structures	Not only…… e.g. (i) Not only does the dictionary give the meaning of	Explanation Discussion Brain	-Using vocabulary and structures appropriately	Chalkboard illustrati	Fluency, Logical thinking and reasonin	P.6 Curriculum page

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				ng Writing		-reads the sentences correctly -constructs correct sentences using learnt structures	words but also their pronunciations ---not only---- e.g. the dictionary does not only give meaning of words but also their pronunciations	storming	-Reading sentences correctly -constructing sentences using the structures appropriately -writing	ons	g, audibility, pronunciation Evaluating facts. Finding different ways of doing things Articulation - Appreciation	41
	5 & 6	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Language structures	The learner: -Uses appropriate vocabulary and structures. -reads the sentences correctly -constructs sentences using the learnt structures appropriately	Using: Whenever---- e.g. Whenever you find difficult work, refer to the dictionary. -----whenever--- e.g. Refer to the dictionary whenever you find difficult words	Brain storming Explanation Discussion Discovery	Using vocabulary and structures appropriately -Reading sentences -constructing sentences using the learnt structures appropriately -writing	Chalkboard illustration - substitution table	Fluency, articulation, pronunciation, Making a choice. Evaluating facts Innovativeness Taking a decision Logical reasoning	P.6 Curriculum page 41
	7 &	Using a dictio	Using a dictio	Listen ing Speak	Langu age struct	The learner: -reads the sentences	Using..... whenever.... E.g. Refer to the	Explana tion Discussi	Reading sentences using	Chal kboa rd	Accuracy, confidenc	P.6 Curri culu

	8	nary	nary	ing Reading Writing	ures	correctly -Uses appropriate vocabulary and structures. Constructing oral and written sentences using the structures appropriately	dictionary whenever you are not sure of the pronunciation of given words	on Brain storming	vocabulary and structures learnt appropriately -constructing correct sentences	illustrations	e, pronunciation, articulation Audibility Selecting and evaluating information Taking a decision Logical reasoning Appreciation	m page 41
	9 & 10	Using a dictionary	Intensive reading	Listening Speaking Reading Writing	Comprehension	The learner: -reads silently stories on HIV/AIDS -answers questions about stories read -summarises the stories read	Reading PIASCY books	Discussion Explanation Brain storming Demonstration	-Reading stories -Answering both oral and written question -writing own stories	Printed material	Fluency, confidence, accuracy, logical flow of ideas, logical reasoning, listening to others	Library books
8	1 & 2	Using a dictionary	Using a dictionary	Listening Speaking Readi	Language structures	The learner: -reads sentences correctly -completes the	Using:….as…..as… e.g As important as a dictionary -As proud as a	Explanation Discussion Brain	-Reading sentences -constructing sentences -completing	Chart showing simil	Fluency, accuracy, logical flow of ideas.	P.6 Curriculum page

				ng Writing		similes correctly	peacock As quiet as….	storming	similes	es	Taking a decision Listening to others, love appreciation, care	41 Mk Primary English PB 6 page 114
	3 & 4	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Comprehension	The learner: -reads and recites the dialogue correctly -answers oral and written comprehension questions correctly	Dialogue: Dictionary skills	Demonstration Explanation Discussion Brain storming	Reading Reciting Role- playing Answering questions	A chart showing a dialogue	Fluency, accuracy, Logical reasoning, taking a decision Listening to others, Pronunciation Appreciation	Mk Primary English PB 6 page 134
	5 & 6	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Comprehension	The learner: -reads the story correctly -answers oral questions correctly -reads and answers written questions about the story correctly	Learning how to use a dictionary	Explanation Demonstration Brain storming Discussion	Using a -dictionary to find meaning of difficult words -reading the story -answering oral question -reading and writing answers	Printed material	Sharing, fluency, accuracy, taking a decision listening to others Logical flow of ideas Evaluating facts Responding	P.6 Curriculum page 41 Mk Primary English PB 6 page 135

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											appropriately	
	7 & 8	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Guided composition	The learner: -studies the pictures carefully -interprets the pictures correctly -constructs correct sentences about the pictures -Answers the questions about the pictures	Picture composition "The First Time We used a Dictionary"	Observation Discussion Brain storming Explanation	-studying the pictures -Interpreting the pictures -constructing correct sentences -Asking and answering question	Series of pictures Printed materials	Fluency, logical presentation of ideas, accuracy, appreciation, respect, logical reasoning listening to others. Interacting freely	Mk Primary English PB 6 page 138
	9 & 10	Using a dictionary	Intensive reading	Listening Speaking Reading Writing	Comprehension	The learner: -reads a book of his/her own choice. -retells the story read -answers oral and written questions correctly	Story books about HIV/AIDS	Explanation Brainstorming Discussion	-selecting books -reading silently -retelling the story Answering question	Printed materials	Fluency, confidence, selecting and evaluating facts Making choices Logical reasoning	Library PIASCY books
9	1 & 2	Using a dictionary	Using a dictionary	Listening Speaking Reading	Revision exercise	The learner: -revises the work learnt in the topic using the dictionary -arranges the	Revision exercises	Instruction Explanation Discussion	Reading question -Answering question	Chalkboard illustration	Logical reasoning, Accuracy Taking a decision	Mk Primary English PB 6

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				Writing		words in alphabetical order -rewrites the sentences as instructed		Brain storming		-printed material	Evaluating facts Innovativeness. Making a choice -Logical presentation of ideas	page 139-140
	3 & 4	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Guided composition	The learner: -reads the sentences correctly -re-arranges the sentences to make a good story about a dictionary -writes a story correctly	Jumbled sentences	Explanation Discussion Brain storming Discovery	-Reading the sentences -rearranging the sentences -Writing the sentences in correct order to form a good story	Strip cards Chalkboard illustrations	-Listening to others Asking questions Sharing Taking a decision Responding appropriately Interacting with others	P.6 Curriculum page 42
	5 & 6	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Grammar	The learner -reads the sentences correctly -Uses the words in brackets to fill in the blank spaces correctly -rewrite the	Examples She wrote a very good----in her composition. (introduce) The-----in the dictionary helps one to find words easily (arrange)	Explanation Brain storming Discussion	Reading the sentences -Using the correct words to complete the sentences -Filling in correct words Writing	Printed material	-Responding to questions correctly -selecting and evaluating facts Taking a decision	Test items and solutions page 50-51

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						sentences as instructed					Logical flow of ideas Concern appreciation, love	
	7 & 8	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Comprehension	The learner -reads the passage correctly -answers oral questions correctly -asks and answers the written questions correctly	'Using a dictionary'	Explanation Discussion Brain storming	-Reading a passage -answering oral and written question -Writing	Printed material Chalkboard illustrations	Accuracy, Fluency, Pronunciation Audibility Logical presentation of ideas Making choice - innovativeness - Finding different ways of doing things -logical reasoning Appreciation	MK Primary English PB 6 page 190-192
10	1 &	Using a dictionary	Using a dictionary	Listening Speaking	Composition	The learner, -discusses the importance of a dictionary	'The importance of a dictionary'	Explanation Discussion	-Discussing the importance of a	Chalkboard illus	Listening to others, logical presentat	P.6 curriculum

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	2			Reading Writing		-reads the given words correctly -writes a short composition about the importance of a dictionary		Brain storming	dictionary -read the words on the chalkboard -writing a composition of about 80 - 100 words	trations	ion of ideas. Evaluating and selecting information Taking a decision Appreciation, care, respect	page 42 Fountain English Revision Pupils Workbook P.6 page 94
	3 & 4	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Plurals and opposites	The learner: -reads the sentences correctly -finds the plurals of the underlined words -rewrites the sentences in plural/ using opposites	Example The word in the dictionary is arranged in alphabetical order The words in the dictionaries are arranged in alphabetical order	Explanation Discussion Question and answer	-reading -finding the plurals of the words -writing	Chalkboard illustration	Logical reasoning, accuracy, articulation Evaluating facts Making a choice Innovativeness Appreciation Care	Mk Primary English PB 6 page 194-195
	5 & 6	Using a dictionary	Using a dictionary	Listening Speaking Reading	Grammar	The learner: -uses appropriate language related to hotels and	Revision exercises about -vocabulary -structures -similes	Explanation Brain storming	-Reading using appropriate language -rewriting sentences as	Chalkboard illustration	Fluency, accuracy, interacting freely with others	MK Primary English PB 6

				Writing		using a dictionary -reads the sentences -rewrites the sentences as instructed -finds words with similar meaning			instructed		Appreciation Logical flow of ideas. Confidence love respect	page 140 Teachers collection
	7 & 8	Using a dictionary	Using a dictionary	Listening Speaking Reading Writing	Poem	The learner -reads and recites the poem correctly -answers oral questions correctly -answers written questions in full sentences	'Importance of a dictionary.'	Explanation Discussion Brain storming	Reading Reciting Role playing Asking and answering question	A chart showing a poem	Fluency, accuracy, articulation, appreciating oneself, interacting with others, freely sharing with others, care love	Teachers collection P.6 curriculum page 42
	9 & 10	Using a dictionary	Intensive reading	Listening Speaking Reading Writing	Comprehension	The learner: -reads a text about HIV/AIDS -retells the story in own words -asks and answers questions -summarises	PIASCY Books	Explanation Demonstration Question and answer	-reading -role playing -story telling -answering question	PIASCY Textbooks Printed material	Fluency, articulation, sharing with others, logical flow of ideas, selecting and	PIASCY books

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						text read					evaluating information	
11	1 & 2	Graphs	Interpreting Graphs	Listening Speaking Reading Writing	Graphs (comprehension)	The learner: -collects the data -tabulates the data -studies graphs and answers questions correctly	Consolidation of P.5 work on time tables, bar, graphs, block graphs linear graphs using the same data.	Instruction Explanation	Reading Interpreting Drawing Tabulating Answering question	Chart showing information	Logical reasoning Organising data, accuracy Appreciation Sharing Love, respect	Teachers collection
	3 & 4		Using a dictionary	Listening Speaking Reading Writing	Comprehension	The learner -reads the advertisements correctly -answers oral questions correctly -answers written questions correctly	Advertisements	Explanation Discussion Question and answer	-Reading -Answering question -writing	A chart showing an advertisement b Blackboard illustrations	Fluency, accuracy, sharing, selecting and evaluating information , confidence, appreciation	P.6 Curriculum Teachers own collection
	5 & 6	Letter writing	Letter writing	Listening Speaking Readi	Comprehension	The learner: -describes the main parts of a friendly letter -reads the	Friendly letter	Explanation Discussion Questio	Naming parts of a friendly letter -reading -writing a	Sample of a friendly	Knowing one's position and responsi	Teacher's won collection

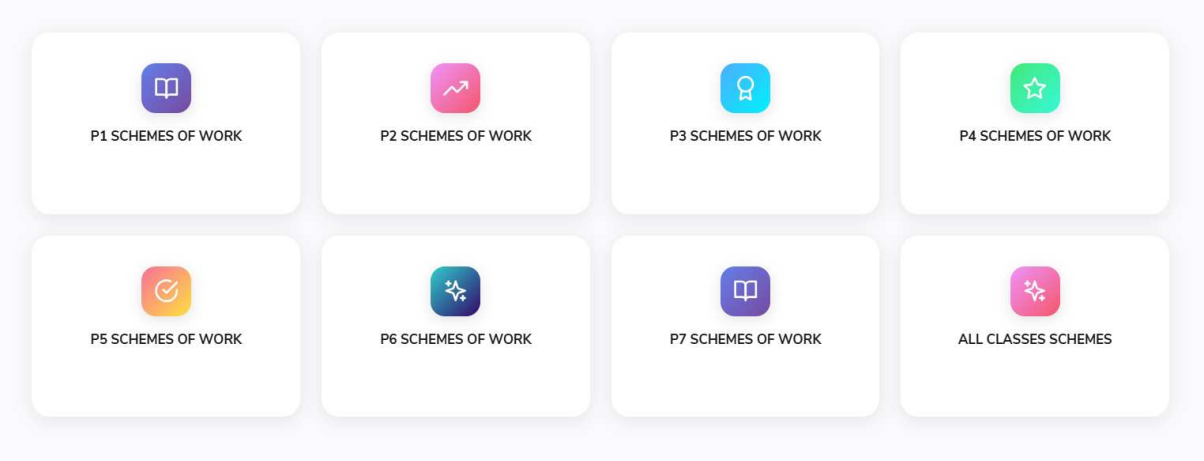
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				ng Writing		letter given -writes own friendly letter		n and answer	friendly letter	letter	bility, care, logical presentation of ideas -logical flow of information, accuracy	P.6 Curriculum
	7 & 8		Using a dictionary	Listening Speaking Reading Writing	Language structures	The learner: -Uses vocabulary and structures appropriately -constructs sentences Using given structures correctly -reads and rewrites sentences as instructed in brackets	------as soon as--- No sooner---than--- ---not only---- Whenever----	Explanation Discovery Question and answer	Reading Constructing sentences Rewriting sentences	Chalkboard illustrations	Fluency, accuracy, confidence, Initiating new ideas, selecting and evaluating facts Appreciating, love, respect	P.6 Curriculum Teacher's own collection
	9 & 10	Intensive reader	Intensive reader	Listening Speaking Reading Writing	Comprehension	The learner: -reads the text silently -retells what he/she has read -answers oral questions about	Variety of readers in the library about PIASCY	Explanation Discussion Discovery Brain storming	-selecting books -reading Retelling Answering question	Printed material	Self appreciation Sharing, concern asking questions Evaluating facts Co-	School library books

											operation , love respect	

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