



THE PRESIDENT'S
RECOVERY
PRIORITIES

Education

Ministry of
Education,
Science and
Technology

Lesson plans for

PRIMARY *Language* ARTS

6
CLASS

3
TERM

Foreword

Our country's future lies in the education of our children. The Government of Sierra Leone is committed to doing whatever it takes to secure this future.

As Minister of Education, Science and Technology since 2007, I have worked every day to improve our country's education. We have faced challenges, not least the Ebola epidemic which as we all know hit our sector hard. The Government's response to this crisis – led by our President – showed first-hand how we acted decisively in the face of those challenges, to make things better than they were in the first place.

One great success in our response was the publication of the Accelerated Teaching Syllabi in August 2015. This gave teachers the tools they needed to make up for lost time whilst ensuring pupils received an adequate level of knowledge across each part of the curriculum. The Accelerated Teaching syllabi also provided the pedagogical resource and impetus for the successful national radio and TV teaching programs during the Ebola epidemic.

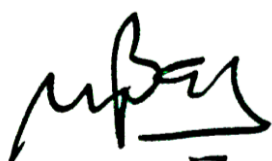
It is now time to build on this success. I am pleased to issue new lesson plans across all primary and JSS school grades in Language Arts and Mathematics. These plans give teachers the support they need to cover each element of the national curriculum. In total, we are producing 2,700 lesson plans – one for each lesson, in each term, in each year for each class. This is a remarkable achievement in a matter of months.

These plans have been written by experienced Sierra Leonean educators together with international experts. They have been reviewed by officials of my Ministry to ensure they meet the specific needs of the Sierra Leonean population. They provide step-by-step guidance for each learning outcome, using a range of recognised techniques to deliver the best teaching.

I call on all teachers and heads of schools across the country to make best use of these materials. We are supporting our teachers through a detailed training programme designed specifically for these new plans. It is really important that these Lesson Plans are used, together with any other materials you may have.

This is just the start of education transformation in Sierra Leone. I am committed to continue to strive for the changes that will make our country stronger.

I want to thank our partners for their continued support. Finally, I also want to thank you – the teachers of our country – for your hard work in securing our future.



Dr. Minkailu Bah

Minister of Education, Science and Technology

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Introduction to the Lesson Plan Manual

These lesson plans are based on the National Curriculum and meet the requirements established by the Ministry of Education, Science and Technology.

- 1  The lesson plans will not take the whole term, so use spare time to review material or prepare for exams
 - 2  Teachers can use other textbooks alongside or instead of these lesson plans.
 - 3  Read the lesson plan before you start the lesson. Look ahead to the next lesson, and see if you need to tell pupils to bring materials for next time.
 - 4  Make sure you understand the learning outcomes, and have teaching aids and other preparation ready – each lesson plan shows these using the symbols on the right.
 - 5  Quickly review what you taught last time before starting each lesson.
 - 6  Follow the suggested time allocations for each part of the lesson. If time permits, extend practice with additional work.
 - 7  Lesson plans have a mix of activities for the whole class and for individuals or in pairs.
 - 8  Use the board and other visual aids as you teach.
 - 9  Interact with all pupils in the class – including the quiet ones.
 - 10  Congratulate pupils when they get questions right! Offer solutions when they don't, and thank them for trying.
-  Learning outcomes
 Teaching aids
 Preparation

Lesson Title: Vocabulary	Theme: Responding to Broadcasts and Speeches	
Lesson Number: L-06-121	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to list and define key vocabulary regarding the message in a speech or radio broadcast.</p>		<p>Teaching Aids 1. Vocabulary table at the end of the lesson plan 2. Radio broadcast message at the end of the lesson plan</p>		<p>Preparation Write the vocabulary table at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** We talked about the senses before; sight, smell, taste, sound, touch.
2. **Ask:** Which sense do you think is more important?
3. **Say:** Raise your hand when I say the sense that you think is most important.
4. **Say** the senses one by one. Give pupils time to raise their hands.
5. Tell pupils that today they are going to listen to a radio broadcast about sight.

Introduction to the New Material (8 minutes)

1. **Write** the messages on the board:
 - a. Blindness is a terrible thing.
 - b. People should go to the new clinic for an eye examination.
 - c. The new clinic has good doctors.

Check pupils understand the meaning of any new words (e.g. blindness - the inability to see)
2. **Say:** We are going to listen to a broadcast on the radio.
3. Point to the messages on the board. **Say:** Try to understand the speaker's main message. Choose the main message of this broadcast.
4. Read the message at the end of the lesson plan. Read it slowly and clearly.
5. Read the message again.
6. **Say:** Raise your hand if the first one is main message of this broadcast.
7. **Say:** Raise your hand if the second one is main message of this broadcast.
8. **Say:** Raise your hand if the third one is main message of this broadcast.
9. **Say:** The second message is main message of this broadcast. The radio broadcast is talking about a new eye clinic. Very good if you thought the answer was the second one.

Guided Practice (12 minutes)

1. Point to the vocabulary table. **Say:** Listen again. Look at the list of words in column 1. Raise your hand when you hear the word.
2. Read the message again. Pupils raise their hands when they hear the word.
3. Put pupils in pairs.
4. **Say:** Match the words in column 1 to their meanings in column 2.
5. Give pupils 6 minutes.
6. Have pupils volunteer to say a word and its meaning. (Answers: 1-a; 2-f; 3-b; 4-c; 5-d; 6-e)
7. **Write** the word 'blindness' on the board. Under 'blindness' **write** these words: beat, check-up, prevent, infections, symptoms.
8. **Say:** Work in pairs. Write 2 sentences about 'blindness' with 2 of these words.

9. Give pupils 4 minutes.
10. Have 2 or 3 pupils volunteer to read their sentences. (Example answers: We can beat blindness. A check-up can prevent blindness. You/We can prevent blindness. We can treat infections. Go to the clinic if you have symptoms.)

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Design a poster to tell people to go to the eye clinic for a check up. Try and use some of the new words on the board.
3. Give pupils 8 minutes. If possible, walk around and help pupils with ideas.
4. Have pupils volunteer to talk about their posters. Ask pupils what their message is.
5. If possible, stick posters to the wall so that all pupils can see them.

Closing (2 minutes)

1. **Ask:** Which sense was the lesson about? (Answer: sight)
2. **Ask:** What was the topic of today's lesson? (Answer: to tell people about a new clinic in their area for eye treatment.)
3. Praise pupils for their hard work.

[VOCABULARY TABLE]




1. beat	a. win in a contest
2. prevent	b. signs of an illness
3. symptoms	c. medical examination
4. check-up	d. when germs enter your body and make you ill
5. infection	e. given medical attention and made better
6. treated	f. action to stop something
7. campaign	g. an event or program to spread a message

[RADIO BROADCAST]

A new clinic is opening in our area next month especially to offer services to help prevent and stop blindness. Many people lose their sight because of conditions or eye infections. They can result in blindness because many people do not know they can be treated.

There is a campaign to inform people about this new service and to let them know how to prevent blindness. We are calling on everyone to go to the clinic and have a quick and easy eye examination, even if they do not have any symptoms. You can go without an appointment and you do not need to pay. Go for your check-up at the clinic as soon as possible. We can beat blindness! We can treat many eye problems.

Lesson Title: Important Messages	Theme: Responding to Broadcasts and Speeches	
Lesson Number: L-06-122	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to recall and paraphrase important messages given in a speech or radio broadcast.</p>	 <p>Teaching Aids 1. True or false sentences at the end of the lesson plan 2. Text frame at the end of the lesson plan</p>	 <p>Preparation: 1. Write the true or false sentences at the end of the lesson plan on the board. 2. Write the text frame at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** Last lesson we listened to a radio broadcast. What was it about? Raise your hands.
2. Tell pupils that today they are going to listen to more of the radio broadcast and focus on the message and details.

Introduction to the New Material (8 minutes)

1. **Say:** You are going to listen to more of the broadcast.
2. Point to the true and false sentences on the board. **Say:** As you listen, decide if the statement is true or if the statement is false. First, read the sentences.
3. Give pupils 2 minutes to read the sentences. Check pupils understand the sentences.
4. **Say:** Write numbers 1 to 5 in a list in your exercise book. As you find out whether a statement is true or false, write T (for true) and F (for false) next to the statement number.
5. Read the broadcast 3 times. Read slowly and clearly.
6. Explain that Trachoma, River blindness and cataract are types of diseases in the eye.
7. **Say:** Work in pairs. Compare your answers.
8. Give pupils 2 minutes.
9. Have pupils volunteer to tell you the answers. (Answers: 1-F, 2-T, 3-T, 4-F, 5-T)

Guided Practice (10 minutes)

1. **Write:** Many people do not know about the causes of eye problems so _____.
2. **Say:** Think about how we can finish this sentence. You have 2 minutes. Raise your hand if you can finish the sentence.
3. Have a pupil volunteer finish the sentence. (Example answer: We must educate/tell/inform people. They can become blind.)
4. Repeat with these sentence starters. Guide pupils where necessary. Accept any possible sentences.
 - a. Blindness can be prevented so ____.
 - b. If more people have eye examinations, _____
 - c. If trachoma is not treated, _____

(Example answers: a. have a check-up/go to a clinic/have an eye examination; b. there will be less blindness/more people can be treated; c. it can cause blindness.)

Independent Practice (13 minutes)

1. Put pupils in pairs.
2. Point to the text frame on the board. **Say:** Look at the text frame.

3. **Say:** There are some missing words. There are many different words we can use to complete it.
4. **Say:** Work with your partner. Complete the text frame. Try and remember what you heard in the radio broadcast.
5. Give pupils 10 minutes. If possible, walk around and help pupils.
6. Have 4-5 pairs volunteer to complete the text frame. (Note: There are different possibilities. Example answer: A new clinic has opened to **give people eye check-ups and treat eye problems**. It is important that all local people **know about this and go for an eye examination**. We can stop blindness and most treatments are **quick and easy**. This campaign is to **tell people about the new clinic and ask them to go for a check-up**.)

Closing (2 minutes)

1. **Ask:** What are the main ideas in the radio broadcast about the new clinic? Raise your hands.
2. Praise pupils their hard work.

[TRUE OR FALSE STATEMENTS]

1. Trachoma is caused by looking at the sun.
2. Trachoma is easy to treat.
3. River blindness can happen after a fly bites you.
4. Cataracts only happen to old people.
5. Cataracts can be treated quickly.

[TEXT FRAME]

A new clinic has opened to _____ It is important that all local people _____
 We can stop blindness and most treatments are _____ This campaign is
 to _____.

[RADIO BROADCAST]




Let's look at the causes of blindness. Trachoma is an infection caused by bacteria. It is easily treated, but if it is not treated, it can make you blind.

River blindness can happen when a black fly living near a river bites you and infects your body with a parasite. The infection passes to your eyes, but it can be killed with medicine.

Cataracts happen when there is too much protein around your eye, and it stops you seeing properly. They can occur in young or old people. The treatment is quick and easy, but without it you think you will never see again!

It is so important that people learn that these conditions can be treated, and that they know about our new clinic!

Lesson Title: Express Agreement or Disagreement	Theme: Responding to Broadcasts and Speeches	
Lesson Number: L-06-123	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to express agreement/disagreement with the message given in a speech or broadcast.</p>	 <p>Teaching Aids 1. Opinions at the end of the lesson plan 2. Sentence starters at the end of the lesson plan 3. Note at the end of the lesson plan</p>	 <p>Preparation 1. Write the opinions at the end of the lesson plan on the board 2. Write the sentence starters at the end of the lesson plan on the board 3. Write the note at the end of the lesson plan on the board</p>
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Opening (2 minutes)

1. **Ask:** Do you remember the radio broadcast we listened to about a new clinic for eye problems?
2. **Ask:** Is the new clinic is a good idea? **Say:** Raise your hand for 'yes'. Put your hands on your head for 'no'.
3. Tell pupils that today they are going to look at different opinions about the clinic.

Introduction to the New Material (10 minutes)

1. Point to the opinions on the board. **Say:** Read the opinions on the board. They are 2 reactions to the radio broadcast we heard in the last 2 lessons.
2. Give pupils 2 minutes to read.
3. **Ask:** What does the 'I agree' mean? Raise your hands to answer. (Answer: I think the same)
4. **Ask:** What does the 'I disagree' mean? Raise your hands to answer. (Answer: I do not think the same)
5. **Ask:** What does the 'I partly agree' mean? Raise your hands to answer. (Answer: I think the same about some things but not all.)
6. **Say:** Look at the first opinion. Doris believes that 'Blindness does not kill people. We should spend money on more important health problems.'
7. **Say:** Raise your hands if you agree.
8. **Say:** Raise your hands if you disagree.
9. **Say:** Raise your hands if you partly agree.
10. **Say:** Look at the second opinion. Ibrahim believes that 'Blindness stops people learning, working and helping the economy of our country. We should work hard to prevent it and treat it.'
11. **Say:** Raise your hands if you agree.
12. **Say:** Raise your hands if you disagree.
13. **Say:** Raise your hands if you partly agree.
14. **Write:** I agree. I disagree. I partly agree.
15. Read these sentences. Check pupils understand. Pupils listen and repeat.

Guided Practice (9 minutes)

1. Point to the sentence starters for Doris. **Say:** Look at the sentence starters on the board for Doris.
2. **Ask:** Can you finish any of the sentences? Raise your hands.

3. Have 1 or 2 pupils volunteer to finish one of the sentence starters. (Example answers: I agree with Doris because there are many serious diseases which need the money more than blindness; I disagree with Doris because blindness can ruin someone's life.)
4. **Write** 1 of the pupils' responses on the board.
5. Ask pupils to choose one of the sentence starters for Doris and one for Ibrahim.
6. **Say:** Write 2 complete sentences in your books, including the reason.
7. Give pupils 4 minutes.
8. Have 3 or 4 pupils volunteer to read their sentences. Ask other pupils if they agree or disagree. (Example answers: I partly agree with Doris that other diseases might be more serious than blindness but it can be serious for someone who has the problem. I agree with Ibrahim because sight is one of the most important things we need in our lives and if we can prevent or cure it, we should.)

Independent Practice (12 minutes)

1. Point to the note to Doris on the board. Read the note. Read it slowly and clearly.
2. **Say:** Look at the note to Doris on the board. Write a similar note to Ibrahim. Say if you agree, disagree or partly agree with Ibrahim's opinion and give reasons.
3. Give pupils 10 minutes. If possible, walk around and help pupils.
4. Have 2 or 3 pupils volunteer to read their note to the rest of the class.
(Example answer: Dear Ibrahim,
I agree with you, because sight is one of the most important things we need in our lives and if we can prevent or cure it, we should.
Best wishes,
Amina)

Closing (2 minutes)

1. **Ask:** In our class, who do we agree with more? Ibrahim or Doris? Raise your hands.
2. Praise pupils their hard work.

[OPINIONS]

Doris - Blindness does not kill people. We should spend money on more important health problems.
Ibrahim - Blindness stops people learning, working and helping the economy of our country. We should work hard to prevent it and treat it.

[SENTENCE STARTERS]

I partly agree with Doris because...
I disagree with Doris because....
I agree with Doris because....
I partly agree with Ibrahim because...
I disagree with Ibrahim because...
I agree with Ibrahim because...

[NOTE]

Dear Doris,




I agree with you, because the problem of blindness is not our biggest worry in Sierra Leone.

Blindness is a very sad thing, but we have other health problems that people die from.

Best wishes,

Paul

Lesson Title: Business Letter	Theme: Responding to Broadcasts and Speeches	
Lesson Number: L-06-124	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able write a class letter regarding the message of a speech or broadcast</p>		<p>Teaching Aids 1. Text at the end of the lesson plan 2. Jumbled letter at the end of the lesson plan</p>		<p>Preparation 1. Write the text at the end of the lesson plan on the board. 2. Write the jumbled letter at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Do you receive letters at home? Raise your hands.
2. **Ask:** Do you read them? Raise your hands.
3. **Say:** Raise your hand if you write letters.
4. **Say:** Tell pupils that today they are going to order the information in a letter.

Introduction to the New Material (8 minutes)

1. Point to the text on the board. **Say:** Read and listen to a short text that was broadcast on the radio in a news programme. The text is about Samuel. His job is to sell cassava and sweet potatoes to the public in markets.
2. Read the text at the end of the lesson plan, sounding angry.
3. Read it again.
4. **Ask:** How is he feeling and why? Raise your hands. (Answer: angry because he has to travel so far to sell his goods)
5. **Ask:** Do you agree with Samuel? Do you think there should be a market in his town?
6. **Say:** Tell the pupil sitting next to you if you agree or disagree with Samuel.
7. Give pupils 1 minute.

Guided Practice (16 minutes)

1. Put pupils in pairs.
2. Point to the jumbled letter on the board. **Say:** Look at Samuel's letter to a trade official. The sentences in the letter are in the wrong order.
3. **Say:** The first line of the letter is number 4 because it is the greeting.
4. **Ask:** What is the number of the next line of the letter?
5. **Say:** Read and think. Raise your hand when you know. (Answer: 6)
6. **Ask:** And the next?
7. **Say:** Read and think. Raise your hand when you know. Raise your hands to answer. (Answer: 8)
8. **Write:** 4, 6, 8. **Say:**
9. These are the numbers of the first 3 lines. Work with your partner. Write the sentences in the right order in your exercise book.
10. Give pupils 11 minutes to order the letter.
11. Check answers by having different pupils volunteer to say each sentence in order. (Answers: 4, 6, 8, 1, 5, 3, 7, 2, 9)
12. Read the letter in the correct order. Stop at the end of each sentence. Ask pupils to listen and repeat each line.

Independent Practice (8 minutes)

1. Tell pupils that they are going to write a reply to Samuel.
Say: You are a trade official. You are going to write a reply to Samuel.
2. **Write:** ____ Mr. _____
3. **Ask:** How do we begin a letter? Raise your hands. (Answer: Dear)
4. **Ask:** What is Samuel's surname? Raise your hands. (Answer: Brima)
5. **Write:** Dear Mr. Brima.
6. **Say:** Write the greeting in your exercise book.
7. **Say:** Now you need to thank Mr Brima for his letter.
8. **Write:** _____ for _____.
9. **Say:** Raise your hand if you can complete the sentence.
10. Have 1 or 2 pupils say a sentence.
11. **Write:** Thank you for your letter.
12. **Say:** Write the sentence in your exercise book.
13. **Say:** Now you are going to disagree with Mr. Brima.
14. **Write:** I am afraid I _____ with _____.
15. **Say:** Raise your hand if you can complete the sentence.
16. Have 1 or 2 pupils say a sentence.
17. **Write:** I am afraid I disagree with you.
18. **Say:** Write the sentence in your exercise book.
19. **Say:** We have the start of our letter. Bring your letter to the next lesson.

Closing (1 minute)

1. Ask pupils what they have learned today.
2. Praise pupils for their hard work.




[TEXT]

'The market in our town closed 2 months ago. This was a terrible thing for the people of my town and for people like me, who have goods to sell. The next market is a 2-hour journey away! I have to make that trip and so do the people who want to buy things. I can't go every day; it's impossible! I want our local market to open again as soon as possible!'

[JUMBLED LETTER]

1. Also, some of my cassava and sweet potatoes go bad and I have to throw them away.
2. Yours faithfully,
3. I hope you will agree with me and I thank you for reading this letter.
4. Dear Sir or Madam,
5. In my opinion, it is time to open the market in my town again.
6. I am writing to express my concern about the fact that the market in my town was closed.
7. I look forward to receiving your reply.
8. Firstly, I am losing money every week because I have to travel so far to the next market. I can only go every 2 days.
9. Samuel Brima

Lesson Title: Business letter (continued)	Theme: Responding to broadcasts and speeches	
Lesson Number: L-06-125	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to write a class letter regarding the message of a speech or broadcast.</p>		<p>Teaching Aids Samuel's letter (lesson 124).</p>		<p>Preparation Write Samuel's letter from lesson 124 on the board.</p>
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Opening (1 minute)

1. **Ask:** What did we do in the last lesson? Raise your hands. (Answer: read and started a letter)
2. Tell pupils that today they are going to continue the letter they started in the last lesson.

Introduction to the New Material (8 minutes)

1. Remind pupils of Samuel's letter. Point to the letter on the board. **Say:** I am going to ask you some questions about Samuel's letter. Raise your hand to answer.
2. **Ask:** How does Samuel begin his letter? (Answer: Dear Sir or Madam)
3. Explain if we do not know the name of the person we are writing to we use 'Dear Sir or Madam'.
4. **Ask:** Why is Samuel writing the letter? (Answer: He is angry that the market was closed.)
5. **Ask:** What is the first reason he is angry? (Answer: He has to travel far to the next market.)
6. **Ask:** What happens because he has to travel so far? (Answer: His cassava and sweet potatoes go bad and he has to throw them away.)
7. **Ask:** How does Samuel end his letter? (Answer: Yours faithfully.)
8. Explain that when we start a letter with 'Dear Sir or Madam', we end the letter 'Yours faithfully'.

Guided Practice (11 minutes)

1. Tell pupils to find the letter to Samuel they started in the last lesson.
2. Have a pupil volunteer to read the start of the letter.
3. **Write** the beginning of the letter on the board:
Dear Mr. Brima,
Thank you for letter. I am afraid I disagree with you.
4. **Write:**
 - market in your town / very small / expensive to keep open
 - market owner / not making money / decided to sell the land
5. **Say:** You have disagreed with Mr. Brima about the market.
6. **Ask:** What do you when you disagree with someone? Raise your hands. (Answer: say why)
7. **Say:** You must give reasons why you disagree. Look at the board. These are your reasons.
8. Give pupils a minute to read the reasons.
9. Put pupils in pairs.
10. **Write:** Firstly, _____.
11. **Say:** Work in pairs. Complete the sentence. Use the reasons on the board to help you.
12. Give pupils 2 minutes. Have 1 or 2 pairs say a sentence.

13. **Write** the sentence on the board. (Example sentence: Firstly, the market in your town was very small and expensive to keep open).
14. **Write:** As a result, _____.
15. **Say:** Work in pairs. Complete the sentence. Use the reasons on the board to help you.
16. Give pupils 2 minutes. Have 1 or 2 pairs say a sentence.
17. **Write** the sentence on the board. (Example sentence: As a result, the market owner was not making any money, so he decided to sell the land.)
18. Read the letter from the beginning. Stop at the end of the sentence. Pupils listen and repeat.




Independent Practice (11 minutes)

1. **Say:** You need to end the letter now.
2. Explain that it is polite to wish someone good luck or success. **Write:** good luck / your trading / hope / business improves.
3. **Write:** I wish you _____.
4. **Say:** Work in pairs. Complete the sentence. Use the words on the board to help you.
5. Give pupils 2 minutes. Have 1 or 2 pairs say a sentence.
6. **Write** the sentence on the board. (Example sentence: I wish you luck with your trading. I hope your business improves soon.)
7. **Ask:** How do we end a letter? Raise your hands. (Note: pupils may say 'Yours faithfully')
8. **Say:** We know Mr. Brima's name so we end the letter 'Yours sincerely'.
9. **Write:** Yours sincerely.
10. **Say:** Now we have our letter. Raise your hand if you would like to read the letter from the beginning.
11. Have a pupil volunteer to read the start of the letter.

Closing (4 minutes)

1. **Ask:** What did we do today? Raise your hands.
2. **Ask:** How do we start a letter to someone we do not know? Raise your hands. (Answer: Dear Sir or Madam)
3. **Ask:** How do we end a letter to someone we do not know? Raise your hands. (Answer: Yours faithfully)
4. **Ask:** And if we know the name? (Answer: Yours sincerely)
5. **Ask:** How do we introduce the first reason for our opinion? (Answer: Firstly)
6. Praise pupils for their hard work.

Lesson Title: Newspaper Articles	Theme: Writing	
Lesson Number: L-06-126	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to use headings to summarise news.		Teaching Aids 1. Story at the end of the lesson plan 2. Paragraph headings at the end of the lesson plan		Preparation 1. Write the story at the end of the lesson plan on the board 2. Write the paragraph headings at the end of the lesson plan on the board
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Opening (1 minute)

1. **Ask:** Does anybody have a dog? Raise your hands.
2. **Ask:** What do you do for your dog? What does your dog do for you? Raise your hands. Have 1 or 2 pupils respond. (Example answers: I feed the dog. The dog plays with me.)
3. Tell pupils that today they are going to read at a newspaper story about a very special dog and use headings to summarise the story.

Introduction to the New Material (10 minutes)

1. **Write** the words on the board: take pity on, left-overs, instinct, bark, hero.
2. Explain the meanings of the new words - take pity on is to feel sorry for and help; left-overs are food not eaten during a meal, often thrown away; instinct is something you feel strongly but cannot explain why; bark is the noise a dog makes; hero is someone who does something special that you can admire).
3. **Say:** Read the story on the board quickly. Do not worry if you do not understand all the words. Try and understand why the dog is so special. Raise your hand when you have finished reading.
4. Give pupils 6 minutes.
5. Have a pupil to volunteer to say the answer. (Answer: The dog saved the family from a fire.)
6. **Ask:** Did you need to understand every word in the story to know why the dog was so special? (Answer: no)

Guided Practice (12 minutes)

1. Put pupils in pairs.
2. Point to the headings on the board. **Say:** Look at the headings. There are 6 headings (a-f). There are 6 paragraphs in the story (1-6). Decide which heading goes with which paragraph.
3. Give pupils 7 minutes.
4. Ask pupils to raise their hand to answer. (Answers: 1-b; 2-f; 3-e; 4-d; 5-a; 6-c)
5. **Say:** Try to remember the story just from the headings.

Independent Practice (10 minutes)

1. **Say:** Work in pairs. Write 1 sentence about the story for each heading. You do not need to write every detail just the main idea.
2. Give pupils 8 minutes. If possible, walk around and help pupils.
 - a. Have 1 or 2 pairs to volunteer to read out different parts of the story. (Example answers: Please give me a home! - The dog came looking for food, and the children of the family kept him and made him part of their family; A happy celebration – Last weekend the children’s grandparents came to celebrate their grandson’s birthday. They had a fun party; Everything was quiet. – At

2am when everyone was sleeping, the dog woke up because he smelled something cooking in the kitchen. He went inside to look for food; Fire, not food! – When the dog went inside the kitchen he saw a fire starting on the pot in the kitchen. Wake up everybody! – The dog barked and woke up the family. The father sent the family out of the house and then they put out the fire. Our hero – the dog save the family and became a hero in the village.)

Closing (2 minutes)

1. **Write:**
 - Unwanted Dog Becomes Hero
 - Fire-fighting Dog
 - Hungry Dog
2. **Ask:** Can you see the 3 titles on the board? Which one would be the best title for the whole story? Raise your hands. (Answer: Unwanted Dog Becomes Hero)
3. **Ask:** Why? Raise your hands. (Answer: because it talks about everything that happened in the story from beginning to end.)
4. Praise the pupils for their hard work.

[STORY]




1. A village family is thanking their dog for saving 8 lives. The family gave a home to the hungry dog 6 months ago after it visited their house every day for a week asking for food. The mother and father didn't want to keep the dog, but their 4 children felt so sorry for the animal that they persuaded their parents to take pity on it. The dog soon became part of the family.
2. Last weekend, the children's grandparents had come to stay from the next village, to celebrate their grandson's birthday. It had been a wonderful party, and everyone had eaten, played and talked until late. The whole family went to bed feeling tired but happy. The dog was also happy, because he had eaten lots of left-overs from the birthday celebration!
3. At 2 a.m. everyone in the house was sleeping soundly. Suddenly, the dog woke up. He could smell something cooking. He always slept in the yard, but there was a little door for him to get into the kitchen for water. He went inside, hoping to find something more to eat.
4. But it wasn't something cooking, it was the start of a fire! There was smoke coming from a pot on the stove. The dog ran outside again, because his instinct told him that fire is dangerous. But he looked again at the house and thought of his loving family all asleep in there.
5. The brave dog ran back inside and started to bark and bark and bark! The father of the family woke up, and came to the kitchen to tell the dog to be quiet. Then he saw the fire. He called all the family and told them to go outside, and with his eldest son managed to put out the fire.
6. The family and the house were saved. Now, the dog they didn't really want is the best thing that ever happened to them. It gets left-overs every day and is now famous in the village as the dog that saved a family.

[PARAGRAPH HEADINGS]

- b. Wake up everybody!
- c. Please give me a home!
- d. Our hero!

- e. Fire, not food!
- f. Everything was quiet.
- g. A happy celebration

Lesson Title: Current Events	Theme: Writing	
Lesson Number: L-06-127	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read and retell information about current issues in their community</p>	 <p>Teaching Aids 1. Article at the end of the lesson plan 2. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Write the article at the end of the lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** Where do you go if you are sick? Raise your hand to answer. (Example answers: hospital, clinic)
2. **Ask:** Do we need more hospitals? Why? Raise your hand to answer. (Example answer: yes, because there are not enough hospitals for people who fall sick)
3. Tell pupils that today they are going to read and write about some new hospitals.

Introduction to the New Material (8 minutes)

1. **Say:** Our government is going to build more hospitals in the Western area.
2. **Write** these words on the board: facilities, equipment, health care, reform, Kuwait.
3. Check pupils understand the meaning of the words - facilities and equipment are buildings and things needed for education, health and other purposes; health care is services like doctors, medicine to keep us well; reform – change to improve; Kuwait – a country in the middle-east of Europe.
4. Point to the article on the board. **Say:** I am going to read the article about the new hospitals.
5. Read, listen and decide if it is good or bad news.
6. Read the article. Read it clearly and slowly. Read it 2 times.
7. **Ask:** Is this good news or bad news? (Answer: good news)
8. **Ask:** Why? Raise your hands. (Example answers: People will be able to go to the hospital. More hospitals are a good thing. More hospitals help the country improve.)

Guided Practice (10 minutes)

1. **Say:** Raise your hand if you think we need more hospitals.
2. **Say:** Raise your hand if you think building more hospitals is a good idea.
3. **Ask:** Has Sierra Leone had problems in the past? Raise your hand to answer. (Answer: Yes.)
4. Point to the questions on the board. **Say:** I will read the question. I will give you 1 minute to read and think. I will ask the question again. Raise your hand if you can answer the question. Answer the question with a complete sentence. Try to use your own words.
5. Read question 1. Give pupils 1 minute to read and think.
6. **Ask:** What is going to happen? Raise your hand to answer.
7. Have a pupil with a raised hand answer the question. (Answer: The government is going to build 3 new hospitals.)
8. Repeat for the other questions. (Answers: b. The Sierra Leone government and the Kuwait government are going to build the hospitals. b. It is slow. c. The government is going to provide more electricity, build roads and help people be safe. d. The economic situation is

improving/getting better.) **Note:** Accept any answers which are right and are complete sentences. If pupils do not know, show them where the information is in the article. Explain any new words.

Independent Practice (13 minutes)

1. Point to the questions on the board.
2. **Say:** Write the newspaper text in your exercise books by answering the questions. Answer the questions with complete sentences. This will give you all the important information we read and listened to.
3. Give pupils 8 minutes.
4. Have pupils volunteer to read their sentences to the class.

Closing (2 minutes)

1. **Ask:** Is it a good thing that our country is going to have 3 new hospitals? Raise your hands.
2. **Say:** Raise your hand if you think it was easy to write an article by answering questions.
3. Praise pupils for their hard work.

[ARTICLE: NEW HOSPITALS FOR SIERRA LEONE]

3 new hospitals are going to be built in the Western area; all with modern facilities and equipment. These hospitals are part of the government's project to reform the health sector.

The project is a collaboration between the Sierra Leone government and the government of Kuwait, and is part of the new system of free health care for everyone.




The government said that the efforts to make health services better are slow but sure, and that every country needs time to make everything right. The people were also reminded that the government is doing everything it can to provide more electricity, build better roads and keep all people safe.

Sierra Leone has had many problems, but now its economic situation is improving constantly, and more quickly than many other countries in Africa.

[QUESTIONS]

1. What is going to happen?
2. Who is going to do this?
3. Is it a quick or a slow process to improve health care?
4. What is the government trying to do apart from build hospitals?
5. What is happening with the economic situation in Sierra Leone?

Lesson Title: Expressing Opinions	Theme: Writing	
Lesson Number: L-06-128	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to express their opinions about newspaper articles relevant to them and their lives.</p>	 <p>Teaching Aids 1. Article at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>	 <p>Preparation 1. Write the article at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** Do you know anybody who smokes? Raise your hands.
2. **Ask:** Why do people smoke? Raise your hands. Have 1 or 2 pupils give reasons. (Example answers: To feel good for a short time, to fit in with friends)
3. **Ask:** Why is it bad to smoke? Raise your hands. Have 1 or 2 pupils to give reasons. (Example answers: it harms the lungs, it spoils the teeth)
4. Tell pupils that today they will read and speak about smoking and express their opinions.

Introduction to the New Material (11 minutes)

1. **Say:** We will read an article about smoking. Before we read, let's check some words.
2. **Write:** disease, industry, in favour of, against, tobacco.
3. Check pupils understand the meanings of the words. (Meanings: Disease is a sickness or illness. Industry is a business involved in the making or producing of things. In favour of means to agree with something. Against means to disagree with something. Tobacco is the plant the plant that produces leaves which are put in cigarettes.)
4. **Say:** Raise your hand if you can name a cigarette brand.
5. **Ask:** How do you know them? (Example answers: seen someone smoke it, saw an advert)
6. **Write** on the board: Is the person who wrote the article in favour of or against smoking?
7. Point to the article on the board. **Say:** I am going to read a magazine article about smoking. Read and listen carefully. Try and answer the question.
8. Read the article. Read it slowly and clearly. Read it 2 times.
9. **Ask:** Is the person who wrote the article for or against smoking? Raise your hands. (Answer: against)
10. **Ask:** Why is the writer against smoking? Raise your hands. (Answer: It takes money away from families. It is bad for our health.)

Guided Practice (8 minutes)

1. Point to the sentences. **Say:** Look at the sentences on the board in favour of smoking. Raise your hand to tell me what you think. There are no right or wrong answers.
2. Read sentence 1.
3. **Say:** Many people have jobs in the tobacco industry.
4. **Ask** Is this a good thing? Raise your hands.
5. Have 1 or 2 pupils volunteer to comment.
6. Read sentence 2.
7. **Say:** We smoke if we want to. Nobody forces us.

8. **Ask:** Are people forced to smoke or persuaded to smoke? Raise your hands. (If needed, explain that persuaded means that their thinking is changed by someone or something)
9. Have 1 or 2 pupils volunteer to comment.
10. Read sentence 3.
11. **Say:** Many people do things that are bad for their health.
12. **Ask:** Do many people do things that are bad for their health? Raise your hands.
13. Have 1 or 2 pupils volunteer to comment.
14. Read sentence 4.
15. **Say:** We should be free to smoke if we want to.
16. **Ask:** Should people be free to smoke? Raise your hands.
17. Have 1 or 2 pupils volunteer to comment.

Independent Practice (12 minutes)

1. Put pupils in pairs.
2. **Say:** Write 2 reasons against smoking. Write 2 reasons for smoking. Use the article and the statements to help you.
3. Give pupils 7 minutes. If possible, walk around and help pupils if necessary.
4. **Say:** Talk together. Decide if it is better to smoke or not. Explain why you think that. Give pupils 3 minutes.
5. Have 1 or 2 pupils read their sentences. Ask the other pupils if they agree or disagree.

Closing (1 minute)

1. **Say:** Smoking is very bad for your health and your money.
2. **Ask:** Are you going to smoke?
3. Praise pupils for their hard work.

[ARTICLE]

Every year many people die from smoking-related diseases.

Smoking takes money from families who need to buy other things. Even cheap cigarettes can take away an important amount of the money people need to eat and live. This affects our economy. In addition, doctors and hospitals spend time and money on smoking-related illnesses. There are many health problems in our country and smoking adds to our health care costs.

The tobacco industry does not want people to know how dangerous smoking is, and does not want smoking to be stopped in public places. It is true that many people work in this industry, but it is also true that the money spent on smoking could be spent on something different. Other industries could benefit if people did not spend their money on cigarettes.




We know that smoking is bad for us, but do we really want to stop it?

[STATEMENTS IN FAVOUR OF SMOKING]

1. Many people have jobs in the tobacco industry

2. We only smoke if we want to. Nobody forces us to smoke.
3. Many people do things that are bad for their health. Why is smoking different?
4. Nobody should tell us what to do. We should be free to smoke if we want to.

Lesson Title: Formal Letter Format	Theme: Writing	
Lesson Number: L-06-129	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to analyse the format of a formal letter.</p>		<p>Teaching Aids 1. Table at the end of the lesson plan 2. Letter at the end of the lesson plan 3. Letter frame at the end of the lesson plan</p>		<p>Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the letter at the end of the lesson plan on the board</p>
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Opening (1 minute)

1. **Ask:** Do you remember the last letter we wrote in class? Who did we write to? Raise your hand to answer. (Answer: a trade official)
2. Tell pupils that today they are going to learn more about writing formal (official) letters.

Introduction to the New Material (11 minutes)

1. **Ask:** When do we say 'Dear Sir or Madam'? Raise your hands. (Answer: when we do not know the name)
2. **Ask:** When do we say 'Mr. or Mrs.'? Raise your hands. (Answer: when we know the name)
3. Point to the table on the board. **Say:** Look at 1-7 on the board. These are words and phrases we use in an official formal letter.
4. **Say:** Look at a-g. These explain why we use the words and phrases.
5. **Say:** Write the numbers and the letters that match. For example, 1 (Dear Sir or Madam,) matches with f (How to say hello when I do not know the name.)
6. Give pupils 6 minutes.
7. Check pupils' answers. (Answers: 2-c; 3-a; 4-e; 5-d; 6-b; 7-g)
8. Draw a rectangle on the board. **Say:** I write my address top right-hand corner.
9. **Write** 'my address' in the rectangle.
10. **Say:** I write the address of the person I am writing to on the left-hand side of the letter.
11. **Write** 'other person's address' in the rectangle'.
12. **Say:** I write the date under the address of the person I am writing to.
13. **Write** 'date' in the rectangle.
14. Have pupils tell you the position of the phrases (1-7) of the table. Point to the position in the rectangle on the board. (Answers: see letter frame at the end of the lesson plan)

Guided Practice (10 minutes)

1. **Say:** Find a clean page. Copy the information in the rectangle on the board.
2. Explain that this a letter frame. It does not need any information in it.
3. Put pupils in pairs. Tell pupils to write the phrases (1-7) in the correct position on the page of their exercise books.
4. Help pupils if necessary. (Answer: see letter frame at the end of the lesson plan)

Independent Practice (11 minutes)

1. Put pupils in pairs.

2. Point to the letter from Fatmata. Explain that the letter is from Fatmata to the headmaster.
3. Explain that it is not correct. It is not written like a formal letter.
4. **Say:** Write the letter correctly. Use the letter frame in your exercise book to help you.
5. Give pupils 8 minutes.
6. Have a pupil volunteer to read their letter. Correct any mistakes. Example answer:

Dear Sir or Madam,

I am writing to express my opinion about the school prize for the best story, that my friend Lucy should be the winner.

Firstly, her story is really exciting. In addition, it is written in excellent English. Also, it is very funny.

I look forward to hearing from you soon.

Yours faithfully,

Fatmata

Closing (2 minutes)

1. **Say:** Raise your hand if you will remember all the rules for writing formal letters.
2. Praise pupils for their hard work.

[TABLE 1]

1. Dear Sir or Madam,	a. How to say why I am writing the letter
2. Dear Mrs. Fadika,	b. How to say goodbye when I do not know the name
3. I am writing to ...	c. How to say hello when I know the name
4. Firstly, / In addition, / Also,	d. How to end the letter
5. I look forward to hearing from you soon. I hope you will respond to this letter.	e. All the important things I need to say in my letter.
6. Your faithfully,	f. How to say hello when I do not know the name.
7. Yours sincerely,	g. How to say goodbye when I know the name.




[LETTER FROM FATMATA]

Hello headmaster, This letter is about the school prize for the best story. My friend Lucy should be the winner. Her story is a really exciting story. And it is written in excellent English and it is funny too. I hope you agree that her story is good. Please reply to this letter. Goodbye! From Fatmata.

[LETTER FRAME]

My address
Other person's address
Date
Dear Sir or Madam/Mr/Mrs
I am writing to ...
Firstly,
In addition,
Also,
I look forward to hearing from you soon. / I hope you will respond to this letter.
Yours faithfully/sincerely

Lesson Title: Why Formal Letters?	Theme: Writing	
Lesson Number: L-06-130	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to list different reasons we write formal letters.</p>		<p>Teaching Aids 1. Table at the end of the lesson plan 2. Sentences at the end of the lesson plan</p>		<p>Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the sentences at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** What did we study in the last lesson? Raise your hands. (Answer: formal letters)
2. Tell pupils that today they are going to talk about when and why we write formal letters.

Introduction to the New Material (10 minutes)

1. Ask pupils if they know the reasons why people write formal letters.
2. Explain that these are many reasons why people write formal letters.
3. **Write:** I am writing to say sorry for breaking your window.
4. **Say:** This is good English. It is the everyday English we use. We can also say and write this in a more formal way.
5. **Write:** I am writing to apologise for breaking your window.
6. **Write:** I am writing to get a job as a receptionist.
7. **Say:** This is good English. It is the everyday English we use. We can also say and write this in a more formal way.
8. **Write:** I am writing to apply for the job as receptionist.
9. **Write:** I am writing to ask for information about the university.
10. **Say:** This is good English. It is the everyday English we use. We can also say and write this in a more formal way.
11. **Write:** I am writing to request information about the university.
12. **Write:** I am writing to say the service in the restaurant was not good.
13. **Say:** This is good English. It is the everyday English we use. We can also say and write this in a more formal way.
14. **Write:** I am writing to complain about the service in the restaurant.
15. **Write:** I am writing thank you for your help.
16. **Say:** This is good English. It is the everyday English we use. We can also say and write this in a more formal way.
17. **Write:** I am writing to express gratitude for your help.
18. Read the formal sentences. Pupils listen and repeat.

Guided Practice (8 minutes)

1. Point to the table on the board. **Say:** In column 1 there is every day English. In column 2 there is formal English. Match the words in column 1 to the words in column 2. You have 4 minutes.
2. Have different pupils volunteer to share their answers. (Answers: 1-f; 2-d; 3-g; 4-e; 5-b; 6-a; 7-c)

Independent Practice (12 minutes)

1. Put pupils in pairs.

2. Point to the sentences on the board. **Say:** Read the sentences. You have 1 minute.
3. **Say:** They are everyday English. Write the first line of a formal letter to say why you are writing. Use the sentences on the board to help you.
4. Do an example to show pupils what to do. **Say:** Look at sentence a. **Ask:** Which formal words do we need to use? Raise your hands. (Answer: express gratitude)
5. **Write:** I am writing to express gratitude for helping me with my homework.
6. Give pupils 10 minutes.

Closing (4 minute)

1. Have different pupils volunteer to read the first lines of their letters. (Answers: b. am writing to apologise for fighting with Wenish. c. I am writing to complain about my new mobile phone. d. I am writing to request information about the school trip. e. I am writing to apply for the job in your shop. f. I am writing to express gratitude for giving me another opportunity to take the exam.)
2. Praise pupils for their hard work.




[TABLE]

Every day English	Formal English
1. To say sorry	a. To supply something
2. To say something is not good	b. To apply for something
3. To ask for something	c. To respond to something
4. To say thank you	d. To complain about something
5. To get a job	e. To express gratitude for something
6. To give information	f. To apologise for something
7. To answer a broadcast	g. To request something

[SENTENCES]

- a. Thank you so much for helping me with my homework.
- b. I am very sorry for fighting with Wenish.
- c. My new mobile phone does not work!
- d. I need some information about the school trip.
- e. I would like the job in your shop.
- f. Thank you for giving me another opportunity to take the exam

Lesson Title: Formal Language	Theme: Formal Letters	
Lesson Number: L-06-131	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use formal expressions when writing to people about official matters.</p>	 <p>Teaching Aids 1. Table at the end of the lesson plan 2. Letter at the end of the lesson plan</p>	 <p>Preparation 1. Write the table at the end of the lesson plan on the board. 2. Write the letter at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Say:** In the last lesson we used some formal expressions. What is the formal word for ‘to ask for something’? Raise your hands. (Answer: request)
2. **Ask:** When do we need to use formal vocabulary? Raise your hands. (Answer: In formal letters, academic essays)
3. Tell pupils that today they are going to learn some more formal words and expressions.

Introduction to the New Material (9 minutes)

1. **Write:** Can you give me a leaflet? I am writing to request an information leaflet.
2. Point to the sentences on the board. **Say:** Look at the sentences on the board.
3. **Ask:** Which is formal English? (Answers: 1 is informal; 2 is formal)
4. Underline the word ‘request’. **Say:** This is a formal word.
5. **Ask:** What does it mean? Raise your hands to answer. (Answer: ask for)
6. **Ask:** Do you remember any other formal words or expressions? Raise your hands. Have pupils volunteer suggestions. (Example answers: supply, apply, respond, complain, express gratitude, apologise)
7. Point to the table on the board. **Say:** In column 1 there are some every day words. In column 2 there are some formal words. Match a word in column 1 with a word in column 2.
8. Give pupils 5 minutes.
9. Check answers with the whole class. (Answers: 1-e; 2-c; 3-b; 4-a; 5-f; 6-d)
10. Explain that formal English is used as it is often very polite. Tell pupils we usually use formal English when we speak or write to professional so that we sound more polite.

Guided Practice (12 minutes)

1. Point to the letter on the board. **Say:** I am going to read the letter. At the end I will ask you what kind of letter it is. Remember the reasons why people write formal letters that we studied in the last lesson.
2. Read the letter. Read it slowly and clearly. Pupils listen and read.
3. **Ask:** What kind of letter is it? Raise your hands. (Answer: a letter of complaint)
4. **Say:** Look at the underlined words in the letter on the board. Let’s use more formal words from the words from our table.
5. Point to the first underlined word ‘good’. **Ask:** What formal word can we use here? Raise your hands. Have a pupil give you the formal word for ‘good’. (Answer: satisfactory)
6. Erase the word ‘good’ and **write** ‘satisfactory’.
7. Repeat for the other underlined words, using the answers from the table.

Independent Practice (8 minutes)

1. Ask pupils to choose 4 informal words from the table. **Say:** Write 2 sentences. Each sentence must have 1 of the informal every day words in it. You have 4 minutes.
2. **Say:** Now rewrite your sentences using words which mean the same but are more formal. Give pupils 2 minutes.

Closing (3 minutes)

1. Have pupils volunteer to read their formal sentences.
2. **Say:** You sound very formal and polite.
3. Praise pupils for their hard work.

[TABLE]

Every day English	Formal English
1. boss	a. immediately
2. old people	b. mistaken
3. wrong	c. senior citizens
4. right now	d. unsatisfactory
5. good	e. manager
6. bad	f. satisfactory

[LETTER]

Dear Mr. Saad,

I am writing to inform you about an incident that happened in our school last month. We were looking forward to a lovely singing festival and your shop agreed to supply all the drinks for the day.

However, the juice was not good. Some of the bottles were already open, and they had flies in them. In addition, there were not enough bottles and some of the old people who came to watch us sing did not get a drink.

Also, the juice was not cold, and this was bad, as the weather was very hot. If you believe that because we have already paid, we will not complain, you are wrong. I will also be writing to your boss about this.




I request that you refund our money right now.

I look forward to hearing from you soon.

Yours sincerely,

Mrs. Thomas

Lesson Title: Vocabulary: Word Families	Theme: Formal letters	
Lesson Number: L-06-132	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to develop categories of words relating to a current event.</p>	 <p>Teaching Aids</p> <ol style="list-style-type: none"> 1. Picture and instructions at the end of the lesson plan. 2. Letter at the end of the lesson plan. 	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Draw the picture (with instructions) at the end of the lesson plan on the board. 2. Write the letter at the end of the lesson plan on the board.
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Opening (2 minutes)

1. **Ask:** What are formal words for 'good' and 'bad'? Raise your hands. (Answer: satisfactory and unsatisfactory)
2. **Write** the words on the board.
3. **Ask:** Are these words nouns, verbs, adjectives or adverbs? (Answer: adjectives)
4. Tell pupils that today they are going to look at families of words like these.

Introduction to the New Material (10 minutes)

1. Point to picture on the board. **Ask:** What is this? Raise your hands (Answer: a stem)
2. **Say:** It looks like a plant. It has the word 'science' written on it. Look at the word on the leaf.
3. **Ask:** What is the word on the leaf? Raise your hands. (Answer: scientific)
4. **Ask:** Is 'science' a noun, a verb or an adjective? Raise your hands. (Answer: a noun)
5. **Ask:** Is 'scientific' a noun, a verb or an adjective? Raise your hands. (Answer: an adjective)
6. Draw another leaf on the stem. Ask whether the pupils can think of another word similar to 'science'.
7. If pupils do not know, **ask:** What is the job related to science? (Answer: scientist)
8. **Write** 'scientist' on the leaf.
9. **Ask:** Is 'scientist' a noun, a verb or an adjective? Raise your hands. (Answer: noun)
10. Point to the words 'science', 'scientific' and 'scientist'. **Say:** These words are a word family. They are connected but they are different kinds of words.

Guided Practice (11 minutes)

1. Put pupils in pairs.
2. Point to letter on the board.
3. **Say:** Read the letter. Find 3 pairs of words that belong to the same word family.
4. Give pupils 5 minutes.
5. Explain any new words. (Possible new words: respond – reply; fibre-optic cables – wires which can make internet connections fast; compete – have a competition; international – involving many countries)
6. **Ask:** What words did you find? Raise your hands.
7. **Write** the answers on the board and underline the changes in the words. (Answers: compete/competition; succeed / success; fail /failure)
8. **Write** on the board: compete, competition.
9. **Ask:** What kind of word is 'compete'? Raise your hands. (Answer: verb)

10. **Ask:** What kind of word is 'competition'? (Answer: noun)

Independent Practice (11 minutes)

1. **Write** on the board: succeed/success, fail/failure, quick/quickly, add/addition
2. Put pupils in pairs.
3. **Say:** There are 4 words families. In each family there are 2 words.
4. Decide what type of word each one is. Choose from verb, noun, adjective or adverb.
5. Give pupils 8 minutes.
6. Ask pupils to raise their hand to answer. (Answers: succeed-verb, success-noun; fail-verb, failure-noun; quick-adjective, quickly -adverb; add -verb, addition-noun)

Closing (1 minute)

1. **Ask:** What did you learn today? Raise your hands. (Answer: word families)
2. Praise pupils for their hard work.

[PICTURE INSTRUCTIONS]






- Draw a stem.
- In the centre **write** 'science'.
- On the first leaf **write** 'scientific'.

[LETTER]

I am writing to respond to the news that new fibre-optic cables are being laid, to take Internet connections to all universities in our country.

In my opinion, it is extremely important that universities have an Internet connection, so that our pupils can compete with pupils from other nations. There is so much international competition now. An internet connection can make the difference between success and failure. Also, I would like to add that if we want our country to succeed in every way, and not to fail, then we must continue to make progress in this area.

Lesson Title: Conjunctions and Compound Sentences	Theme: Formal Letters	
Lesson Number: : L-06-133	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to identify conjunctions we use to create compound sentences.</p>	 <p>Teaching Aids Sentence starters at the end of the lesson plan.</p>	 <p>Preparation Write the sentence starters at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Write** this sentence on the board: William walked to the shop slowly because he was very tired.
2. **Say:** Look at the sentence on the board. There are 2 different ideas in the sentence.
3. **Ask:** What are they? Raise your hands to answer. (Answer: William walked to the shop slowly. He was tired.)
4. **Ask:** How are the 2 ideas joined? Raise your hands. (Answer: with the word 'because')
5. Tell pupils that today they are going to learn how to join ideas in a sentence.

Introduction to the New Material (11 minutes)

1. **Say:** Raise your hand if you have seen words like 'because' before.
2. Have pupils say which other joining words they know.
3. **Write** words pupils tell you on the board. (Example answers: but, and, so, while, as a result, also)
4. **Ask:** What do these words do? Raise your hands. (Answer: connect parts of sentences, join ideas)
5. Point to the sentence starters on the board. **Say:** Complete the sentences.
(Note: Pupils have learned these words and practiced compound and complex sentences before. They should not have too many problems.)
Give pupils 5 minutes.
6. Have 3 or 4 pupils volunteer to read their sentences.
7. Point to the joining words in each sentence starter. Ask questions to check understanding.
8. **Ask:** When do we use 'and'? (Answer: when the 2 ideas are similar)
9. When do we use 'because'? (Answer: when the second idea is the reason for the first idea)
10. When do we use 'so'? (Answer: when the second idea is the reason for the first idea)

Guided Practice (7 minutes)

1. **Write:** He has a mobile phone. He does not have a computer.
2. **Say:** Read the sentence.
3. **Ask:** Which joining word do we need to use? (Answer: but - the 2 ideas are different)
4. **Say:** Write this sentence in your exercise books.
5. Give pupils 1 minute.
6. Have a pupil volunteer to say the sentence. (Answer: He has a mobile phone but he does not have a computer.)
7. Repeat with these sentences:
 - a. I like helping my mother. I do not like looking after our animals. (Answer: I like helping my mother but I do not like looking after our animals.)

- b. We were all thirsty. We went to get some water. (Answer: We were all thirsty so we went to get some water.)
- c. They all washed their faces. They went to bed. (Answer: They all washed their faces before they went to bed.)

Independent Practice (12 minutes)

1. **Say:** Write 3 sentences with a joining word. Use the sentence starters on the board to help you.
2. Give pupils 6 minutes.
3. Have 2 or 3 pairs volunteer to read their complete sentences. Correct any mistakes.




Closing (2 minutes)

1. **Ask:** How can we make sentences longer and more interesting? Raise your hands. (Answer: by using joining words/conjunctions)
2. **Ask:** What conjunctions have we practiced using today? Raise your hands. (Answers: and, so, because, but, before)
3. Praise pupils for their hard work.

[SENTENCE STARTERS]

1. I did all my homework before ...
2. She is very clever and
3. It was raining so ...
4. He felt tired after ...
5. She always studies hard but ...

Lesson Title: Conjunctions and Compound Sentences (continued)	Theme: Formal Letters	
Lesson Number: L-06-134	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to combine simple sentences to create compound sentences.</p>		<p>Teaching Aids 1. Sentence starters at the end of the lesson plan 2. Text (and answers) at the end of the lesson plan</p>		<p>Preparation 1. Write the sentence starters at the end of the lesson plan on the board. 2. Write the text at the end of the lesson plan on the board. Do not write the answers.</p>
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Opening (1 minute)

- Say:** Raise your hand if you can tell me 2 joining words (conjunctions) from the last lesson?
(Example answers: so, because, before, after)
- Tell pupils that today they are going to practice using these words to create sentences.

Introduction to the New Material (10 minutes)

- Say:** I was tired and ...
Ask pupils how they can finish the sentence. Have 1 or 2 pupils finish the sentence.
Write 1 of their correct sentences on the board. (Example answer: I was tired and sleepy.)
- Say:** I was tired so ...
Ask pupils how they can finish the sentence. Have 1 or 2 pupils finish the sentence.
Write 1 of their correct sentences on the board. (Example answer: I was tired so I went to sleep.)
- Say:** I was tired because ...
Ask pupils how they can finish the sentence. Have 1 or 2 pupils finish the sentence.
Write 1 of their correct sentences on the board. (Example answer: I was tired because I walked for 4 hours.)
- Say:** I was tired before ...
Ask pupils how they can finish the sentence. Have 1 or 2 pupils finish the sentence.
Write 1 of their correct sentences on the board. (Example answer: I was tired before I slept.)
- Say:** I was tired after...
Ask pupils how they can finish the sentence. Have 1 or 2 pupils finish the sentence.
Write 1 of their correct sentences on the board. (Example answer: I was tired after walking for 4 hours.)
- Read** the sentences. Pupils listen and repeat.

Guided Practice (8 minutes)

- Point to the sentences on the board. **Say:** Look at the sentences. The joining words are not correct. Let's correct them together.
- Read the incorrect sentences. Have pupils volunteer answers. (Answers: a. so; b. after; c. because; d. but)

Independent Practice (12 minutes)

- Ask:** Why is going to school important? Raise your hands.

2. **Say:** Look at the text on the board. Raise your hand if you think the sentences are short.
3. **Say:** They are short sentences. We will make the text more interesting by joining ideas.
4. Point to the first 2 sentences. **Say:** Read and think.
5. Give pupils a minute. **Ask:** What conjunction could go here? Raise your hands. (Answer: but)
6. **Say:** Write the text in your book with joining words and longer sentences. You have 8 minutes.

Closing (4 minutes)

1. Ask pupils to raise their hand to share answers. (Answer: see end of lesson plan)
2. Praise pupils for their hard work.

[SENTENCES]

- a. She was good at dancing but she won the competition.
- b. The children went home before they had finished school.
- c. I am happy but it is my birthday.
- d. Amina was not hungry and she ate the cake.




[TEXT]

The national test results showed that girls got better results than boys. The difference was very small. Education is important for boys. It is important for girls. We need education. Our country can develop. Exams are important. Going to school is more important. However, some children cannot attend school. They live too far away. I think the important thing is to make sure that everybody goes to school, not only to pass exams.

[TEXT: ANSWERS]

The national test results showed that girls got better results than boys but the difference was very small. Education is important for boys and it is important for girls. We need education so our country can develop. Exams are important but going to school is more important. However, some children cannot attend school because they live too far away. I think the important thing is to make sure that everybody goes to school, not only to pass exams.

Lesson Title: Planning a Formal Letter	Theme: Formal Letters	
Lesson Number: L-106-135	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to plan and write the main idea and supporting details of a class letter about a current event.</p>	 <p>Teaching Aids Letter layout at the end of the lesson plan</p>	 <p>Preparation Write the letter layout at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

- Ask:** What did we write sentences about in the last lesson? Raise your hands to answer.
(Answer: that the school was going to close)
- Say:** Imagine that we have no school. We want the government to build one here.
- Tell pupils that today they are going to plan a letter about this.

Introduction to the New Material (10 minutes)

- Ask:** If there was no school in this area, how would this affect you? Raise your hands to answer.
- Have 1 or 2 pupils answer with their own ideas. (Example answer: We would not have anywhere to learn.)
- Ask:** Who could you write to, to ask for a school to be built? Raise your hands.
Have 1 or 2 pupils answer with their own ideas. (Example answer: the President of Sierra Leone)
- Say:** Raise your hands if you think we should write a formal letter.
- Point to the letter layout on the board. **Say:** Look at the formal letter layout on the board.
- Ask:** What goes in each part? Guide pupils through the following: 1. my address; 2. the name and address of the person I am writing to; 3. the date; 4. Dear Mr./ Dear Mrs./ Dear Sir or Madam; 5. I am writing to ...; 6. my ideas; 7. what I want to happen/ I look forward to hearing from you; 8. Yours faithfully or Yours sincerely; 9. my name.
- Write** the different parts of the letter in the numbered boxes of the layout on the board.

Guided Practice (8 minutes)

- Ask:** Why is a school necessary in this area? Raise your hands.
- Have 2 or 3 pupils make suggestions. (Example answers: so that children have a place to learn, so that children do not have to go far for school)
- Put pupils in pairs.
- Say:** Work in pairs. Think of 2 good reasons why we need a school in this area. It is a good idea to make a note of the ideas.
- Remind pupils about using conjunctions. Example: There are a lot of young people here and they need an education.
- Give pupils 6 minutes.
- Have pupils volunteer to share their ideas with the class. (Example answers: so that children have a place to learn, so that children do not have to go far for school)

Independent Practice (14 minutes)

1. **Say:** Work alone. Write your letters using your ideas. Use the letter layout on the board to help you. Use the other letters we have studied in the lessons to help you.
2. Give pupils 12 minutes. If possible, walk around and help pupils.
3. Have 2 or 3 pupils volunteer to read their letters to the class.

Closing (1 minute)

1. **Say:** Raise your hand if you can write a letter about building a school here.
2. Praise the pupils for their hard work.

[LETTER LAYOUT]

1.

2.

3.

4.

5.




6.

7.

8.

9.

Lesson Title: Headings, Titles and Illustrations	Theme: Reading nonfiction	
Lesson Number: L-06-136	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use headings and titles to find information in a newspaper.</p>	 <p>Teaching Aids 1. Headlines at the end of the lesson plan 2. News stories at the end of the lesson plan 3. News summaries at the end of the lesson plan</p>	 <p>Preparation 1. Write the headlines and at the end of the lesson plan on the board. 2. Write the news stories at the end of the lesson plan on the board. 3. Write the news summaries at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** When we read a newspaper do we read every word, from the first page to the last? Raise your hands. (Answer: no)
2. **Ask:** Can headlines and pictures help us to understand a newspaper? (Answer: yes)
3. Tell pupils that today they going to look at some headlines and write their own headlines.

Introduction to the New Material (10 minutes)

1. Explain that the 'headline' of a news stories is like the title of a story. It tells us what the news story is about in an interesting way. It makes us want to read the story.
2. Point to the headlines on the board. Read each one 2 times.
3. Check the meaning of new words with pupils - puppies are baby dogs; inflated means made bigger, sometimes full of air like a balloon; heroine is the female of hero, a person who does something very brave and special; defeated is beaten/lost in a war, a competition or a sports tournament)
4. **Say:** Look at the headlines on the board. Point to the first headline. **Ask:** Can you guess what the story is about? Raise your hands.
5. Have 1 or 2 pupils volunteer suggestions for the first headline.
6. Put pupils in pairs. Tell pupils to guess what each story is about. Give pupils 6 minutes. Do not tell them if their guess is correct or not.

Guided Practice (7 minutes)

1. **Say:** I am going to tell you what each story is about. Listen and check if you guessed the headline correctly or not.
2. Read the first story slowly and clearly.
3. Read it again. Check that pupils understand.
4. **Say:** Raise your hand if you guessed correctly.
5. Repeat with the other stories.

Independent Practice (14 minutes)

1. Put pupils in pairs.
2. Point to the first news summary. **Say:** Look at the first news summary on the board.
3. Give pupils time to read. Check pupils understand.

4. **Say:** Think of a headline for the story. Try to write a headline that makes people want to read the story.
5. Give pupils 2 minutes.
6. Repeat with the other 2 stories.
7. Have pupils volunteer to read the headlines they have written to the class.
8. Write a few suggestions on the board. (Example answers: a. Barca beat United 5-0; b. Gold rush for farmer; c. 245 passengers survive plane crash)

Closing (2 minutes)

1. **Ask:** Which headline do you like best that is on the board? Raise your hands.
2. Praise pupils for their hard work.

[HEADLINES]

1. *Puppies in Deep Trouble*
2. *Inflated Fish*
3. *Handbag Heroine*
4. *Sierra Leone Brave but Defeated*
5. *Ready for Anything!*




[NEWSPAPER STORIES]

1. This is a story about 2 children who were walking across a field and saw a deep hole. At the bottom of the hole were 3 abandoned puppies. They climbed in and rescued them.
2. This story is about the price of fish going higher and higher in the markets.
3. This story is about a grandma who stopped 3 thieves on motorbikes by hitting them with her handbag.
4. This story is about the Kabaddi World Cup, where India beat Sierra Leone, but only by 46 to 38 points.
5. This story is about 652 paramedics who received special training in how to respond in an emergency.

[NEWS SUMMARIES]

- a. Barcelona football club beat Manchester United 5-0.
- b. A farmer has found a box full of gold buried under a tree.
- c. A plane crashed yesterday with 245 passengers but nobody was killed.

Lesson Title: How to Write Headings, Titles and Illustrations (continued)	Theme: Reading Non-fiction	
Lesson Number: L-06-137	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes</p> <p>By the end of the lesson, pupils will be able to write information from a newspaper or magazine from illustrations.</p>		<p>Teaching Aids</p> <p>1. Pictures on the board - see preparation 2. Headlines at the end of the lesson plan</p>		<p>Preparation</p> <p>1. Draw simple pictures on the board: A mountain with a flag at the top; a football or other trophy with 2016 or 2017 written on it; a circle representing a planet. 2. Write the headlines at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Say:** In the last class we talked about newspaper headlines.
2. **Ask:** If we read a newspaper or magazine, why do we look at the pictures? Raise your hands. (Answer: to help us find out what the story is about)
3. Tell pupils that today they are going to look at the connection between pictures and news stories

Introduction to the New Material (6 minutes)

1. **Say:** Look at the pictures on the board. Tell me what you see. Raise your hand to answer. (Answers: a mountain with a flag on top, a sports trophy, our planet, Earth)
2. **Ask:** If you saw these pictures in a newspaper or magazine, which story would you read?
3. Ask pupils to raise their hand for the story they would read as you point to each picture.
4. **Ask:** Why? Have some pupils volunteer to say why they chose their story. (Example answers: because I like mountains, because I like sports, because I want to know more about Earth)

Guided Practice (12 minutes)

1. Put pupils in pairs.
2. **Say:** Look at the headlines on the board. They are not connected with the pictures. Decide which pictures would go well with these stories. Try to think of a picture that would make people want to read the stories. You do not need to write or draw anything,
3. Give pupils 2 minutes.
4. Have 1 or 2 pupils say what ideas for pictures they had for the first story. (Example answer: picture of a mother holding a baby)
5. Repeat for each story. (Example answers: b. a person surfing on a beach; c. a plane taking off behind a building; d. a sports trophy)

Independent Practice (13 minutes)

1. Tell pupils to look again at the pictures on the board. **Say:** Look at the first picture. Write a sentence saying what the story is about. Make it an interesting sentence.
2. Give pupils 2 minutes.

3. Have some of the pupils volunteer to stand up and read out their sentences. Ask the rest of the class if they think the story matches the picture. (Example answer: Youngest Sierra Leonean to climb Mount Everest.)
4. Repeat step 2 for the second and third picture. (Example answers: Manchester United with 2016 European Premier League; global warming harming our planet, Earth)




Closing (2 minutes)

1. **Say:** I am going to ask you some questions. Raise your hand to answer. **Ask:** Would anybody like to work as a reporter, writer or journalist in the future? What about a news photographer? What qualities do you need to do these jobs? (Example answers: writing skills, awareness about what is happening in the world)
2. Praise pupils for their hard work.

[HEADLINES]

- a. Mother Delighted as Missing Child Found Safe and Well
- b. More Tourists Surfing in Sierra Leone
- c. New Airport for Mamamah
- d. The Elephants Promise to Beat D.R. Congo

Lesson Title: Using Questions to Clarify	Theme: Reading Nonfiction	
Lesson Number: L-06-138	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to ask and answer questions to clarify confusing information.</p>	 <p>Teaching Aids Text at the end of the lesson plan</p>	 <p>Preparation</p> <ol style="list-style-type: none"> 1. Write 'Snake Vindicated' on the board. 2. Write the text at the end of the lesson plan on the board. 3. Draw the table in the Introduction to New Material section on the board. 4. Read the story of the snake in the Introduction to New Material section.
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Opening (2 minutes)

1. **Say:** Please raise your hands and ask me some questions about today's class. Have pupils ask you questions. (Example answers: Will we learn more about newspaper articles? Will we write today? Will we work in pairs?)
2. Tell pupils that today class is about questions.

Introduction to the New Material (11 minutes)

1. Point to the words, 'Snake vindicated'. Explain that this is a headline.
2. **Ask:** What do you think the story is about? Raise your hands.
3. Ask if the pupils know the word 'vindicated'. Explain the word vindicated (shown to be innocent, not done anything wrong).
4. **Write** on the board: What, when, where, why
5. **Ask:** Would you like to know what happened?
6. **Say:** Ask me some questions to find out. Use the question words on the board.
7. As pupils ask you questions, ask other pupils to make a note if the grammar of each question is not correct. (Example answers: What did the snake do? When did this happen? Where did this happen? Why was the snake vindicated?)
8. Respond to the questions using information from the story: A snake was killed by villagers in Nigeria last month because it was so big and fat they thought it had eaten a cow. When they opened it up they found it was pregnant with about 40 eggs inside it!
9. Discuss the grammar of questions. Explain that we form questions with a question verb, helping verb, subject/person and verb using the table:

question word	helping verb	subject	verb
When/What/ Where/Why	did	it the story	happen?

Guided Practice (11 minutes)

1. Point to the text on the board. **Say:** Here are some short pieces of information. They are answers to questions about a horrible parasite called the 'tongue-eating louse'.
2. Explain that a louse is usually an insect that lives on other animals, a parasite.

3. Put pupils in pairs.
4. **Say:** Read the information. Write the questions that were asked to get that answers.
5. Give pupils 7 minutes. If possible, walk around and help pupils.
6. Have different pupils to volunteer to say their questions. (Answers: a. How long is it or How big is it? b. Where does it live? c. What does it eat? d. Can it hurt humans?)

Independent Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Now we are going to play a game. Think secretly about an animal you know about. Do not tell your partner what the animal is. Your partner will ask you questions until he or she guesses which animal it is. Then change roles.
3. Give pupils 8 minutes.

Closing (1 minute)




1. Praise pupils for their hard work.

[TONGUE-EATING LOUSE TEXT]

Tongue-eating Louse

- a. It is 4 cm long.
- b. It eats fish's tongues.
- c. It lives in America.
- d. No, it cannot hurt humans.

Lesson Title: Charts, Diagrams and Graphs	Theme: Reading nonfiction	
Lesson Number: L-06-139	Class/Level: Class 6	Time: 35 minutes

	Learning Outcomes By the end of the lesson, pupils will be able to tell the difference between information in a chart, a diagram and graph.		Teaching Aids 1. Drawings of a simple bar chart, diagram and graph on the board 2. Sentences at the end of the lesson plan		Preparation 1. Draw on the board: a simple bar chart, diagram and graph (see end of lesson plan for examples). 2. Write the sentences at the end of the lesson plan on the board.
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Opening (1 minute)

1. **Ask:** Why do we have illustrations in non-fiction texts? Raise your hands. (Answer: to help us understand the content)
2. **Ask:** What kind of illustrations do we see in books? Raise your hands. (Answer: pictures, photos diagrams, charts, graphs)
3. Tell pupils that today they are going to look at some kinds of visual aids.

Introduction to the New Material (5 minutes)

1. Point to the board. **Say:** Look at the first drawing on the board. This is a bar chart. Look at the second. This is a graph. Look at the third. This is a diagram.
2. Point to the graphics. **Say** the words. Pupils listen and repeat. Repeat this 2 times.

Guided Practice (13 minutes)

1. Point the sentences on the board. **Say:** Read the sentences. Let's decide which graphic would be used of each type of information and why.
2. **Say:** Look at the first sentence: The different parts of the eye.
3. **Ask:** What do we need to be able to make people understand the different parts of the eye? Raise your hands. (Answer: a diagram)
4. Point to the diagram of an eye on the board. Read the labels with different parts of the eye – eyelid, eyelash, iris (coloured round in the eye), pupil (the small black circle in the middle of the eye).
5. Explain that a diagram shows what something is or how something works.
6. **Say:** Look at the second sentence: The number of pupils (boys and girls) who are absent during the week in a school. Explain that 'increase' means to go up.
7. **Ask:** What do we need to be able to make people understand how many boys and girls were absent during a week in a school? Raise your hands. (Answer: a line graph)
8. Point to the simple line graph on the board. Explain that a graph usually shows us information about change. For example, the number of pupils who are absent in the week.
9. Explain the horizontal and vertical axis. **Say:** The horizontal axis shows the days of the week. (Point to the horizontal axis.) The vertical axis shows the numbers of pupils. (Point to the vertical axis.)
10. **Say:** Look at the third sentence: Number of pupils who like the various subjects in school.
11. **Ask:** What do we need to be able to compare the number of pupils who like different subjects in school? Raise your hands. (Answer: a bar chart)

- Point to the simple bar chart on the board. Explain that a bar chart usually compares information. For example, the number of pupils who like Maths compared to the number of pupils who like English. Explain the horizontal and vertical axis. **Say:** The horizontal axis shows the subjects. (Point to the horizontal axis.) The vertical axis shows the numbers of pupils in twenties. (Point to the vertical axis.)

Independent Practice (15 minutes)

- Write:** The parts of a tree.
- Ask:** What kind of graphic do we need? Raise your hands. (Answer: a diagram)
- Write** and explain the words: branch, leaf, trunk.
- Say:** Draw a diagram of a tree in your exercise book and label branch, leaf and trunk.
- Give pupils 5 minutes.
- Draw the diagram while pupils are drawing.
- Say:** Raise your hand if yours is similar to mine.
- Write:** There are 300 pupils in Primary 5 and 200 pupils in Class 6.
- Ask:** What kind of graphic do we need? Raise your hands. (Answer: a bar chart)
- Draw the bar chart with the class name on the horizontal line and number of pupils on the vertical line in 100s.
- Write:** The number of cars in the town has increased from 500 to 1,000 over 5 years.
- Ask:** What kind of graphic do we need? Raise your hands. (Answer: a line graph)
- Draw the line graph with the years (1-5) on the horizontal line and the number of cars in 100s on the vertical line.

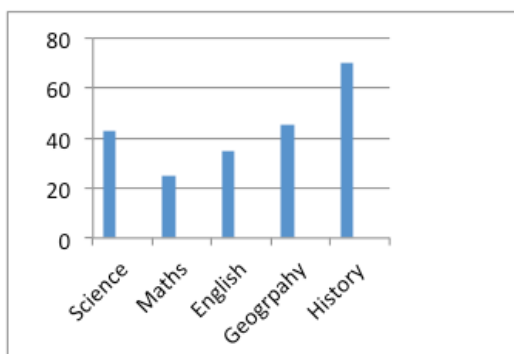
Closing (1 minute)

- Say:** Raise your hand if you know the difference between the graphics.
- Praise pupils for their hard work.

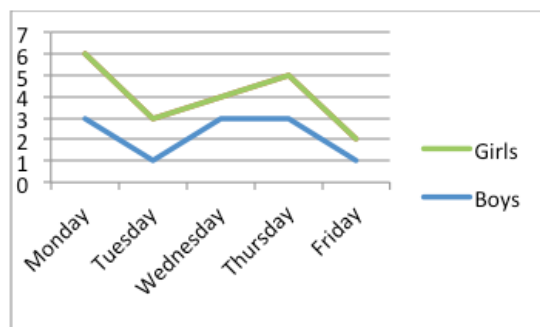
[SENTENCES]

- The different parts of the eye.
- The number of pupils (boys and girls) who are absent during the week in a school.
- Number of pupils who like the various subjects in school.

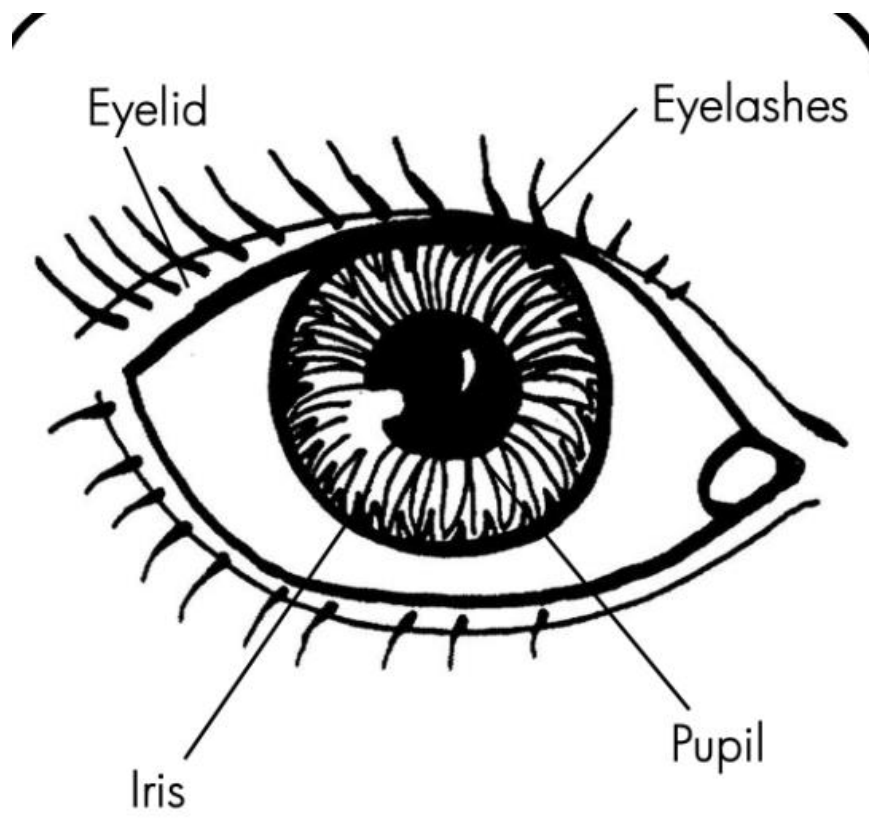
BAR CHART






LINE GRAPH



[DIAGRAM: THE EYE]



Lesson Title: Charts, Diagrams and Graphs (continued)	Theme: Reading Non-fiction	
Lesson Number: L-06-140	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to study charts, diagrams and graphics for information.</p>	 <p>Teaching Aids 1. Bar chart and line graph at the end of the lesson plan 2. Text at the end of the lesson plan 3. Questions at the end of the lesson plan</p>	 <p>Preparation 1. Draw the bar chart and line graph at the end of the lesson plan on the board. 2. Write the text at the end of the lesson plan on the board. 3. Write the questions at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** What is your favourite subject at school? Raise your hand to answer.
2. **Ask:** What do you think the most popular subject is? Raise your hand to answer.
3. Tell pupils that today they are going to look at a chart about favourite subjects

Introduction to the New Material (10 minutes)

1. Point to the chart on the board. Point to the horizontal axis. **Say:** Look at the chart in the board.
2. **Ask:** What can you see on the horizontal axis? Raise your hand to answer. (Answer: subjects)
3. Point to the vertical axis. **Ask:** And the vertical axis? Raise your hands. (Answer: numbers)
4. **Say:** In a school, the children were asked to say how much they liked each subject, from 1 to 10.
5. **Ask:** What is the most popular subject in this school? Raise your hands. (Answer: History)
6. **Ask:** What subject comes second? Raise your hands. **Ask:** And last? (Answer: Geography, Maths)
7. **Say:** Look at the text on the board below the chart. Let's try to fill it in together.
8. Read the text with the gaps. Pupils listen and read.
9. Read the text again. Stop at the first gap.
10. **Ask:** What word goes here? Raise your hands. (Answer: History)
11. **Ask:** What do we write in the first spaces? (Answer: History)
12. Repeat for the other spaces. (Answers: b. Science, Maths, English; c. Maths)

Guided Practice (10 minutes)

1. **Say:** Let's look at the line graph. I will ask you some questions raise your hands to answer.
2. **Say:** The graph shows the number of boys and girls absent in a class during a school week. The vertical axis shows the number of pupils absent. The horizontal axis shows days of the week.
3. **Ask:** Who had more absences from school, girls or boys? (Answer: girls)
4. **Ask:** Which day had the most absences in total? (Answer: Monday)
5. **Say:** Write a sentence about boys and girls absent on Monday. Give pupils 3 minutes.
6. **Ask:** Who can give me a good sentence? (Example: On Monday, 6 girls and 3 boys were absent.)
7. **Say:** Write a sentence about boys and girls absent on Friday. Give pupils 3 minutes.
8. **Ask:** Who can give me a good sentence? (Example: On Friday, 2 girls and 1 boy were absent.)

Independent Practice (10 minutes)

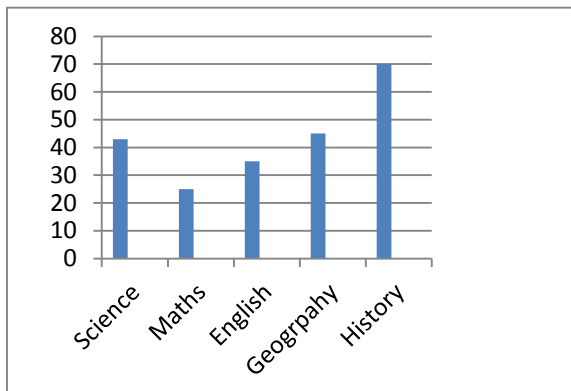
1. Point to the questions on the board. **Say:** Look at the questions for the graph. Study the graph. Answer the questions in your exercise books.

2. Give pupils 8 minutes. If possible, walk around and help pupils.
3. Have different pupils answer. (Example answers: a. It shows us the number of boys and girls absent from class in the school week. b. It shows us that generally there are more girls absent than boys. c. It shows that more pupils are absent on Monday and fewer pupils are absent on Fridays. d. The History class is the most popular subject and it is on Friday. Fewer boys and girls are absent on Friday.)

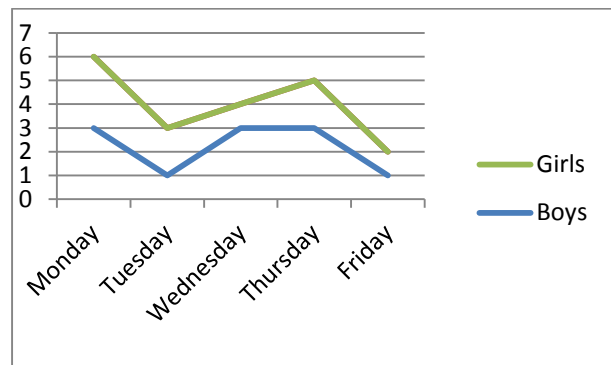
Closing (2 minutes)

1. **Ask:** In our school, do we usually have more girls absent or boys absent? Would our graph look similar or different? How? Raise your hands. (Answer: yes)
2. Praise pupils for their hard work.

[BAR CHART]



[LINE GRAPH]






[TEXT]

a. _____ is the most popular subject. It has a score of 70. Geography is more popular than b. _____. Science comes third, with a score of about 42. The subject pupils enjoy the least is c. _____, with a score of about 23.

[QUESTIONS]

- What information does this line graph show?
- What is the general information it shows about absent boys and girls in the week?
- What does it tell us about Mondays and Fridays?
- The History class is usually on a Friday. Do you think there is any connection between that and the information on the graph?

Lesson Title: Writing with Information	Theme: Writing with Information	
Lesson Number: L-06-141	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to choose a class topic for writing with true information.</p>		<p>Teaching Aids 1. Text at the end of the lesson plan 2. Questions at the end of the lesson plan</p>		<p>Preparation 1. Write the text at the end of this lesson plan on the board. 2. Write the questions at the end of the lesson plan on the board.</p>
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Opening (3 minutes)

1. **Ask:** What is your favourite subject at school? Raise your hands.
2. **Ask:** Do you know a lot about your favourite subject?
3. Tell pupils that today they are going to choose a topic for an information text.

Introduction to the New Material (10 minutes)

1. **Say:** We are going to look at a text about an Australian animal.
2. Check the meaning of the following words with pupils: mammal is an animal with hair, backbone and feeds milk; marsupial is mammal that carries babies in a pouch; fur is animal hair; claws are sharp curved nails on animals; pouch is a pocket or bag that some animals have on their front.
3. **Say:** Read at the text on the board.
4. Give pupils 2 minutes.
5. **Ask:** Does the text contain fact or opinion? Raise your hands. (Answer: fact)
6. **Say:** This is an information text. I know a lot about plants and trees. I could write an information text about them.
7. **Say:** Let's think of a topic to write about. We need to write factual texts giving information.
8. Have pupils suggest about 4 topics. Accept 4 topics that are in the pupils' range of knowledge or in the curriculum. (Example answers: History of Sierra Leone, my school, occupations in Sierra Leone)
9. **Write** the topics on the board. Choose topics with factual information in the present tense.
10. Put pupils in pairs. Point to the questions on the board.
11. **Say:** Look at each of the topics I have written on the board. Ask and answer the questions about each topic.
12. Give pupils 6 minutes.

Guided Practice (8 minutes)

1. Point to the first topic. **Say:** Look at the topic we have chosen. Let's answer the questions on the board about this topic.
2. Ask each question. Have 1 or 2 pupils answer the question. Make notes on the board as the pupils tell you.
3. Point to the second topic. **Say:** Look at this topic. Let's answer the questions on the board about this topic. Ask each question. Have 1 or 2 pupils answer the question. Make notes on the board as the pupils tell you.
4. Repeat for the other topics on the board.
5. Tell pupils to vote for the topic they like best. Point to the topics on the board one by one and ask pupils if they want to write about that. Choose the topic with the most votes.

Independent Practice (13 minutes)

1. **Say:** Look at the text about the Koala Bear. The information is organised into sections.
2. Put pupils in pairs.
3. **Say:** Write a title for this text. Write the headings for each section.
4. Tell pupils that headings can be questions. Give pupils 6 minutes.
5. Have pupils volunteer to suggest a title and headings. (Example answers: Title: The Koala Bear. Headings: Classification, Appearance, Habitat, Reproduction, Dangers/ threats, **or:** What type of animal is it? What does it look like? , Where does it live? How does it reproduce? What problems does it have?)
6. **Ask:** What title will we need for our new topic, the topic we have chosen? Raise your hands.
7. **Say:** If we plan our headings, we will know exactly what information we need.
8. Ask pupils to raise their hands to suggest headings.
9. **Write** suggested headings on the board.

Closing (1 minute)

1. Ask pupils what they have learned today. (Answer: topics and headings)
2. Praise pupils for their hard work.
3. Tell pupils to bring their exercise books for the next class.

[TEXT]

[Heading] The Koala is a mammal because it has fur and feeds its babies milk. It is also a marsupial because it has a pouch.

[Heading] The Koala has brown and grey fur on its body and white fur on its chest. It has fluffy ears, a large, black, flat nose, small eyes and a small mouth. It has sharp claws on its feet and hands, to help it climb trees, and sharp teeth so that it can chew leaves.

[Heading] Koalas only live in Australia, in eucalyptus trees. They spend most of the day asleep and wake up at night to eat.




[Heading] The female koala has one baby at a time. When it is born, it climbs into its mother's pouch and drinks milk. When it is bigger, it rides on its mother's back.

[Heading] The Koala is a protected species, partly because some of the eucalyptus trees have been destroyed by fires or by humans.

[QUESTIONS]

1. Is the topic interesting? What do we know about it?
2. What other information do we need, if we want to write an information text about this topic?
3. Where can we find other information?

Lesson Title: Writing with Information (continued)	Theme: Writing with Information	
Lesson Number: L-06-142	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to read text to gather information to include in a piece of writing.</p>	 <p>Teaching Aids 1. Titles at the end of the lesson plan 2. Table at the end of the lesson plan 3. Text at the end of the lesson plan</p>	 <p>Preparation 1. Write the titles at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board. 3. Write the text at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** Raise your hand if you like reading non-fiction (factual texts).
2. **Ask:** What kind of texts do we read to get information? Raise your hands. (Answer: non-fiction)

Introduction to the New Material (10 minutes)

1. **Say:** There are several kinds of non-fiction texts.
2. Check pupils understand: guide book (book with information for visiting a place); brochure (like a magazine with details of things you can buy or do)
3. Point to the titles on the board. **Say:** Read the titles on the board.
4. For each of the titles, **ask:** Is it fact or fiction? (Answer: They are all fact.)
5. Put pupils in pairs.
6. **Say:** Decide what information you will find in each of the texts. Try to think of some examples
For example: In *Safaris in Zimbabwe* we might find the price of safaris in Zimbabwe.
7. Give pupils 5 minutes.
8. Discuss the answers as a class. (Example answers: a. information about things to see and do in Zimbabwe; b. news about what is happening in Zimbabwe; c. prices of safaris in Zimbabwe; d. facts about Zimbabwe)

Guided Practice (10 minutes)

1. **Ask:** If we want to write an information text about a country, what information do we need?
2. Have pupils suggest different kinds of information.
3. Check the meaning of these words: neighbouring (near, next to); industries (business activities); exports (things a country sells to other countries).
4. Put pupils in pairs.
5. Point to the table on the board. **Say:** Look at the table. Work with your partner. Write a list of the things to include in an information text about a country.
6. Give pupils 7 minutes.
7. Have pupils read the things which should be included. (Answers: 1, 3, 4, 6, 9, 10, 11, 12)

Independent Practice (12 minutes)

1. Point to the text on the board. **Say:** Now look at the text about Zimbabwe. Read the text. Write notes next to list of headings you wrote in your exercise books.
2. Give pupils 9 minutes. If possible, walk around and help pupils.

3. Have different pupils say what notes they made under the different headings.

Example answer:

1. Country name, continent and capital – Zimbabwe, Africa. Capital – Harare
2. Neighbouring countries – South Africa, Botswana, Zambia, Mozambique, Namibia
3. Population and languages – 13 million; languages - 16 different languages but English, Shona and Ndebele are the most common.
4. Geography – located between 2 rivers called the Zambezi and the Limpopo; mostly savannah land with large mountainous area on the east with the famous Mount Nyangani.
5. Government and flag - The president is called Robert Mugabe and he has been in power for many years.
6. Products, industries and exports – mining of gold, diamonds and platinum, agriculture and tourism
7. Religion - Christianity
8. Food and drink – Normal days – salad with vegetables. Weddings and special occasions – cow or goat

Closing (2 minutes)

1. **Say:** Raise your hand if you know more about Zimbabwe now.
2. **Ask:** Do you know where to find information for your own texts? Raise your hands.
3. Remind pupils to bring their exercise books to the next lesson.
4. Praise pupils for their hard work.

[TITLES]

- a. A guide book: *What to see and do in Zimbabwe*
- b. An online newspaper: *The Zimbabwe Herald*
- c. A holiday brochure: *Safaris in Zimbabwe*
- d. An article in an encyclopaedia: *Zimbabwe Country Profile*

[TABLE]

1. Country name, continent and capital	2. Something that happened last week
3. Neighbouring countries	4. Population and languages
5. A famous film from the country	6. Geography (e.g. mountains, rivers, deserts)
7. A popular traditional children's story	8. A football match the national team won
9. Government and flag	10. Products, industries and exports
11. Religion	12. Food and drink

[TEXT]

Zimbabwe is located in Southern Africa, between 2 rivers called the Zambezi and the Limpopo. On the south, it borders South Africa, with Botswana to the west, Zambia to the north-west and Mozambique to the east and northeast. It is also very near Namibia, only separated by a river.

The capital city is Harare and the population of Zimbabwe is about 13 million. The people speak 16 different languages but English, Shona and Ndebele are the most common.

The main religion in this country is Christianity. The main sport is football but rugby and cricket are also popular.




The president is called Robert Mugabe and he has been in power for many years.

On normal days, families prepare 'sadza' which is made from cornmeal and water. They eat it with vegetables. On special occasions, such as weddings, families usually kill a cow or a goat to eat with family and friends.

Several minerals are mined in Zimbabwe such as gold, diamonds and platinum. Agriculture and tourism are also important but these industries have fallen over recent years.

Most of the country is savannah land and to the east there is a large mountainous area with a famous mountain called Mount Nyangani.

Lesson Title: Writing with Information (continued)	Theme: Writing with Information	
Lesson Number: L-06-143	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to organise an informational composition.</p>		<p>Teaching Aids 1. Questions and answers at the end of the lesson plan. 2. Text at the end of the lesson plan.</p>		<p>Preparation 1. Write the questions and answers at the end of the lesson plan on the board. 2. Write the text at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** In the last lesson we looked at information to include in an information text. The order of information and organisation important is important to help readers understand better.
2. Tell pupils that today they are going to learn more about organising information texts.

Introduction to the New Material (10 minutes)

1. **Write** 'Sweet Potato' on the board. Tell pupils this is the topic today.
2. Ask pupils to look at the questions and answers on the board. **Say:** The answers to these questions will provide the information you need for your texts.
3. Put pupils in pairs.
4. **Say:** Work in pairs. The questions do not match the right answer. Match the questions to the right answers.
5. Give pupils 8 minutes. Help pupils, if necessary.
6. Have pupils read the question and the answer. (Answers: 1-e; 2-a; 3-f; 4-b; 5-c; 6-d)
7. Check pupils understand any new words.

Guided Practice (11 minutes)

1. **Say:** Look again at the question 'What does it look like?'
2. **Ask:** In what other way could you answer this question other than words? Raise your hands. (Answer: with a diagram)
3. **Ask:** Where would you add the diagram in an information text? At the beginning? At the end? In the middle? Raise your hands. (Answer: any of these are correct)
4. Put pupils in pairs.
5. **Say:** Look at the information you have about the sweet potato (right side of the column, a-f). Put the information in the order you think it should be. Also, think about the best place for your diagram.
6. Give pupils 7 minutes.
7. Have pupils volunteer to order the information. (Answers: e, d, f, b, a, c- this could vary but the first and last should remain as suggested. e should be first because it tells us which family the sweet potato belongs to, c is last because it is an interesting fact about the sweet potato)

Independent Practice (11 minutes)

1. Put pupils in pairs.
2. Point to the text on the board. **Say:** Look at the organisation of an information text on the board.
3. Check pupils understand the text. Guide pupils through each part step by step.

4. Explain any of the parts they do not understand.
5. **Ask:** Has everybody got the information we need for our information text?
6. **Say:** Work in pairs. Plan your text about the sweet potato. Decide what illustration you will add and where you will put it. You only need to plan the information. Use the questions and answers to help you. Use the text to help you.
7. Give pupils 7 minutes.

Closing (2 minutes)

1. **Ask:** Are you ready to start writing your information texts?
2. **Say:** If there is any extra information you need to write about your won topic, try and get it for the next lesson. Bring your exercise books to the next lesson.
3. Praise pupils for their hard work.

[QUESTIONS AND ANSWERS]

- | | |
|-------------------------------|--|
| 1. What kind of plant is it? | a. The leaves are dried or boiled. The root is cooked in many ways. |
| 2. How is it cooked? | b. It needs very warm weather, sunshine and lots of water. |
| 3. What does it contain? | c. China produces the most sweet potatoes in the world. |
| 4. What does it need to grow? | d. It has flowers and leaves. Its root is also a vegetable. |
| 5. Other useful facts? | e. The sweet potato is a root vegetable from the 'morning glory' family. |
| 6. What does it look like? | f. It contains carbohydrates (starch), protein and vitamins. |

[TEXT: ORGANISATION OF INFORMATION]

Introduction: This is where we say what the text is about

Short paragraphs with headings: This is where we write all the details we want to include




The final paragraph: This is where we add extra, interesting details

Visual element: This is a chart, diagram, map or picture

Glossary: This is a list of important words and meanings

Bibliography: This is where the information is from (e.g. website, books)

Lesson Title: Writing with Information (continued)	Theme: Writing With Information	
Lesson Number: L-06-144	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to draft an informational composition with simple, compound and complex sentences.</p>	 <p>Teaching Aids 1. Pupils need the information about the sweet potato from lesson 143. 2. Facts about sweet potato at the end of the lesson. 3. Text about organising information at the end of the lesson plan.</p>	 <p>Preparation 1. Write the facts about the sweet potato at the end of the lesson plan, on the board. 2. Write text about organising information at the end of the lesson plan, on the board.</p>
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Opening (3 minutes)

1. **Ask:** Has everybody got all the information you need to write an information text about our topic, sweet potatoes?
2. **Ask:** Have you thought of a good illustration to include?
3. Tell pupils that today they are going to start writing their information text.

Introduction to the New Material (10 minutes)

1. **Say:** Read the information in your exercise book/on the board about the sweet potato.
2. Give pupils 2 or 3 minutes.
3. **Write:** The sweet potato is a plant that belongs to the 'morning glory' family. It has flowers and leaves but its root is also a vegetable.
4. **Say:** Look at the sentences on the board about the sweet potato. Which joining words (conjunctions) connect the facts together? (Answer: but, also)
5. **Ask:** What part of the information text does this sentence come from? (Answer: the introduction and/ what it looks like)
6. **Say:** Remember, we make an interesting sentence by adding details and using conjunctions.
7. **Ask:** After the introduction, what is the first heading? What is the information about this?
8. Have pupils volunteer suggestions. Remind pupils that questions can be headings.
9. **Write** a heading on the board. (Example: What does a sweet potato need to grow?)
10. Repeat for the other headings (Example answers: How is a sweet potato cooked; Other useful facts)

Guided Practice (10 minutes)

1. Put pupils in pairs.
2. **Say:** Write the introduction and the headings and paragraphs for the text. Leave a space for the diagram. Make your sentences as interesting as possible. Use correct punctuation (if necessary, remind pupils of capital letters, full stops and commas). Do not write the final paragraph.
3. Give pupils 7 minutes.
4. Have 1 or 2 pupils volunteer to read their introduction. Have another pupil volunteer to read their headings and paragraphs.

Independent Practice (11 minutes)

1. **Ask:** What have we written up to now? Raise your hands. (Answer: the introduction and the headings)
2. **Say:** Now write your final paragraph. You can write some useful facts about sweet potatoes in the final paragraph. Also, add your diagram to the text. In the diagram of the sweet potato plant, label the sweet potato in the soil, stem and leaves.
Give pupils 8 minutes. If possible, walk around and help pupils.
3. Have 1 or 2 pupils volunteer to read their texts and show their diagrams to the class. (Example answer: see end of lesson plan)

Closing (2 minutes)

1. **Ask:** Have you written a perfect information text?
2. **Say:** In the next lesson we are going to check that our texts are the best they can be, and we are going to make any changes we need to make. Bring your exercise books.
3. Praise pupils for their hard work.

[FACTS ABOUT SWEET POTATOES]

- The sweet potato is a root vegetable from the 'morning glory' family.
- It has flowers and leaves. Its root is also a vegetable.
- It contains carbohydrates (starch), protein and vitamins.
- It needs very warm weather, sunshine and lots of water.
- The leaves are dried or boiled. The root is cooked in many ways.
- China produces the most sweet potatoes in the world.

[TEXT: ORGANISATION OF INFORMATION]

Introduction: This is where we say what the text is about

Short paragraphs with headings: This is where we write all the details we want to include

The final paragraph: This is where we add extra, interesting details

Visual element: This is a chart, diagram, map or picture

Glossary: This is a list of important words and meanings

Bibliography: This is where the information is from (e.g. website, books)

[EXAMPLE ANSWER: THE SWEET POTATO]

The sweet potato is a plant that belongs to the 'morning glory' family. It has flowers and leaves but its root is also a vegetable.

What does the sweet potato contain?

The sweet potato contains carbohydrates (starch), protein and vitamins.

What does a sweet potato need to grow?

It needs very warm weather, sunshine and lots of water.

How is a sweet potato cooked?




The leaves are dried or boiled. The root is cooked in many ways.

Other useful facts

China produces the most sweet potatoes in the world.

We can make many types of food from sweet potatoes.

Lesson Title: Writing with Information (continued)	Theme: Writing with Information	
Lesson Number: L-06-145	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to proofread and edit an informational composition</p>		<p>Teaching Aids Checklist at the end of the lesson plan</p>		<p>Preparation Write the checklist at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. Tell pupils today they are going to make their compositions from the last lesson even better.
2. **Say:** Raise your hand if you would like to get full marks for your text.

Introduction to the New Material (15 minutes)

1. Point to the check list on the board. Explain that it is a checklist for writing a good information text. Explain that some of the sentences are good advice. Some of the sentences are bad advice.
2. Read the checklist with the class. Read each sentence slowly and clearly. Check pupils understand each sentence.
3. Put pupils in pairs.
4. **Say:** Work in pairs. For each sentence, write 'Yes' if it is good advice and 'No' if it is bad advice.
5. Give pupils 6 minutes. If possible, walk around and help pupils.
6. **Read** sentence a.
7. **Ask:** Did you write 'Yes' or 'No'.
8. Repeat for each sentence. (Answers: all the sentences are 'Yes' except c. and j.)
9. **Say:** Write the good advice in your exercise book.
10. Give pupils 5 minutes.

Guided Practice (8 minutes)

1. **Say:** Work in pairs again. Look at each other's texts, the texts you wrote in the last lesson. Go through the checklist. Check each other's texts with the checklist. Make sure you check everything from the list.
2. Give pupils 6 minutes.

Independent Practice (10 minutes)

1. **Ask:** Are your English sentences, spelling and grammar correct in the text?
2. **Say:** Work alone. Look at your text carefully. Underline any spelling or grammar you are not sure about.
3. Remind pupils about punctuation if necessary (full stops, commas, question marks, exclamation marks).
4. Tell pupils to raise their hand if they need help.
5. Give pupils 5 minutes.
6. Have 5 or 6 pupils volunteer to come to the front of the class and read their texts. Correct any mistakes.




Closing (1 minute)

1. **Say:** It is important to check your work. Check for organisation, grammar, spelling and punctuation.
2. Praise pupils for their hard work.

[CHECKLIST]

- a. The text has a title.
- b. The text has sub-headings.
- c. The text has personal experience on the topic.
- d. The text is mainly in the present tense.
- e. The text includes necessary information.
- f. The text has some longer sentences.
- g. There are full stops at the end of sentences.
- h. Information is organised into paragraphs.
- i. The information is in a logical order.
- j. There are pretty pictures for decoration.
- k. There can be a diagram to help readers understand better.

Lesson Title: Analysis of Poetry: Poetic Language	Theme: Poetry	
Lesson Number: L-06-146	Class/Level: Class 6	Time: 35 minutes

	<p>Learning Outcomes By the end of the lesson, pupils will be able to describe the images created by poetic language.</p>		<p>Teaching Aids Poems at the end of the lesson plan</p>		<p>Preparation Write Poem 2 at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Say:** Raise your hand if you like poetry.
2. Tell pupils that today they will listen to and read 2 poems.

Introduction to the New Material (12 minutes)

1. Check pupils understand the following words: breeze (a light wind), hawk (a big bird that flies low to eat things on the land), delight (happiness).
2. **Ask:** Which words do you know to describe the wind? Raise your hands.
3. **Write** them on the board. (Example answers: cool, fast, hot)
4. **Ask:** Which words do you know to describe the sun? Raise your hands.
5. **Write** them on the board. (Example answers: hot, round)
6. **Ask:** Which words do you know to describe the clouds? Raise your hands.
7. **Write** them on the board. (Example answers: white, rain)
8. **Ask:** Which words do you know to describe a mango? Raise your hands.
9. **Write** them on the board. (Example answers: sweet, juicy, yellow)
10. **Ask:** Do you remember the senses? Raise your hands. (Answer: sight, sound, taste, touch, smell)
11. **Say:** You are going to listen to a poem.
12. Ask pupils to close their eyes and try to see, hear, taste and touch things in their imagination.
13. Read the first poem at the end of the lesson plan. Read it slowly, clearly and with expression.
14. Read it again.
15. Ask pupils to open their eyes. Tell pupils you will ask them some questions. Tell them to raise their hands to answer.
16. **Ask:** What did you hear? (Example answers: wind, and later the mother calling)
17. **Ask:** What did you see? (Example answers: clouds, the mango)
18. **Ask:** What did you taste? (Example answer: the mango)
19. **Ask:** What did you touch? (Example answer: the mango)
20. **Ask:** What did you feel? (Example answer: the wind, fear at mother's call)

Guided Practice (8 minutes)

1. Point to the poem on the board. **Say:** We are going to read another poem. It is called 'Night'.
2. **Ask:** When you think of the night, what comes into your mind? Raise your hands. Example answers: dark, stars, moon)
3. Read the poem. Read it slowly, clearly and with expression.
4. Read it again.

Independent Practice (10 minutes)

1. **Write:** What did the spider look like? What did the cat sound like? What did the food smell like?
2. Put pupils in pairs.
3. Point to the questions on the board. **Say:** Work in pairs. Think of some details to describe what the spider looked like, the sound of the cat was, and the smell of the food. Use your imagination. Write one sentence for each in your exercise books.
4. Give pupils 6 minutes.
5. Have pupils volunteer to share their sentences with the class. (Example answer: The spider was small and black, with 6 legs. The cat sounded hungry and tired. The food smelled like it had gone bad because it was yesterday's food.)

Closing (4 minutes)

1. Read both poems again slowly and with expression.
2. **Ask:** Which poem did you like best? Why? Raise your hands.
3. Praise pupils for their hard work.




[POEM 1]

Warm, warm breeze in the air, moving slowly through my hair.
 Hot, hot sun on my skin; warming me, out and in.
 White, white clouds in the sky; I want to fly so high.
 Huge hawk, king of the sky. He can fly. Why can't I?
 Thump! Bang! A mango falls from a tree. Sweet, sweet secrets all for me.
 Soft, soft skin as I bite, waiting for the sweet delight.
 Where are you? A scream I hear. Run! Run! It's my mother near.

[POEM 2]

Everything is dark, nothing to see. But I see a lot, you don't know me!
 A spider is walking up my wall. He thinks I'm not looking, but I see it all!
 Everything is quiet, nothing to hear. But I hear everything, you don't know me!
 There's a cat outside looking for food. Oh yes, I know his attitude!
 Everyone is asleep, nothing to eat. But I smell everything, you don't know me!
 Yesterday's food is still on a plate. I'm going to eat it, before it's too late!

Lesson Title: Analysis of Poetry: Similes, Metaphors, Alliteration	Theme: Poetry	
Lesson Number: L-06-147	Class/Level: Class 6	Time: 35 minutes

 Learning Outcomes By the end of the lesson, pupils will be able to identify literary devices from a poem.	 Teaching Aids 1. Poem at the end of the lesson plan 2. Phrases at the end of the lesson plan	 Preparation 1. Write the poem at the end of the lesson plan on the board. 2. Write the phrases at the end of the lesson plan on the board.
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Opening (1 minute)

- Ask:** What did we do in the last lesson? Raise your hands. (Answer: read poems)
- Say:** Raise your hand if you have ever written a poem.
Say: Raise your hands if you think a poem is difficult to write.
- Say:** Tell pupils that today they are going to look at some skills used to write poetry.

Introduction to the New Material (12 minutes)

- Point to the poem on the board. Read the poem. Read it slowly, clearly and with expression
- Read it again.
- Say:** Look at the first line of the poem on the board.
- Ask:** What is the poem about? Raise your hand. (Answer: stars)
- Ask:** Are stars really a silver chain? Raise your hand if you think they are. (Answer: no)
- Say:** This is an example of a 'metaphor'. **Write** 'metaphor' next to line one.
- Say:** Look at line 2. The poem compares a star to a baby's eyes using the words 'as ___ as'.
- Say:** This is an example of a 'simile'. **Write** 'simile' next to line 2
- Ask:** What do you notice about line 3? Raise your hands. (Answer: all the words start with the same letter)
- Say:** This is an example of 'alliteration'. **Write** 'alliteration' next to line 3.
- Ask:** In line 4, do you see a simile, a metaphor or alliteration? Raise your hands. (Answer: a metaphor; stars are compared to diamonds).
- Write** 'metaphor' next to line 4.
- Ask:** In line 5, what do you see? Raise your hands. (Answer: alliteration; all the words start with the letter 'g')
- Write** 'alliteration' next to line 5.
- Ask:** Now, in line 6. Do you think that is a metaphor? (Answer: Yes; the stars are compared to a gift for a queen)
- Ask:** What is special about line 7? Raise your hands. (Answer: 'night' and 'light' rhyme - they sound the same)
- Write** 'rhyme' next to line 7.

Guided Practice (12 minutes)

- Say:** Similes, metaphors, alliteration and rhyme are just some ways of making poetry interesting and of giving us images.
- Put pupils in pairs. Point to the phrases on the board. **Say:** Look at the phrases a-hl on the board.
- Decide if they are examples of similes, metaphors, alliterations or rhyme.

4. Give pupils 7 minutes.
5. Read the first phrase. **Ask:** Is it an example of a metaphor, simile, alliteration or rhyme? Raise your hand. (Answer: a simile)
Note: Explain why it is a simile if necessary. Pupils have learned about all of these before so they should be familiar with them.
6. Repeat for the other phrases. (Answer: a. simile; b. rhyme; c. alliteration; d. metaphor; e. simile; f. rhyme; g. alliteration; h. simile)

Independent Practice (9 minutes)

1. **Write** on the board: lion, baby, love, ocean.
2. Put pupils in pairs. Point to the topic words on the board.
3. **Say:** For each topic word, work with your partner and try to think of a simile, a metaphor, an alliteration or a rhyme that could be in a poem on this topic. Tell pupils you only have to think of 1 type for each topic, not all 4.
4. Give pupils 6 minutes.
5. Have 3 or 4 pupils volunteer to share their work with the class.
6. **Write** good examples on the board. (Example answers: as proud as a lion (simile); bye bye baby (alliteration); love is like a flower (metaphor); the ocean is calm next to the farm (rhyme))

Closing (1 minute)

1. **Say:** Raise your hand if you could start to write a poem after this lesson.
2. **Say:** Soon we will be able to write beautiful poetry.
3. Praise pupils for their hard work.

[POEM: STARS]




A silver chain across the sky,
 Each one as bright as a new baby's eyes.
 Sparkling startingly, smiling silently,
 Diamonds, priceless minerals.
 Glittering, gleaming, glowing, glistening;
 A gift for a queen.
 Stars at night, stars bring light.

[PHRASES]

- a. As hot as the midday sun
- b. The man was nice, but never twice.
- c. Solemn, sincere and sensible
- d. The key to open your imagination

- e. As brave as a lion
- f. We run all day, we find our way.
- g. Dark, deadly, dangerous
- h. As tall as a giraffe

Lesson Title: Analysis of Poetry: Rhythm	Theme: Poetry	
Lesson Number: L-06-148	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to follow and express the rhythmic pattern of a poem.</p>	 <p>Teaching Aids 1. Rhymes at the end of the lesson plan 2. Poem at the end of the lesson plan</p>	 <p>Preparation 1. Write the rhymes at the end of the lesson plan on the board. 2. Write the poem at the end of the lesson plan on the board.</p>
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Opening (1 minute)

1. **Ask:** Are poems and songs similar in any way? How? Raise your hands. (Answer: Yes, they are both descriptive and rhythmic.)
2. Tell pupils that today they are going to look at the rhythm in poetry.

Introduction to the New Material (12 minutes)

1. Check pupils understand 'rhythm' (the beat of a song or speech).
2. **Say:** Raise your hand if you can beat out a r of a familiar song.
3. Check pupils understand 'syllable' (a unit of sound in a word - for example, 'football' has 2 syllables; 'foot' and 'ball')
4. **Say:** Look at the short rhyme on the board. This is a traditional English rhyme. Look at the word 'potato'. How many syllables are there? Raise your hands. (Answer: There are 3 syllables; po-ta-to.)
5. **Say:** Po-ta-to. Pupils listen and repeat.
6. Read the rhyme. Ask pupils to read it together.
7. **Say:** Let's read again and clap with the rhythm. Read and clap the rhyme.
8. **Say:** Now let's change 'potato' to 'mango'.
9. **Ask:** How many syllables are there in 'mango'? (Answer: There are 2 syllables; man-go)
10. Read the rhyme again with the word change. Ask pupils to read it together.
11. **Ask:** Does it sound the same? (Answer: not quite, because mango has only 2 syllables)
12. **Say:** Now let's read again and clap. Is the rhythm the same? (Answer: Yes, the overall rhythm is the same.)
13. **Write** 'potato; and under the stressed syllable in 'po-ta-to'.
14. **Write** 'mango' and underline the stressed syllable in 'man-go'.
15. Tap the word 'potato' on the table. Tap harder on the second syllable.
16. Tap the word 'mango' on the table. Taper harder on the first syllable.
17. Pupils listen, repeat and tap the words.

Guided Practice (12 minutes)

1. **Say:** In poetry, as in songs, rhythm is very important. When people write poetry they decide what rhythm it should have.
2. Explain to pupils that we call this the 'foot'. This means the repeated rhythm in each line. You can think of how you would tap your feet instead of clapping your hands.
3. Point to the poem 'No meat' on the board.
4. **Say:** Look at the poem. Read the poem silently.

Give pupils 3 minutes to read the poem.

5. **Say:** Look at the underlined syllables and words. This is where we need to make the syllable or the word stand out. This will help us with the rhythm.
6. Explain that being 'out of luck' means to not get what you want.
7. Read the poem slowly, clearly and with rhythm. Make the underlined syllables and words stand out.
8. **Say:** We are going to read the poem again. This time we are going to tap our feet.
9. Read each line of the poem. Tap your feet on the underlined syllables and words. Pupils listen, repeat and tap their feet.

Independent Practice (9 minutes)

1. Put pupils in pairs.
2. **Say:** Practice reading the rhymes and the poem together in your pairs. Think about the rhythm when you read. Make the underlined syllables and words stand out.
3. Give pupils 6 minutes.
4. Have pupils volunteer to read the rhyme or the poem to the class.

Closing (1 minute)

1. **Say:** In the next class we are going to try to use all the things we have learned to write poems.
2. Praise pupils their hard work.

[RHYME: ONE POTATO, 2 POTATO]

One potato, two potato, three potato, four

Five potato, six potato, seven potato, more!

[RHYME: ONE MANGO, 2 MANGO]

One mango, 2 mango, three mango, four

Five mango, six mango, seven mango more

[POEM: NO MEAT!]

The farmer bought a chicken but the chicken ran away

The children went to catch it but it ran and ran all day

The farmer bought a rabbit but it jumped out of the yard

The children went to find it but it ran and ran so hard




The farmer bought a pigeon but it flew and flew so high

The children couldn't catch it because none of them could fly

The farmer bought some cous-cous and his wife began to cook

The children asked him, Where's the meat? He said: 'You're out of luck!'

Lesson Title: Writing Poetry	Theme: Poetry	
Lesson Number: L-06-149	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to use poetic language and literary devices to write a poem.</p>	 <p>Teaching Aids 1. Poem at the end of the lesson plan 2. Table at the end of the lesson plan</p>	 <p>Preparation 1. Write the poem at the end of the lesson plan on the board. 2. Write the table at the end of the lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What different things can we use in poetry? Raise your hands. (Answer: imagery, similes, metaphors, alliteration, rhyme, rhythm)
2. Tell pupils that today they going to try to use all of these techniques to write their own poems.

Introduction to the New Material (7 minutes)

1. **Ask:** Why do people read poems? Raise your hands. (Answer: for enjoyment)
2. **Say:** It is important to remember this.
3. Point to the poem on the board. **Say:** I am going to read the poem.
4. Read the poem. Read it slowly, clearly and with expression.
5. Explain any new words. (Possible new words: cave – a hole in the wall; dull – not bright; damp – slightly wet; treasure – something very valuable)
6. **Ask:** Can you see any similes? Raise your hands. (Answer: quiet as a mouse)
7. **Ask:** Can you see any metaphors? Raise your hands. (Answer: house/ treasure, because a cave is not really the writer’s house and a book is not really treasure)
8. **Ask:** Can you see alliteration? (Answer: deep and dull and dark and damp)
9. **Ask:** Can you see any rhyming words? (Answer: there-where, house-mouse, look-book)
10. **Say:** Today we are going to write a short poem. The topic for our poem is going to be ‘rain’

Guided Practice (14 minutes)

1. **Ask:** Do you like the rain? Why is rain necessary? Raise your hands. Have 1 or 2 pupils answer each question. (Example answers: rain is necessary to grow crops, it makes the weather cool)
2. Put pupils in pairs.
3. Point to the table on the board. **Say:** Copy the table in your exercise book.
4. Give pupils 3 minutes.
5. **Say:** Work in pairs. Think of as many words about rain as you can for each box. There is one example in each box to help you.
6. Give pupils 6 minutes.
7. Have some pupils volunteer some words. (Example answers: see words already in table)
8. **Write** the words in the table. Ask other pupils to write the words in their tables.
9. **Say:** Now we have some words and some ideas from the poem. Think of a possible first line for our poems about rain.
10. Give pupils 3 minutes.

Independent Practice (11 minutes)

1. **Say:** You are going to write your poem now. It has to be at least 4 lines.
2. Tell pupils to:
 - a. use some of the words in their table
 - b. decide on the rhythm
 - c. remember that a poem creates pictures in our imagination
3. Give pupils 9 minutes. If possible, walk around and help pupils.

Closing (1 minute)

1. **Ask:** Are you happy with your poem? Do you think it can be improved? Raise your hands.
2. **Say:** In the next class we are going to revise our poems and recite them for the class. Don't forget to bring your exercise books.
3. Praise pupils for their hard work.




[POEM: MY CAVE]

My secret house is in a wall;
 Nobody knows it's there.
 It's deep and dull and dark and damp;
 I bet you don't know where!
 There's secret treasure in my house,
 But do not try to look.
 Treasure quiet as a mouse;
 My treasure is a book.

[TABLE]

Nouns water	Verbs fall	Adjectives wet	Adverbs slowly
Similes as transparent as air	Metaphors tears falling	Alliteration cold, crisp, cleaning	Senses fresh on my skin

Lesson Title: Writing and Reciting Poetry	Theme: Poetry	
Lesson Number: L-06-150	Class/Level: Class 6	Time: 35 minutes

 <p>Learning Outcomes By the end of the lesson, pupils will be able to revise poems they have written and recite them.</p>	 <p>Teaching Aids 1. Questions at the end of the lesson 2. Guidelines for reciting poetry at the end of this lesson plan</p>	 <p>Preparation 1. Write the questions at the end of the lesson plan on the board. 2. Write the guidelines for reciting poetry at the end of this lesson plan on the board.</p>
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Opening (2 minutes)

1. **Ask:** What makes a good poem? Raise your hands. (Example answers: rhyme, rhythm, imagery, metaphors, alliterations, similes, it is fun)
2. **Say:** Raise your hand if you think a poem can make you feel something.
3. Tell pupils that today they are going to revise their poems and recite them to the class.

Introduction to the New Material (11 minutes)

1. Point to the questions on the board. **Say:** Read the questions.
2. Give pupils 2 minutes.
3. Check pupils understand the questions.
4. **Say:** Look at the poem you wrote in the last lesson. Look at the questions. Check you can answer 'yes' to every question? If not, think about how to make your poem better.
5. Give pupils 4 minutes.
6. **Say:** You now have 5 minutes to make any changes to your poem that would make it better.

Guided Practice (8 minutes)

1. **Say:** I am going to ask you some questions. Raise your hand to answer.
2. **Ask:** When we read a poem aloud, should we read it quickly? (Answer: No)
3. **Ask:** When we read a poem aloud, should we use expression in our voices? (Answer: Yes)
4. **Ask:** When we read a poem aloud, should we stop or pause sometimes? (Answer: Yes)
5. **Ask:** When we read a poem aloud, should we shout it out? (Answer: No, but loudly enough for others to hear it.)
6. Point to the guidelines on the board. **Say:** Look at the ideas on the board to help you when you are reading out your poem.
7. **Say:** Now you have 3 minutes to practice reading your poem aloud.
8. Tell pupils to read quietly so that everyone can practice at the same time.

Independent Practice (13 minutes)

1. Put pupils in pairs.
2. **Say:** Read your poem to your partner. When you finish reading, ask your partner for his/her opinion about your poem and your reading.
3. Give pupils 5 minutes. If possible, walk around and listen to some of the pupils' poems.
4. Have as many pupils as possible volunteer to read their poems aloud in front of the class.

Closing (1 minute)

1. Praise pupils for their hard work.

[QUESTIONS]

- a. Does your poem create an image in the reader's mind?
- b. Does your poem have any similes, metaphors, alliteration or rhythm patterns?
- c. Does your poem use interesting words?
- d. Does your poem make the reader feel something?

[GUIDELINE FOR RECITING A POEM]

- Speak loudly enough for everyone to hear
- Do not speak too quickly
- Use expression in your voice
- Stop at the end of each line
- Try to make everybody 'feel' something!

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