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FROM THE AMERICAN PEOPLE



Ministry of Education

Grade 6 English Scope and Sequence

DRAFT

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INTRODUCTION

The grade 1-8 English scope and sequence document attempts to indicate the breadth and depth of content to be covered in a syllabus in a week and in a session which is 40 min. (scope). In addition it presents the order in which content is presented to learners over time(sequence). This scope and content document

- provides a sound basis for a material writers to be able to offer a guaranteed and viable contents by addressing gaps in students’ learning and eliminating unnecessary repetition.
- enables teachers to have clarity about the knowledge, skills and dispositions that students will acquire in their learning and what they need to learn next.
- supports teachers’ effective unit and lesson planning and enables teachers to maintain a developmental focus on student learning as the students’ progress through the subject.

This Scope and Sequence is based on sound, research-based instructional practices. It is assumed that the teaching and learning about the content outlined in the Scope and Sequence is all based on the Gradual Release of Responsibility Model (Pearson and Gallagher, 1983; Duke and Pearson, 2002, pp. 208-210) where the responsibility for the use of a literacy practice gradually transfers from the teacher to the student. This model of teaching and learning begins with an explicit description of the literacy practice and an explanation of when and how it is used plus a demonstration of the literacy practice in action, which is followed by collaborative use of the literacy practice in action, then guided practice of the action for those students needing more support, and independent use when students apply their learning in the context of new tasks.

In order to create child centered and context sensitive materials the scope and sequence treated the first cycle primary grades (grade 1 and grade 2, Grade 3 and grade 4) and the second cycle primary grade (grade 5-8) separately. Again the first cycle primary grades (1to 4) are considered as the fundamental stages of language learning and the stage at which that the learners have to get several support and inputs from the teachers and the materials. Therefore, the contents of the scope and sequence for grade 1 and 2 address

- Language items
- Vocabulary
- Oral language
- Reading(comprehension, Phonemic awareness, concept of print and conventions, fluency)
- Writing (letter formation, words, punctuation and handwriting)

Grade 3 and Grade 4 address

- Listening
- Speaking
- Word study
- Reading comprehension
- Reading fluency
- Vocabulary

- Language items
- Writing conventions & process

The second cycle primary grades (5-8) are grade levels where students are attending other subjects in English. The scope and sequence has tried to consult content areas in identifying contents for the English Language syllabus. As a result the scope and sequence part of these grades has the following elements

- Word study
- Reading comprehension
- Vocabulary
- Listening
- Speaking
- Language items(grammar)
- Reading fluency
- Writing convention and writing composition

All the scope and sequence documents have the following elements.

- Assessment
- Resources and
- Note for the teachers

The document considers that an academic year has 34 weeks which has 40 min. five periods for grade 3 to 8 and 40 minutes of six periods for grade 1 and 2 in every week. Therefore there are 170 periods for grade 3 to 8 while there are 204 periods for grade 1 and 2. Each grade has 4 weeks of revision lesson in the whole academic year.

Proposed Weekly/Topic Lesson Schedule

The whole materials are divided in themes. Each theme will cover three topics/ units and will be taught over three weeks (15 days). A unit will also mostly focus on one kind of text type so that the students get very familiar with that text type and they can learn how to write texts following the structure of the text type. There might also be specific vocabulary that will go with certain text types and themes.

During the lesson development the reading text will be central and organization of contents will be thematic and integrated. The thematic tests will be used as a guide for all activities.

Overview of proposed schedule for a week for grade 5 -8

| | | | | | |
|-------------------------|--------|-------|-------|-------|-------|
| Theme | | | | | |
| Topic | | | | | |
| Learning objectives | | | | | |
| | week 1 | | | | |
| | Days | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word study | 10 | | | | |
| Vocabulary | | 15 | | 25 | |
| Reading comprehension | 30 | | | | |
| Reading fluency | | | | 15 | |
| Writing composition and | | | | | 30 |
| Writing convention | | | | | 10 |
| Speaking | | | 20 | | |
| Listening | | 25 | | | |
| Grammar | | | 20 | | |

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Week 1: Scope and Sequence –Grade 6

| | | | | | |
|---|---|--|-------|---|-------|
| Theme: People and clothes | | | | | |
| Topic: Greeting and introductions | | | | | |
| Description: | | | | | |
| Week 1 | | | | | |
| Learning Objectives (LOs) | | | | | |
| By the end of the week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • read words by segmenting their affixes; • transfer specific information from a reading text; • identify contextual meaning of words; • introduce themselves and their partner to others; • use the simple present tense; • read a text fluently; • complete a dialogue with appropriate expressions; • punctuate sentences; and • write a paragraph in a dialogue form. | | | | | |
| Week 1: Greeting and introductions | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p>Affixes Students will be given list of words having -ing <i>greet –ing</i> <i>leave-ing</i> Then, notice the features and say them.</p> | | | | |
| Vocabulary | | | | | |
| | | Students will be given a text having the following words: <i>Greet, depart,</i> | | Students will be given an incomplete dialogue/ text and complete it using | |

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| | | <p><i>introduce, welcome,</i> Then, they will guess the meaning from the contexts <u>Academic words</u> Guess, context, semantic meaning, notice</p> | | <p>appropriate thematic words/ expressions.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating background knowledge:</i> Students look at the title of the reading passage and accompanying pictures and predict the theme. Students read the passage to identify the theme and see if they were right.</p> <ul style="list-style-type: none"> • <i>What do you say when you meet your friend after several days?</i> <p>While Reading Students read the passage and answer</p> <ul style="list-style-type: none"> • <i>Questions for specific information or,</i> <p>Post reading</p> <ul style="list-style-type: none"> • Students read the passage individually and then complete a summary text | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the dialogue was about. Reading: Read and practice fluency by using readers' Theatre, buddy/partner reading, choral reading.</p> | |

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| | | | | Focus on intonation, expression and reading with sufficient pace. | |
| Writing | | | | | |
| | | | | | <i>Jumbled words in Sentences</i> -Students rearrange jumbled words and write sentences to show their understanding of sentence structure and word order. |
| Writing Conventions | | | | | Students take down dictation. Then, share what they have done focusing on using <i>full stop, question mark and quotation mark</i> in pairs and learn from each other. |
| Speaking | | | | | |
| | | | | <ul style="list-style-type: none"> • In pairs students greet and introduce themselves. Use „<i>wh</i>“ questions to find out information about their partner. • Students introduce their partner to the teacher and the | |

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| | | | rest of the class • Individually/in pairs, students complete a given dialogue and act out. | | |
| Listening | | | | | |
| | | <p>Pre-listening: Predict the content of the listening text based on pictures.</p> <p>While listening: Student listen to a dialogue that someone greets/interacts with different people (doctor, religious leader, etc...). Then, rearrange pictures based on the listening.</p> <p>Post listening: Answer critical questions based on their listening.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Simple present tense <i>How do you do?</i> <i>I am/I'm fine.</i></p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Word study blend/segment affixes • Reading and matching • Completing a dialogue and acting out • Rearranging jumbled up words in to sentences. | | | | |
| Summative Assessment | <ul style="list-style-type: none"> • Introduce themselves and others. | | | | |

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| (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Complete dialogues. • Segment syllables |
| Resources | |
| Listening and/ viewing texts | A text in a dialogue form with 150-200 words. |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A text with 250-300 words (in dialogue form) |
| Informational texts (non-fiction) | |
| Overall Notes | |
| Notes for Teachers | |
| Recycling/Spiral content, alignment, pacing, length of unit. | |

Week 2: Scope and Sequence –Grade 6

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|---|
| Theme: People and clothes |
| Topic: What are you wearing today? |
| Description: |
| Week 2 |
| Learning Objectives By the end of the week, students will be able to: <ul style="list-style-type: none"> • identify words which go together to form a different word; • exchange greetings with their friends; • read and sort out specific information; • complete a dialogue with appropriate expressions; |

| | | | | | |
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| <ul style="list-style-type: none"> describe people and their dressings; and listen the text and respond. | | | | | |
| Week 2: What are you wearing today? | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | Students will be given list of words that go together and see how they create different words Phrasing <i>Put on</i> <i>Put off</i> <i>worn for/by</i> <i>used for</i> | | | | |
| Vocabulary | | | | | |
| | | <i>Contextual meanings</i> Students will notice the following words from the reading text and write their contextual meaning in the text. <ul style="list-style-type: none"> <i>decorated</i> <i>traditional clothes</i> <i>carnivals</i> <i>shaved</i> <i>sleeve</i> <u>Academic</u> Context, collocation, create | | Students will be given an incomplete paragraph with list of words to be inserted and complete it choosing appropriate thematic words/expressions from the list given. | |
| Reading Comprehension | | | | | |
| | Pre-reading: Students asked to list down clothes for different occasions based on their prior knowledge. While reading: Students read the passage on “ <i>Clothes in Ethiopia</i> ” to identify the theme and | | | | |

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| | <p>see if they were right. Use evidences from the text.</p> <p>Post reading: Students read general question which help them to relate what they have read in text to their knowledge and discuss their answers in groups.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the dialogue was about.</p> <p>Reading: Read and practice fluency focusing on reading rate (using Buddy reading).</p> | |
| Writing | | | | | |
| | | | | | <p>In groups of 3, each student is given a picture. They write what the person in the picture is wearing on a slip of paper.</p> <ul style="list-style-type: none"> • <i>E.g. She is wearing a long red skirt and a white cotton shirt</i> <p>The group will exchange the pictures and describe accordingly.</p> |
| Writing Conventions | | | | . | <i>Capitalization</i> |

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| | | | | | Students will be given a text which is not capitalized properly. Focus on proper nouns and sentence beginning. |
| Speaking | | | | | |
| | | | Students are exposed to materials and adjectives that go with clothes. They produce a dialogue about cultural clothes using more than one adjective. Students take part in a dialogue comparing and contrasting colour, size and shape of clothes. | | |
| Listening | | | | | |
| | | <p>Pre-listening: Predict the content of the listening text by answering general questions.</p> <p>While listening: Students listen to a text on 'culture show' (description of clothes) and match the clothes described to pictures.</p> <p>Post listening: Students answer some general questions relating</p> | | | |

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| | | their experiences with the listening text | | | |
| Grammar in Context | | | | | |
| | | | <ul style="list-style-type: none"> • Present continuous tense <i>e.g. She is wearing a dress today.</i> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Listen to a dialogue and identify the clothes mentioned • Describe clothes they are wearing. • Students use pictures to write sentences about what people are wearing. • Identify words which go together | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Read descriptions and identify the type of the clothes. • Students write compound and simple sentences using adjectives referring to clothes | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text with 150-200 words. | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A text with 250-300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 3: Scope and Sequence –Grade 6

| | | | | | |
|--|--|--|-------|--|-------|
| Theme: People and clothes | | | | | |
| Topic: What is it made of? | | | | | |
| Description: | | | | | |
| Learning Objectives | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • talk about what their clothes are made of; • change word patterns by adding affixes; • identify contextual meanings of words; • transfer information into tables; • use passive and active sentences to talk about occasions and cultural dressings; and • re-arrange jumbled word to write complete sentences. | | | | | |
| Week 3 | | | | | |
| | | Week 3: What is it made of? | | | |
| Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p style="text-align: center;"><i>Blending</i></p> <p>Students will be given words which change themselves slightly to get different patterns.</p> <p><i>Silk: silk-y</i></p> <p><i>Pink: pink-y</i></p> <p><i>Wool: wool-en</i></p> <p><i>Wood: wood-en</i></p> <p><i>Gold: gold-en</i></p> | | | | |
| Vocabulary | | | | | |
| | | Students notice the following words in the reading text and let them guess their meanings in the context of the passage. | | Collocation in context Students look for words which are formed in | |

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| | | <ul style="list-style-type: none"> • long-sleeved, • silk • wrap • made of <p><u>Academic</u> Slight, pattern, change, list</p> | | Collocation in the text. Then, they list them down and write the meanings. Eg. <i>Cotton</i> scarf <i>Silk</i> dress | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading: Students will be given three questions and let them guess their answers before they read the passage.</p> <p>While reading: <i>Transferring Information</i> Students read the passage to identify specific details and transfer the information to the table based on the themes.</p> <p>Post reading: Students read complete a text based on the information they have from the text. Then discuss their answers in groups</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about</p> <p>Reading: Read focusing on fluency</p> | |
| Writing | | | | | |
| | | | | | Students rearrange jumbled words and write sentences. |

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| | | | | | Use more than one adjectives to write sentences about clothes |
| Writing Conventions | | | | | Capitalizing and punctuating sentences. <i>e.g. Write six sentences about themselves and what there are wearing and what it is made of by using commas.</i> |
| Speaking | | | | | |
| | | | List and describe Ethiopian traditional cloths and talk about what they are made of. Individually/in pairs, students complete a given dialogue and act out. | | |
| Listening | | | | | |
| | | <p>Pre-listening: In pairs, students ask and answer questions about their views towards different wearing styles.</p> <p>While listening: Students listen to a text on 'what clothes are made of' (description of clothes) and answer the questions.</p> | | | |

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| | | Post listening: Students write short answers to the questions based on the information they have from the text and what they know. | | | |
| Grammar in Context | | | | | |
| | | | Active and passive <i>e.g. The dress is made of wool.</i> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Listen to a text and match pictures to the descriptions. • Notice word patterns • Describe what the clothes are made of. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Talk about occasions and the cultural dressing. • Identify contextual meaning of words. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A descriptive text with 150-200 words. | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A descriptive text with 250-300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 4: Scope and Sequence –Grade 6

| | | | | | |
|---|--|------------------|-------|--------------------|-------|
| Theme: Tourist Attraction Sites in Ethiopia | | | | | |
| Topic: Peak Mountains in Ethiopia | | | | | |
| Description: | | | | | |
| Week 4 | | | | | |
| Learning Objectives | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • sort out words with their sound patterns; • identify contextual meanings of words; • sort out specific information from their reading and complete summary text; • combine two sentences in to one; • listen and take notes; and • use prepositions and appropriate phrases to give direction. | | | | | |
| Week 4: Peak Mountains in Ethiopia | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p style="text-align: center;"><i>Rhyming words</i></p> <p>Students will be given a list of words. Then, they sort words which have related sounds:</p> <p>E.g.</p> <p><i>Condition forest</i></p> <p><i>Location Highest</i></p> <p><i>Attraction</i></p> <p><i>bigger, biggest</i></p> <p><i>longer, longest</i></p> <p><i>mountain</i></p> <p><i>entertain</i></p> <p>Then, they find their own rhyming words</p> | | | | |
| Vocabulary | | | | | |
| | | Students will be | | Collocation | |

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| | | <p>given a text having the following words: <i>Attractive feature, visit, apartment, area farm, forest waterfall</i> Then, they will guess the meaning from the contexts.</p> <p><u>Academic</u> rhyme, sort, match, relate</p> | | <p>Students will be given different words and match them based on their relationships, that is words which go together. e.g. <i>height - mountain length - road</i></p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading Identifying vocabularies in different lines of the text. Students look in to the reading passage and find the listed words in it.</p> <p>Teacher elicit their meaning if they know, then pre teach key vocabularies</p> <p>While Reading</p> <ul style="list-style-type: none"> • <i>Ask for specific information.</i> <p>Students read a text in a diary form and answer comprehension questions</p> <p>Post reading Let students think about the place they have visited and let them write their own diary.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Remind what the text was about.</p> <p>Reading: Read and practice fluency focusing on reading expression.</p> | |

| Writing | | | | | |
|---------------------|--|--|--|---|---|
| | | | | | <p>Using pictures, students write compound sentences.</p> <p>Students write a paragraph that describes places from the visual clues (Use graphic organizers and/ starting sentences). They can start with a topic sentence and how to write supporting details.</p> |
| Writing Conventions | | | | | <p><i>Punctuation</i> Writing compound sentences using comma and semicolon.</p> |
| Speaking | | | | | |
| | | | | <p>In pairs or groups they discuss about mountains in Ethiopia e.g. <i>A: Which mountain is the highest in Ethiopia?</i> <i>B: Ras Dashen is the highest mountain in Ethiopia.</i></p> <p>Students look at names and pictures of places and mountains and</p> | |

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| | | | compare them using comparative and superlative of adjectives. | | |
| Listening | | | | | |
| | | <p>Pre-listening: Students about the text looking at the title.</p> <p>While listening: Students listen to a text about a visitor's report about places she has visited in Ethiopia and follow her journey on a map and take notes on the life of the traveller.</p> <p>Post listening: Compare their notes and write their own report about the visitor.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Active and passive forms <i>is found, is situated, is located</i></p> <p>Prepositions <i>to the right/ left of, north/ south/ east/ west of, in the middle/center, below, above,</i></p> | | |

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| | | | <i>under</i> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Students listen to what their partner or their teacher says and respond. • Students describe the place shown in the picture. • Using information in tables, students talk about the length, size and distance of places things etc. • Students read a diary and answer questions. • Students prepare oral presentations to describe their villages to others. They can also use maps and posters to accompany their presentations • Students write descriptions of the regions/places from their presentations. • Students use a chart to write short descriptions about Ethiopia. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | Describe different places like mountains they have visited or read about or heard about and the impressions they have developed. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text in a diary form with 150-200 words. | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A text in a diary form with 250-300 words (in dialogue form) | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 5: Scope and Sequence –Grade 6

| | | | | | |
|---|--|-------|--|-------|-------|
| Theme: Tourist Attraction sites in Ethiopia | | | | | |
| Topic: Where is your home town? | | | | | |
| Description: | | | | | |
| Learning Objectives | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • change words in to their different forms. • transfer information from a text. • guess the meaning words from the context given. • listen and sort the main and specific information. • ask for and give directions from a given map. • use active and passive sentences correctly. • join sentences correctly. | | | | | |
| Week 5 | | | | | |
| Week 5: Where is your home town? | | | | | |
| Day 1 | | Day 2 | | Day 3 | Day 4 |
| Word Study | | | | | |
| <p style="text-align: center;"><i>Blending</i></p> <p>A list of words which end with ‘-ing’ and ‘-ed’ will be given. And, students will categorize them with their similar ending.</p> <p>“-ing” Eg. <i>vis-it-ing</i> <i>farm-ing</i> <i>locat-ing</i></p> <p>“-ed” Eg. <i>Visit-ing-ed</i> <i>Locat-ing-ed</i></p> <p>Then, they practice/say them.</p> | | | | | |

| Vocabulary | | | | | |
|-----------------------|--|---|--|---|--|
| | | <p>The following words will be provided in a short text and students guess their meanings from the context Eg. <i>attractive, visit, area, farm, village</i> <u>Academic</u> Practice, categorize, context</p> | | <p>The following words will be listed and students complete a text using appropriate word from the list (Contextual use). Eg. <i>attractive, visit, area, peak, farm, village</i></p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating background knowledge:</i> Students will talk about their home town/ village in pairs. <i>E.g. Where is your home town/ village</i></p> <p>While Reading <i>Reading for details</i> A comparing and contrasting (village vs town) text will be provided and students transfer information to the table based on their reading.</p> <p>Post reading Answer questions by relating the information in the text with their local context.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about. Reading: Read and practice fluency by rate.</p> | |

| Writing | | | | | |
|---------------------|--|--|--|--|---|
| | | | | | Students write different sentences about their own village (location, weather, etc.)and write a paragraph |
| Writing Conventions | | | | | Students take dictation. They listen to the teacher reading and they write what he/she says using correct spellings and punctuations. And compare their texts in pairs. |
| Speaking | | | | | |
| | | | | Students ask for and tell/give directions looking at a map A: <i>Excuse me, can you tell where the post office?</i> B: <i>Certainly. Go straight ahead for 5 minutes and turn left. It is opposite the Bank.</i> | |
| Listening | | | | | |
| | | | Pre-listening: Think about their home town and develop a guiding | | |

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| | | <p>map and discuss their map with their partner.</p> <p>While listening: First draw a map of certain area. Present a text orally and let the students complete the map based on their listening.</p> <p>Post listening: Compare their answers and ask various questions (Wh) to get full information.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Active/ passive</p> <p><i>It is situated</i> <i>It is located</i></p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <p>Students read a text and answer comprehension questions.</p> <p>Students write descriptions of the regions/places from their presentations.</p> | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <p>Students prepare oral presentations to describe their villages to others.</p> <p>They can also use maps and posters to accompany their presentations</p> | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text with 150-200 words. | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, | A text with 250-300 words (in comparing and contrasting form) | | | | |

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| realistic fiction, poems, biographies, autobiographies | | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 6: Scope and Sequence –Grade 6

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|---|---|-------|-------|-------|-------|
| Theme: Tourist Attraction sites in Ethiopia | | | | | |
| Topic: Have you ever travelled to tourist sites? | | | | | |
| Description: | | | | | |
| Learning Objectives | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • use negative prefixes in words correctly. • read a text to sort out specific information. • categorize words thematically. • listen and transfer information. • use comparative and superlative appropriately to compare things /objects. • use words appropriately in a context. • take notes and develop a parallel text. • punctuate sentences correctly. | | | | | |
| Week 6: Have you ever travelled to tourist sites? | | | | | |
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| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p><i>Prefixes 'un-', 'dis-' and 'in'</i></p> <p>Students will be given list of words and they combine appropriate prefix with the words.</p> | | | | |

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| | <p><i>like, convenient, suitable, advantage, attractive, etc.</i></p> <p>Eg. <i>Like: dis-like</i> <i>Like: un-like</i></p> | | | | |
| Vocabulary | | | | | |
| | | <p>Develop a semantic relationship among the words given. <i>Attractive, feature, height, mountain, visit, area, farm, forest, village, waterfall,</i> <i>Cold, hot, windy, cloudy, foggy, rainy,</i> e.g. An attractive waterfall <u>Academic</u> Appropriate, combine, prefix</p> | | <p>Students will be given with an incomplete text and complete it using appropriate thematic words from the list below. <i>weather, rain, journey mountain, visit, area, farm, forest, village,</i></p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Pre-teaching Vocabulary</i> Students look at the words from the reading passage and predict their meaning from their experiences</p> <p>While Reading <i>Ask for specific information.</i> Read the dialogue and say true or false based on the information given in the text, and justify their answer quoting sources from the text.</p> <p>Post reading Students read the passage individually and</p> | | | | |

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| | then discuss their answers in groups. Express their opinions about the text. <i>What would you say if you were mister x in the dialogue?</i> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about.</p> <p>Reading: Read and practice focusing on accuracy. The teacher models and the students follow</p> | |
| Writing | | | | | |
| | | | | | Students gather information about their villages/ towns to compose a paragraph. |
| Writing Conventions | | | | | Students check and rewrite the sentences focusing on using <i>different punctuation marks</i> in pairs and learn from each other. They practice spelling activities. |
| Speaking | | | | | |
| | | | | In pairs or groups, they discuss weather | |

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| | | | <p>conditions in various parks of Ethiopia. e.g. <i>A: Which is the hottest place?</i> <i>B: Awash Park is the hottest place.</i></p> <p>Students look at names and pictures of places and mountains and compare them using comparative and superlative of adjectives</p> <p>Get into groups and describe the places in Ethiopia they have visited/travelled to.</p> | | |
| Listening | | | | | |
| | | <p>Pre listening Students are asked about their experiences of listening weather broadcast</p> <p>While listening, Students listen a text about the</p> | | | |

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| | | <p>weather broadcast of various areas in Ethiopia and complete a table with the listening information.</p> <p>Post listening Using the information in the table, they write a text that describes the weather conditions of different places.</p> | | | |
| Grammar in Context | | | | | |
| | | | Comparison | | |
| | | | <p><i>It is the most attractive place....</i> <i>It looks like....</i></p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Students read a text and answer comprehension questions. • Students use a chart to write short descriptions about Ethiopia. • Combine prefixes appropriately | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <p>Students prepare oral presentations to describe places they have visited and wanted to visit. Students write descriptions of the regions/places from their presentations.</p> | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text with 150-200 words. | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, | A text with 250-300 words (in text/ report form) | | | | |

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| autobiographies | | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 7: Scope and Sequence –Grade 6

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|--|--|-------|-------|-------|-------|
| Theme: Famous People in Ethiopia | | | | | |
| Topic: Who am I? | | | | | |
| Description: | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • identify professional words; • sort out specific idea (information) from a reading text; • identify meanings of words; • transfer the information they listened to a table; • describe pictures orally; • use the simple past tense to express past events; and • write biography of people. | | | | | |
| Week 7 | | | | | |
| Week 7: Who am I? | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | Blending Suffixes Music –music-ian Electric- electric-ian Magic- magic-ian | | | | |

| Vocabulary | | | | | |
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| | | Find the antonym of these words from the text. <i>e.g. birth, raise, live, marry, die single, ...</i> <u>Academic</u> Compound, detail, antonyms, | | Students will be asked to identify words in the same theme from the given ones. | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating background knowledge:</i> Students will be asked to answer questions based on their background knowledge.</p> <p>While Reading Students read a biography of a famous Ethiopian and put events in the correct order Students answer questions (open/closed) about the passage.</p> <p>Post reading Students complete a summary text using the information from the passage</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Reminder of the text.</p> <p>While Reading: A teacher models reading expression and practice reading fluency focusing on expression.</p> | |
| Writing | | | | | |
| | | | | | Students write the biography of the individual in the |

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| | | | | | former week in a paragraph. |
| Writing Conventions | | | | | Write different forms of dates. Use appropriate punctuation marks. <i>e.g.</i> <i>month/day/year</i> |
| Speaking | | | | | |
| | | | | Students look at pictures/photos of a famous Ethiopian and tell what he/she does/did/is doing. | |
| Listening | | | | | |
| | | | | <p>Pre-listening: Predict the listening text based on a given words and picture.</p> <p>While listening: Students listen to a description of a famous Ethiopian and complete an identity card or passport information page e.g. <i>Name:</i> <i>Age:</i> <i>Job:</i> <i>Home:</i> <i>Married/single</i></p> <p>Post listening: Students think</p> | |

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| | | about a famous academician in Ethiopia and complete a table using his/ her information. Then, they write a short biography of the individual | | | |
| Grammar in Context | | | | | |
| | | | <i>simple past</i> what, why and When people did and did not do things and write notes. | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Listen to a biography and rank the main events in a chronological order. • Students read a text about a famous person and answer questions about date, place, job, etc. Write a short paragraph about a biography of a famous person (information card will be provided by the teacher). | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | Describe a person with the given personal details. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text (in an interview form) with 150-200 words. | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A text with (a biography) 250-300 words | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |

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| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |
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Week 8: Scope and Sequence –Grade 6

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|---|---|--------------------------------------|-------|-------|-------|
| Theme: Famous people in Ethiopia | | | | | |
| Topic: People and their Past | | | | | |
| Description: | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • use suffixes to form profession words for males and females; • read to identify specific information from a text; • identify meaning of thematic words; • use words in contexts; • listen and decide whether the information is right or wrong based on the text; • elicit information about a family from their partner; • use simple present and present continuous tenses correctly; • take notes from dictation and punctuate sentences correctly; and • reorder jumbled words to form correct sentences. | | | | | |
| Week 8 | | | | | |
| | | Week 8: People and their past | | | |
| Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p align="center">Blending Morphemes</p> <p>Students notice the suffixes added to a word so as to change it in to a profession (occupation) word.</p> <p><i>Teach= teach-er</i></p> <p><i>Art= art-ist</i></p> <p><i>Learn- learn-er</i></p> <p><i>Work= work-er</i></p> | | | | |

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| | <p><i>Act= act-er(ress)</i></p> <p>Then, they will be given words and then add suffixes in the same way. <i>wait, play</i></p> | | | | |
| Vocabulary | | | | | |
| | | <p>Students will be given words (list of profession words) in one column and their meaning in the other, and then they will match. Words: <i>waitress</i> <i>manager</i> <i>occupation</i> <i>secretary</i> <i>farmer</i> <i>guard</i> <i>guarder</i> <u>Academic</u> match, dialogue, expression, etc.</p> | | <p>Students will be given a dialogue/ text and write the meaning of the underlined words.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating background knowledge:</i> In pairs, students list down the famous Ethiopian athletes they know, and discuss what they know about them.</p> <p>While Reading Students read a passage of one famous Ethiopian athlete and answer comprehension questions. <i>Ex. Ask for specific information.</i></p> <p>Post reading</p> | | | | |

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| | Students will compare the information of the famous athlete in the passage with the information they knew about her/ him. | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the dialogue was about.</p> <p>Reading: Read and practice fluency. Focus on intonation, expression and reading with sufficient pace.</p> | |
| Writing | | | | | |
| | | | | | <p><i>Jumbled words in Sentences</i> Students rearrange jumbled words and write sentences.</p> |
| Writing Conventions | | | | | <p>Students take down dictation.</p> <p>At the end encourage them to share what they have done focusing on using <i>full stop, question mark and quotation mark</i> in pairs and learn from each other.</p> |
| Speaking | | | | | |
| | | | In pairs, students will talk about the | | |

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| | | | <p>profession of their family/ relatives.</p> <p>They use 'wh' questions to find out information about their partner.</p> <p>Individually/in pairs, students complete a table and make dialogue using the information.</p> | | |
| Listening | | | | | |
| | | <p>Pre-listening: Predict about the listening text based on given illustration (pictures).</p> <p>While listening: Rearrange the events based on the listening.</p> <p>Post listening: Complete a summary text based on their listening.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Simple present <i>What is your occupation?</i></p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <p>blending/segmenting parts in a word</p> <p>Reading and sorting specific information</p> | | | | |

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| | Completing a dialogue and acting out Rearranging jumbled up words in to sentences. |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | Talk about the occupation of their families and relatives Complete dialogues. |
| Resources | |
| Listening and/ viewing texts | A text with 150-200 words. |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A text with 250-300 words (in dialogue form) |
| Informational texts (non- fiction) | |
| Overall Notes | |
| Notes for Teachers | |
| Recycling/Spiral content, alignment, pacing, length of unit. | |

Week 9: Scope and Sequence –Grade 6

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| Theme: Famous People in Ethiopia |
| Topic: Biographies of Famous People |
| Description: |
| Week 9 |
| Learning Outcomes (LOS) |
| <ul style="list-style-type: none"> • segment suffixes from words; • sort out information from a reading text; • guess meanings of words; • use words in appropriate context; • depict information from the listening text; |

- elicit information from others using correct questions;
- use correct capitalization in sentences;
- use simple past tense in sentences with correct form; and
- write biography of famous people.

Week 9: Biographies of famous people

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| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
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Word Study

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| | <p style="text-align: center;"><i>Segmenting</i></p> <p>Students read words by segmenting affixes. <i>profession –al</i> <i>lead-er</i> <i>win-er</i> <i>paint-er</i> <i>dance-er</i> <i>design-er</i></p> <p>Then, they will be given affixes and they add on words.</p> | | | | |
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Vocabulary

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| | | <p>Students will use these words to complete a given text:</p> <p><i>Biography, live, Die, marry, divorced, wedding</i> <i>Born, artist, sportsman, sportswoman, athlete</i> <u>Academic</u> Segment, famous, thematic, select,</p> | <p>Students will be given some words and asked to write meaningful sentences using them.</p> | |
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Reading Comprehension

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| | <p>Pre-reading <i>Pre teaching Vocabulary</i> Le students predict the meaning of some</p> | | | | |
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| | <p>words.</p> <p>While Reading</p> <p><i>Identifying relationship among ideas</i></p> <p>Read the biography of a famous Ethiopian and put events in the correct order.</p> <p><i>Ask for specific information</i></p> <p>Students answer questions (open/closed) about the passage</p> <p>Post reading</p> <ul style="list-style-type: none"> • Students will be asked some questions which help them to relate the information in the text with their knowledge. | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading:</p> <p>Short reminder what the text was about.</p> <p>Reading:</p> <p>Read and practice fluency focus on accuracy.</p> | |
| Writing | | | | | |
| | | | | | <p>Students fill in gaps in sentences with time expressions e.g. <i>every, last, ago, on, in etc.</i></p> <p><i>Jigsaw writing</i> - students write questions to ask their partner about a famous person. As they ask (see speaking and listening) they take notes on the</p> |

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| | | | | | answers. Students look at biographical notes and write complete sentences about the person. E.g. Born/1972 – He was born in 1972 |
| Writing Conventions | | | | | Students rewrite sentences correcting capitalization and punctuation errors. |
| Speaking | | | | | |
| | | | <p><i>Role play/ interview:</i> in pairs, one student assumes the identity of a famous Ethiopian and the other student asks questions (based on jigsaw reading and writing task)</p> <p>One student takes on the role of a famous person but is not allowed to say ‘yes’ or ‘no’. The other students ask questions to try to make him/her say yes or no.</p> | | |
| Listening | | | | | |
| | | <p>Pre-listening: Predict what the listening text will be based on photographs.</p> | | | |

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| | | <p>While listening: Students listen to a description of a famous Ethiopian and complete an identity card or passport information page E.g. <i>Name:</i> <i>Age:</i> <i>Job:</i> <i>Home:</i> <i>Married/single</i></p> <p>Post listening: Students complete a table about someone they know and write a description about the person.</p> | | | |
| Grammar in Context | | | | | |
| | | | <ul style="list-style-type: none"> • Simple past <i>e.g. He was born/went/lived/died etc.</i> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Use a title to guess the theme of a text. • Use words in different contexts. • Take part in the role play under a given situation. • Use correct capitalization and punctuation in their writing. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Students read a text about a famous person and answer questions about date, place, job, etc. • Read a text accurately. • Based on a given context use correct vocabulary. <p>Write a short paragraph about a biography of a famous person (information card will be provided by the teacher).</p> | | | | |
| Resources | | | | | |
| Listening and/ viewing | A descriptive text with 150-200 words. | | | | |

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| texts | | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A text with 250-300 words (in interview form) | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 10: Scope and Sequence –Grade 6

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| Theme: Food and Festivals | | | | | |
| Topic: Types of Food | | | | | |
| Description: | | | | | |
| Week 10 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • identify countable and uncountable nouns; • use correct quantifiers with countable and uncountable nouns; • predict and look for information from a reading text; • use words in contexts; • categorize words thematically; • complete charts using information they listened to; • write a recipe for making food; and • use the comma correctly to list nouns. | | | | | |
| Week 10: Types of Food | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |

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| Word Study | | | | | |
| | <p><i>collocations</i> <i>a kilo, a cup of, a litter of, a packet of</i></p> <p>Students will identify the type of measurement that goes with the following food items. <i>milk, paper, juice, oil, orange, tea etc.</i> <i>Eg. A kilo of orange</i></p> | | | | |
| Vocabulary | | | | | |
| | | <p>Students will write the meaning of words in a dialogue: <i>prepared, bitter, Delicious, stiff, heat, raw, pan, Ingredient, kitchen, taste, bowl, spicy, fried, beef, dairy, roast</i> <u>Academic</u> Measurement, quantity, apply, countable, uncountable</p> | | <p>Students will be given a list of countable and uncountable nouns. They categorize them under themes: Fruits, Vegetables, Crops and meat</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Brainstorming activity:</i> Students answer some questions based on their background knowledge.</p> <p>While Reading Read an expository type of text and answer specific questions using the information from the text. Identify reference words in the text.</p> | | | | |

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| | <p>Post Reading Students compare what they have learned from the text with what they already know using some general questions.</p> <ul style="list-style-type: none"> • <i>Ask inferential questions.</i> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about.</p> <p>Reading: Read and practice fluency focusing on expression.</p> | |
| Writing | | | | | |
| | | | | | Students get into groups and make posters of lists of foods in groups of vegetables, fruit, meat, dairy etc. and prepare a recipe in a in sentences. |
| Writing Conventions | | | | | Use comma in listing and sorting types of food. |
| Speaking | | | | | |
| | | | | In pairs, students talk about types of food (food/ingredients) using the language modeled (A dialogue having model expressions about types of food will be given). | |
| Listening | | | | | |

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| | | <p>Pre-listening: Three health related questions will be given. Students will answer based on their background knowledge.</p> <p>While listening: Students listen to a description of food types and their classification to check what they have answered in the pre-listening</p> <p>Students answer comprehension questions.</p> <p>Post listening: Complete a summary text based on their listening.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p><i>Countable and uncountable</i></p> <ul style="list-style-type: none"> • What's your favorite food? <p>Fruits, vegetables, cooked food sugar (U), banana (C)</p> <p><i>expressions of quantity</i></p> | | |

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| | | | <i>appropriately</i> (adverbs of frequency) how much/many/a few/ a little | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Use their background knowledge to tell about food types. • Use words in different contexts. • Use expressions of quantity. • Use correct punctuation in listing things. • Listen and sort food types. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Students read a text answer questions about food types. • Use correct vocabulary based on a given context. • Make posters about common food types in their environment | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text with 150-200 words. | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | A text with 250-300 words (in an expository form) | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 11: Scope and Sequence –Grade 6

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|---|--|---|-------|---|-------|
| Theme: Food and Festivals | | | | | |
| Topic: Food Preparation | | | | | |
| Description: | | | | | |
| Week 11 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • read words by adding suffixes; • depict information from the reading text; • collocate words; • identify contextual meanings of words; • listen and transfer information; • describe food items; • write a recipe; • identify countable and uncountable nouns; • use quantifiers correctly, and • use the comma and the colon correctly. | | | | | |
| Week 11: Food Preparation | | | | | |
| Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | Reading words by segmenting affixes. <i>Taste – tasty</i> <i>Spice – spicy</i> | | | | |
| Vocabulary | | | | | |
| | | Collocations Students will be given words in two columns and asked to collocate them. <i>Example: chop onion</i> | | Students will be given sentences with missing words, and the beginning letters of the words are given as a clue. Using that, the y | |

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| | | Academic Segment, apply, fill, blank, | | predict the word and complete the sentences. | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading Brainstorming activity: Predict the meaning of the words taken from a text.</p> <p>While Reading Read a recipe and description of the nutrients in a specific food type and list the main ingredients. Answer comprehension questions.</p> <p>Post Reading Students discuss their reflection on the given recipe.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about.</p> <p>Reading: Read and practice fluency focusing on rate.</p> | |
| Writing | | | | | |
| | | | | | <ul style="list-style-type: none"> • Students get into groups and complete a recipe. Then, write a paragraph about how to make “Misir Wat” by using transitional words like first, second, next etc. |

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| Writing Conventions | | | | | <ul style="list-style-type: none"> • Using comma, semicolon and colon in listing ingredients and writing a recipe. |
| Speaking | | | | | |
| | | | <ul style="list-style-type: none"> • In pairs, look at pictures (carrot, onions etc.) and talk about the nutritional values by saying proteins, carbohydrates, vitamins etc. of the food items. • In pairs they talk about their favorite food and its preparation using “Wh-” question words. | | |
| Listening | | | | | |
| | | <p>Pre-listening:</p> <ul style="list-style-type: none"> • Students will talk about various common meals and the preparation of a staple food. <p>While listening:</p> <ul style="list-style-type: none"> • Students listen to a description of the preparation of different staple food common in their area. | | | |

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| | | <p>check what they already know in the pre-listening</p> <p>Post listening:</p> <ul style="list-style-type: none"> • Students list the steps in the preparation process and the ingredients. • Write sentence based on their experiences on favorite food. | | | |
| Grammar in Context | | | | | |
| | | | <p>Quantifiers</p> <p>how much/many/ few/a few/ a little/ little/ a lot of</p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Use their background knowledge to tell about ingredients and food preparation process. • Use words in different contexts. • Use expressions of quantity. • Use correct punctuation in in listing steps of food preparation. • Listen and identify the steps and the ingredients. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • read different sentences and put them in the right order. • Read a text with expression. • use correct vocabulary based on a given context. • Prepare a recipe about the preparation of a traditional food. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A descriptive text in 150-200 words | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, autobiographies | <p>A recipe.</p> <p>A descriptive text in 250 - 300 words.</p> | | | | |

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| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 12: Scope and Sequence –Grade 6

| | | | | | |
|---|--|-------|-------|-------|-------|
| Theme: Foods and Festivals | | | | | |
| Topic: Traditional Festivals and Foods | | | | | |
| Description: | | | | | |
| Week 12 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be: | | | | | |
| <ul style="list-style-type: none"> • form compound nouns from words; • read for gist (main idea); • write contextual meanings of words; • identify countable and uncountable nouns; • use quantifiers correctly; • argue with logical reasons; • write a guided paragraph; and • listen to a text and get specific information. | | | | | |
| Week 12: Traditional food and Festivals | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <i>Compounding</i> Students notice how the words are formed | | | | |

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| | <p>and say them.</p> <p><i>Holy-day</i> <i>Easter day</i> <i>Christmas eve</i></p> <p>Students remember similar compound words and notice their features</p> | | | | |
| Vocabulary | | | | | |
| | | <p>Students will write the meanings of the underlined thematic word sin the given text</p> | | <p>Students will be given words and their meanings in two columns and they match them</p> <p>Insert words in to their correct position in a text.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading Brainstorming activity:</p> <ul style="list-style-type: none"> • Students are asked if they know any Ethiopian cultural heritage registered in UNESCO. <p>While Reading</p> <ul style="list-style-type: none"> • Read a text about one of the heritages of Ethiopia registered in UNESCO: Fiche and answer the comprehension questions. <p>Post Reading</p> <ul style="list-style-type: none"> • Answer inferential questions which are extracted from the passage. • <i>Reflect their opinion about the text.</i> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about.</p> <p>Reading:</p> | |

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| | | | | Read and practice focusing on accuracy. | |
| Writing | | | | | |
| | | | | | <ul style="list-style-type: none"> • Students get into groups and write how a festival is celebrated in their surroundings. • Students describe what they ate and what they did during a festival in a graphic organizer. |
| Writing Conventions | | | | | Use capitalization , comma and full stop to describe foods. |
| Speaking | | | | | |
| | | | | <ul style="list-style-type: none"> • Students read some controversial statements and they agree or disagree with reasons. Eg. <i>Children should always eat cakes.</i> | |
| Listening | | | | | |
| | | Pre-listening: <ul style="list-style-type: none"> • Students will list festivals and the common activities they know during | | | |

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| | | <p>the festival.</p> <p>While listening:</p> <ul style="list-style-type: none"> • Students listen to a description of a festival and identify the activities. <p>Post listening:</p> <ul style="list-style-type: none"> • Answer some critical reading questions based on their listening. | | | |
| Grammar in Context | | | | | |
| | | | <p>Qualifiers</p> <p>How much/many/ a few/ a little/ little/ few/ a lot of</p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Use their background knowledge to tell about ingredients and food preparation process. • Use words in different contexts. • Use expressions of quantity. • Use correct punctuation in in listing steps of food preparation. <p>Listen and identify the steps and the ingredients.</p> | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <p>Students read different sentences which are about how a particular type of food is made and put them in the right order.</p> <ul style="list-style-type: none"> • Read a text in expression. • Based on a given context use correct vocabulary. <p>Prepare a recipe about the preparation of a traditional food based on one type of festival.</p> | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A descriptive text in 150-200 words | | | | |
| Reading texts: Picture books, stories, fables, myths, science fiction, realistic fiction, poems, biographies, | <p>A recipe.</p> <p>A descriptive text in 250 - 300 words.</p> | | | | |

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| autobiographies | | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 13: Scope and Sequence – Grade 6

| | | | | | |
|---|--|-------|-------|-------|-------|
| Theme: Animal Fables | | | | | |
| Topic: Wild Life and Domestic Animals | | | | | |
| Description: | | | | | |
| Week 13 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • form compound nouns using words; • answer comprehension questions by extracting information from texts; • sort out words thematically; • use simple past tense correctly; • listen to texts and identify the required information; • write a paragraph using guided information; and • identify the spelling of thematic words. | | | | | |
| Week 13: Wild Life and Domestic Animals | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p><i>Compounding</i></p> <p>Students will be given list of words and find a word which go together with the one in list to form compound nouns.</p> | | | | |

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| | <p>animal, life, bird, wild domestic, cage, feather,</p> <p>Eg. <i>wild animal</i> <i>bird cage, etc.</i></p> | | | | |
| Vocabulary | | | | | |
| | | <p>Students will categorize a list of animals a wild and domestic in a table.</p> <p>Students match various sounds which are made by different animals</p> <p><u>Academic</u> <i>Theme, find, predict,</i></p> | | <p>Students will be given a text in which they can use the given words.</p> <p><i>nails, fasten rats, die , ability unhappy, hungry, disappointed, complained, message,</i></p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading Brainstorming activity:</p> <ul style="list-style-type: none"> • Students are asked their experiences about different animals. <p>While Reading</p> <ul style="list-style-type: none"> • Read a text about “The Bear and the Old Man” and answer comprehension questions based on it. <p>Post Reading</p> <ul style="list-style-type: none"> • Students discuss the main lesson the story conveys. • <i>Reflect their opinion about the text.</i> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about.</p> <p>Reading:</p> | |

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| | | | | Read and practice focusing on expression. | |
| Writing | | | | | |
| | | | | | <ul style="list-style-type: none"> • Students add ideas in a graphic organizer that shows the similarities and differences of the animals. • Students write one paragraph that compares and contrasts animals. |
| Writing Conventions | | | | | Spelling Students will rearrange spellings given and form correct words. |
| Speaking | | | | | |
| | | | | <ul style="list-style-type: none"> • In groups students compare and contrast some animals based on various criteria (strength, beauty, loyalty etc.) | |
| Listening | | | | | |
| | | <p>Pre-listening:</p> <ul style="list-style-type: none"> • Students are asked to list various activities which are don by animals in their surroundings. <p>While listening:</p> <ul style="list-style-type: none"> • Listen a text and answer the comprehension questions. <p>Post listening:</p> | | | |

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| | | <ul style="list-style-type: none"> Students reflect on what they have learned from the story they listened. | | | |
| Grammar in Context | | | | | |
| | | | <p>Simple Past tense <i>What did the animal do?</i></p> <ul style="list-style-type: none"> Where did it live? What/eat <p>Did ...? Yes/No-----</p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> Use their background knowledge to tell about the difference and similarities of animals. Use words in different contexts. Use adverbs of degree. Use correct punctuation in their paragraphs. <p>Listen to a compare and contrast text and identify the main ideas mentioned.</p> | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> Students read different sentences which are about where animals can live. Read a text in expression. Based on a given context use correct vocabulary. <p>Write an expository paragraph about animals.</p> | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A descriptive text in 150-200 words | | | | |
| Reading texts: | A text in compare and contrast form in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 14: Scope and Sequence –Grade 6

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| Topic: Animals' Abilities | | | | | |
| Description: | | | | | |
| Week 14 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • segment suffixes and read words correctly; • scan a text to get specific information; • sort animals with the words which express their ability; • extract information from the listening text; • elicit information by forwarding questions; • use 'quite' and 'rather' correctly in sentences; • use words in contexts correctly; • identify spelling of words; and • write sentences comparing/contrasting the abilities of animals. | | | | | |
| Week 14: Animals' Abilities | | | | | |
| Day 1 | | Day 2 | | Day 3 | Day 4 |
| Word Study | | | | | |
| Segmenting Suffixes <i>Un - <u>able</u> = unable</i> <i><u>Hunt</u> - ing = hunting</i> <i><u>Climb</u> - ing = climbing</i> <i><u>Hunt</u> - er = hunter</i> <i><u>Fast</u> - er - est = faster/ fastest</i> <i><u>Strong</u> - er - est = stronger/ est</i> Similar words will be give and students notice the features and read. | | | | | |
| Vocabulary | | | | | |
| | | Students will be given different sounds of animals and they will match them with the animal which produces the sound. <i>Frogs: <u>croak</u></i> <i><u>Academic</u></i> <i>Complete, apply, draw,</i> | | | Students will be given an incomplete text in which they can use the given words. <i>Fins, legs, hooks, wings, hopping,</i> |

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| | | | | <i>digging</i> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading Brainstorming activity:</p> <ul style="list-style-type: none"> • Ask students three questions about their experiences towards lions. • Talk about some abilities of lions they know. <p>While Reading</p> <ul style="list-style-type: none"> • Read a fable that explains what the animal (lion) can perform when they are trained and answer the comprehension questions. <p>Post Reading</p> <ul style="list-style-type: none"> • Reflect their opinion about the abilities of the animals in the fable. | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about.</p> <p>Reading: Read and practice focusing on accuracy.</p> | |
| Writing | | | | | |
| | | | | | <ul style="list-style-type: none"> • Students add ideas in a graphic organizer that show abilities of animals. • Students write sentences comparing and contrasting the abilities of the animals. |
| Writing Conventions | | | | | |
| | | | | | <p>Spelling Students choose the</p> |

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| | | | | | correct word from words which are related in spelling. |
| Speaking | | | | | |
| | | | <ul style="list-style-type: none"> • In pairs, students express their opinion about what animals can/ cannot do (wild and domestic). • Talk about what people will benefit from animals ability. | | |
| Listening | | | | | |
| | | <p>Pre-listening:</p> <ul style="list-style-type: none"> • Students will be asked some questions to activate their knowledge about kangaroos. <p>While listening:</p> <ul style="list-style-type: none"> • Listen to a text and answer the comprehension question. <p>Post listening:</p> <ul style="list-style-type: none"> • In pairs, students to retell the story orally. | | | |
| Grammar in Context | | | | | |
| | | | <p>Adverbs of degree: <i>Using 'quite'</i></p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Use their background knowledge to tell about the abilities of animals. • Use words in different contexts. • Use adverbs of degree. • Use correct punctuation in their paragraphs. <p>Listen to a compare and contrast text and identify the main ideas mentioned.</p> | | | | |

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| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Write a paragraph about how animals will be used and trained. • Write short animal stories. • Students read different sentences about what animals can perform. • Read words fluently. • use correct vocabulary based on a given context. | | | |
| Resources | | | | |
| Listening and/ viewing texts | A dialogue in 150-200 words | | | |
| Reading texts: | An expository text in 250 - 300 words. | | | |
| Informational texts (non-fiction) | | | | |
| Overall Notes | | | | |
| Notes for Teachers | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | |

Week 15: Scope and Sequence –Grade 6

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| Theme: Animal Fables |
| Topic: Animal in the parks |
| Description: |
| Week 15 |
| Learning Objectives: By the end of this week, students will be able to: <ul style="list-style-type: none"> • segment words from their affixes; • scan for specific information from the reading text; • write the contextual meaning of words; • use words correctly in the contexts given; • listen and sort the gist of a text; • use the present perfect tense to share their experience with their partner; and |

- write a paragraph connecting sentences.

| Week 15: Animals in the parks | | | | | |
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| Day 1 | Day 2 | | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p style="text-align: center;">Segmenting</p> <p>Reading words by segmenting affixes.</p> <p><i>keep-er</i></p> <p><i>Protect-ion</i></p> <p><i>Protect-ed</i></p> <p><i>En-danger-ed</i></p> <p><i>Confine-ment</i></p> <p>Then, students will be given similar words and read them similarly</p> | | | | |
| Vocabulary | | | | | |
| | | <p>Students find words from a text having the meaning given.</p> <p>Identify the meaning of the underlined words in the paragraph.</p> <p><u>Academic</u></p> <p>Story, segment, comprehend, debate</p> | | <p>Students will be given an incomplete text in which they can apply the given words.</p> <p><i>Lived, roll, cross, bitten, howl, satisfied, reached, revange</i></p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading</p> <p><i>Brainstorming activity :</i></p> <ul style="list-style-type: none"> • Answer pre reading question based on their background knowledge. <p>While Reading</p> <ul style="list-style-type: none"> • Read a fable about how animals behave. • Answer the comprehension questions which focus on finding specific information from the fable. | | | | |

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| | <p>Post Reading</p> <ul style="list-style-type: none"> • Reflect their opinion about the lesson they learnt from the story. • Reflect their opinion about the animals' behavior in their environment. | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (Animals in X park).</p> <p>Reading: Read and practice focusing on fluency.</p> | |
| Writing | | | | | |
| | | | | | Students write a paragraph about the abilities of animals using the information they completed in the previous week. |
| Writing Conventions | | | | | Students complete sentences choosing the word with appropriate spelling |
| Speaking | | | | | |
| | | | <ul style="list-style-type: none"> • Teacher reminds about the basic rules in debating to the class. • Debate on how animals should be taken care of: in | | |

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| | | | the zoo or outside? | | |
| Listening | | | | | |
| | | <p>Pre-listening:</p> <ul style="list-style-type: none"> • Predict the meaning of words using their prior knowledge. <p>While listening:</p> <ul style="list-style-type: none"> • While they are listening to an animal fable, fill in a about the animals in the story. <p>Post listening:</p> <ul style="list-style-type: none"> • Reflect their opinions on the lessons which can be drawn from the story. | | | |
| Grammar in Context | | | | | |
| | | | <p>Present perfect tense -Have you ever seen X animal? Comparison What is the fastest animal?</p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Compare and contrast the behavior of animals in fables. • Use words in different contexts. • Use correct punctuation in their paragraphs. • Listen to a compare and contrast text and identify the main ideas mentioned. • Debate based on logical reasons | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Write a paragraph about how animals will be used and trained. • Take notes from listening • Write short summary about animal fables. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text 150-200 words | | | | |

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| Topic: My family tree | | | | | |
| Description: | | | | | |
| Week 16 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • identify words related to family; • scan specific information from a text; • use family words in context; • listen to and get the gist of a text; • describe their family members orally; • use possessive pronouns correctly; • use the full stop and capital letters correctly, and • write a short paragraph about their family. | | | | | |
| Week 16: My family tree | | | | | |
| Day 1 | | Day 2 | | Day 3 | Day 4 |
| Word Study | | | | | |
| Segmenting Syllables Teacher shows the syllables of the words and let students notice and says them. <i>Moth-er</i> <i>Fath-er</i> <i>Sist-er</i> <i>Broth-er</i> <i>Pa-rent-s</i> | | | | | |
| Vocabulary | | | | | |
| | | Students will be given a list of words which are indicate family relationship and asked to group them in “ male”, “female” “ neutral” category: <i>Mother, father, sister, brother, a care taker</i> | | Students will be given a list of nouns which indicate family relationship and use the words in a text or replace them with appropriate family | |

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| | | <u>Academic</u> <i>Syllable, notice, relationship</i> | | relationship word. | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating background knowledge</i></p> <ul style="list-style-type: none"> • Forward three general questions about family relationship and invite them to discuss. <i>Eg. Who are your family members and what is your blood relationship with them?</i> <p>While Reading</p> <ul style="list-style-type: none"> • Read a descriptive text about X family and complete sentences by transferring specific information. And, answer reading comprehension questions. <p>Post Reading</p> <ul style="list-style-type: none"> • Reflect their opinion about the family. <i>Eg. What do you learn from the story?</i> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (X family).</p> <p>Reading: Read and practice focusing on expressions.</p> | |
| Writing | | | | | |
| | | | | | Students write a paragraph about their own families using the guiding questions given. |

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| Writing Conventions | | | | | Rewrite their sentences using appropriate letter (capitalization) and punctuation, and check in pairs. |
| Speaking | | | | | |
| | | | Students describe their family members. Use questions and answer like <i>Whose family ...?, Is he/she younger/ older than...?</i> | | |
| Listening | | | | | |
| | | <p>Pre-listening: Students discuss about their close relatives.</p> <p>While listening: A short text about certain family will be presented orally/ audio material and students look for specific information to answer five questions from their listening.</p> <p>Post listening: In pairs, they compare their answers, and develop a story about the family they listened</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Possessives (pronouns and adjectives) I/we/they have two sisters. My sister.... This is her brother.</p> | | |

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| | | | Ours is there. | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Compare and contrast the behavior of animals. • Use family related words in different contexts. • Use correct punctuations and capitalization in their sentences. • Used appropriate possessive pronouns and adjectives to describe their family. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Write sentences about their family correctly. • Take notes from listening and develop an equivalent text. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text 150-200 words | | | | |
| Reading texts: | A descriptive text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 17: Scope and Sequence –Grade 6

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| Theme: Large Families |
| Topic: My relatives |
| Description: |
| Week 17 |
| Learning Objectives: By the end of this week, students will be able to: <ul style="list-style-type: none"> • form compound words of family using two or more words; • get specific information from the reading text; • listen to and sort out details from a poem; • form compound sentences using ‘but’ and ‘and’; |

- use family words in the appropriate contexts;
- reflect their opinions for open statements, and
- write a letter using their own family information.

Week 17: My relatives

Day 1

Day 2

Day 3

Day 4

Day 5

Word Study

Compounding
Teacher shows the pattern of the compound words and let students notice

Grand mother
Grand father
Step sister
Step brother
Mother- in -law
Sister- in-law

Vocabulary

Students will be given a list of words which indicate family relationship and asked to replace them in their correct position in sentences.

Mother, uncle, father, sister
aunt, brother, cousin, nephew,
niece

Academic
Indicate, pattern, appropriate, choose

Students will be given a list of words from the reading text and write their meanings.

Reading Comprehension

Pre-reading
Activating background knowledge
What does large family mean?

While Reading

- *Asking for specific information*
- Read a narrative text about relatives of 'X' student and answer different

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| | <p>questions based on it.</p> <p>Post Reading</p> <ul style="list-style-type: none"> • Reflect their opinion about the relatives whether their own one shares some characteristic with the one in the text. <p><i>Eg. In what ways your relatives are similar with the one in text?</i></p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (X family).</p> <p>Reading: Read and practice focusing on accuracy.</p> | |
| Writing | | | | | |
| | | | | | <p>Students will be given a model letter and they write a a similar short letter that describes their family.</p> |
| Writing Conventions | | | | | <p>Rewrite their sentences about relatives of someone using appropriate letter (capitalization) and comma.</p> <p>Then, discuss their answers in pairs and share information on their writing.</p> |
| Speaking | | | | | |

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| | | | Some general sentences are given and students think about them and report their positions to their group members. | | |
| Listening | | | | | |
| | | <p>Pre-listening: <i>Activating background knowledge</i></p> <ul style="list-style-type: none"> • How do you explain the importance of family? <p>While listening: They will listen to a poem about the experience X family and answer the questions from the text.</p> <p>Post listening: In groups, let them discuss about the similarities and differences between the families in the poem and yours</p> | | | |
| Grammar in Context | | | | | |
| | | | <i>Coordinating conjunctions: 'but' and 'and'</i> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sort out specific information from a text. • Use conjunctions appropriately. • Use correct punctuations and capitalization in their sentences. • Describe their favorite relative. | | | | |
| Summative Assessment (Post Unit Assessment aligned to | <ul style="list-style-type: none"> • Combine sentences using conjunctions • Take notes from listening and develop an equivalent text. | | | | |

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| MLCs and LOs) | | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text (diary) 150-200 words | | | | |
| Reading texts: | A narrative text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 18: Scope and Sequence –Grade 6

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|--|---|-------|-------|-------|-------|
| Theme: Large Family | | | | | |
| Topic: Family planning | | | | | |
| Description: | | | | | |
| Week 18 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to : | | | | | |
| <ul style="list-style-type: none"> • sort words based on their pronunciation; • identify specific information from a text; • give meanings of words from the context; • depict information from the text they listened to; • take part in a role-play; • join sentences correctly; and • write a paragraph. | | | | | |
| Week 18: Family planning | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | Sound patterns Teacher shows the pattern of words | | | | |

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| | and let students notice and matches. Eg. Object- inject Friends-trends | | | | |
| Vocabulary | | | | | |
| | | Students will be an incomplete text and asked to complete the text using the appropriate word from the list. Eg. basic, important, successful, education, grow <u>Academic</u> <i>Relate, family, space, insert,</i> | | Students will be given an a list of vocabularies from the reading text. Then, they write the contextual meaning of the words. | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading Brainstorming: students will be set in pairs and discuss the statements given based on what they know.</p> <p>While Reading</p> <ul style="list-style-type: none"> • <i>Asking for specific information</i> • An expository text which deals about large vs small family will be given and students will transfer specific information in to a table. <p>Post Reading</p> <ul style="list-style-type: none"> • Students will be given question to evaluate large and small families based on their experiences. | | | | |
| Reading Fluency | | | | | |
| | | | | Pre reading: Short reminder what the text was about (X family). | |

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| | | | | Reading: Read and practice focusing on rate. | |
| Writing | | | | | |
| | | | | | Based on the information you have gathered after the listening lesson, they write six to eight sentences in a paragraph about the benefits of family planning. |
| Writing Conventions | | | | | Rewrite their sentences they wrote in the listening section focusing on using appropriate letter (capitalization) and punctuation. |
| Speaking | | | | | |
| | | | | Role Play Students will be assigned to play different roles of the family members and play the role having a brief rom the teacher. | |
| Listening | | | | | |
| | | Pre-listening: Activating expectations • Teacher writes a topic "Extended Family" on the | | | |

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| | | <p>board, and asks their expectations.</p> <p>While listening:</p> <ul style="list-style-type: none"> • Students listen to a passage about an extended family (and how it grows bigger) and answer sentence completion questions based on their listening. <p>Post listening:</p> <ul style="list-style-type: none"> • An incomplete summary of the listening text will be given and students complete it. | | | |
| Grammar in Context | | | | | |
| | | | Using Subordinating Conjunctions: as, because, though, after, when and if | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sort out specific information from a text. • Use conjunctions appropriately. • Use correct punctuations and capitalization in their sentences. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Combine sentences using conjunctions • Use words related to family planning in contexts. • Debate on large families. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text expository 150-200 words | | | | |
| Reading texts: | An expository text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral | | | | | |

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| content, alignment, pacing, length of unit. | | | | | |
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Week 19: Scope and Sequence –Grade 6

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| Theme: Save our World | | | | | |
| Topic: Air and Water Pollution | | | | | |
| Description: | | | | | |
| Week 19 | | | | | |
| Learning Objectives: | | | | | |
| By the end of the week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • read words segmenting their affixes; • read and identify specific information from a text; • categorize words thematically; • listen to and pick out specific information; • describe pictures orally; • use zero conditional sentences; • use words in contexts; • re-write words using correct spelling; and • write a short paragraph. | | | | | |
| Week 19: Air and Water Pollution | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p align="center">Identifying Root Words</p> <p>Teacher shows the pattern of words and let students identify the root words.</p> <p><i>Eg.</i></p> <p><i>Pollution – pollute</i></p> <p><i>Fertilize—fertile</i></p> | | | | |
| Vocabulary | | | | | |
| | | Students will be given a list of words related to water/Air | | Students will be given list of | |

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| | | <p>pollution and asked to group them under their theme. Eg. Smoke-Air <u>Air</u> <u>Water</u> plastic bag sewerage litter garbage <u>Academic</u> Notice, identify, transfer,</p> | | <p>vocabularies from the reading passages. They write their contextual meanings in to their exercise book.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Brainstorming:</i> students will be given questions to activate their prior knowledge on the reading text. While Reading • <i>Transferring information</i> A text which deals about water pollution will be given and students will answer questions by depicting specific information from a text. Post Reading Students answer questions relating the information in the text with their prior knowledge.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (Air/ water pollution). Reading: Read and practice focusing on accuracy.</p> | |
| Writing | | | | | |

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| | | | | | Students produce a range of the causes of water and air pollution on their environment. Then, write a paragraph using the points they mentioned. |
| Writing Conventions | | | | | Spelling Practice Jumbled spellings are given. Students rearrange them and form a correct word using the first letter as clues. |
| Speaking | | | | | |
| | | | | -Students will be given pictures about water and air pollution. -They get into pairs answer the questions based on the pictures. | |
| Listening | | | | | |
| | | Pre-listening: | | | |

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| | | <p>Brainstorming Students will be asked to list down animals which are being affected by air pollution.</p> <p>While listening: Students listen to text about air pollution and the effects on the habitat and answer the comprehension questions.</p> <p>Post listening: Students are asked about the effects of air pollution in their environment and answer the questions relating their experiences with the contents of the text.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Conditionals: Zero conditional</p> <ul style="list-style-type: none"> • If we don't... | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Transfer specific information from a text to a table. • Use conjunctions appropriately. • Use correct punctuations and capitalization in their sentences. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Combine sentences using conjunctions • Express their opinions in contexts • Give suggestions | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text expository 150-200 words | | | | |
| Reading texts: | An expository text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |

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| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |
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Week 22: Scope and Sequence –Grade 6

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|--|---|-------|-------|-------|-------|
| Theme: Save our World | | | | | |
| Topic: Ethiopia and the future | | | | | |
| Description: | | | | | |
| Week 20 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • listen and reflect their reaction. • form new words from given words; • get information from a reading passage; • use words in context; • listen and link to specific information from a text; • use the probable condition in sentences; • identify the use of ‘s and s’ in sentences; • give reasons for their opinion; and • write a summary paragraph. | | | | | |
| Week 20: Ethiopia and the future | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p align="center"><i>Forming Words</i></p> <p>Students will be given words and they practice forming as many words as possible by rearranging the spellings of the words.</p> <p>Pollution: <i>pull, option, oil etc.</i></p> | | | | |
| Vocabulary | | | | | |

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| | | <p>Students will be given a list of words which are synonyms for those in the sentences. They rewrite the sentences replacing the appropriate word.</p> <p><u>Academic</u> Opposite, insert, session,</p> | | <p>The meanings of words will be given with the first two letters of the word as a clue. Then, students are asked to identify the words.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating Prior Knowledge:</i> students will be asked to discuss general questions in pairs.</p> <ul style="list-style-type: none"> • <i>What are the common environmental challenges in Ethiopia?</i> • <i>Which one is common in your environment? Why do you think is that?</i> <p>While Reading</p> <ul style="list-style-type: none"> • <i>Sorting out specific information</i> • A text on ‘Environmental Problems in Ethiopia’ will be given and students will be asked to look for specific information in the text. <p>Post Reading</p> <ul style="list-style-type: none"> • Students will be asked to evaluate the content of the text (to what extent they agree with the writer?). | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (X family). Reading: Read and practice focusing on</p> | |

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| | | | | fluency. | |
| Writing | | | | | |
| | | | | | <p>-Students will be asked to jot down as many points as possible about “what Ethiopia will be in the Future”</p> <p>-Then, common points will be written on board. Finally, students will develop a summary by connecting the points.</p> |
| Writing Conventions | | | | | <p><i>Using apostrophe</i></p> <p>Students rewrite sentences using apostrophe correctly.</p> |
| Speaking | | | | | |
| | | | | <p>A list of ideas will be give and students will be asked to rank them based on their importance to the development of Ethiopia.</p> <ul style="list-style-type: none"> • High productivity in agriculture • Producing high electric power | |

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| | | | <ul style="list-style-type: none"> Controlling climate change Opening many universities Building factories, etc <p>Then, compare their ranks with their partner and justify their order.</p> | | |
| Listening | | | | | |
| | | <p>Pre-listening: <i>Brainstorming</i> Sit in groups and discuss about the picture they see.</p> <p>While listening: Students listen to a text about the major problems of our environment and answer the questions based on the text.</p> <p>Post listening: Express their opinion about what they young inventors did.</p> | | | |
| Grammar in Context | | | | | |
| | | | <ul style="list-style-type: none"> Conditional Sentences: <i>Probable Condition</i> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> Sorting specific information from a text. Use conjunctions appropriately to write sentences. Use correct punctuations and capitalization in their sentences. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> Write a guided summary Express their agreement and disagreements Give suggestions | | | | |
| Resources | | | | | |
| Listening and/ viewing | An interview text 150-200 words | | | | |

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| texts | | | | | |
| Reading texts: | A text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 21: Scope and Sequence – Grade 6

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| Theme: Save our World | | | | | |
| Topic: Protecting the Environment | | | | | |
| Description: | | | | | |
| Week 21 | | | | | |
| Learning Objectives: | | | | | |
| <ul style="list-style-type: none"> • By the end of this week, students will be able to:listen and reflect their reaction. • categorize words based on their syllables; • use words in context; • identify the meaning of selected words; • explain specific ideas from the reading text; • use ‘should’ and ‘must’ in sentences; • use zero and probable conditions with appropriate form; • re-arrange words and write sentences; and • use capitalization in sentences. | | | | | |
| Week 21: Protecting the Environment | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <i>Syllabification</i> Teacher shows the syllables of words and let students notice and say <i>Pro-tect-ion</i> <i>Po-llut-ion</i> | | | | |

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| | <i>Pro-duct-tion</i> <i>De-gra-dat-ion</i> | | | | |
| Vocabulary | | | | | |
| | | Students will be given incomplete sentences with a list of vocabularies. Then, they complete the sentences using the appropriate word from the list. <u>Academic</u> Syllable, column, synonyms | | <i>Use in Context</i> Students will be given a dialogue on Environmental protection and write the meaning of the underlined words. | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading Students will be given a picture and discuss the questions based on it.</p> <p>While Reading</p> <ul style="list-style-type: none"> • <i>Reading for specific information</i> An expository text on ‘The Giving Tree’ will be given and students will be asked to look for specific information in the text (Scanning questions, references). <p>Post Reading Students will be given an incomplete text and complete it with the information they have from the text.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (Environmental protection).</p> <p>Reading: Read and practice focusing on fluency.</p> | |

| Writing | | | | | |
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| | | | | | - Students rearrange jumbled words and write a correct/ complete sentence. |
| Writing Conventions | | | | | <i>Capitalization</i> Students correct capitalization errors in the sentences given.. |
| Speaking | | | | | |
| | | | | <p>Students will be talk about people should do to protect their environment. Then, in pairs, ask each other (turn by turn)</p> <p>A: <i>What kind of problem do you notice?</i> B: <i>I think animals are running</i> A: <i>Why do you think is that?</i> B: <i>Because of wild fire. etc..</i></p> | |
| Listening | | | | | |
| | | | | <p>Pre-listening: <i>Brainstorming</i></p> <ul style="list-style-type: none"> List down as many ways as possible to protect your environment <p>While listening: <i>Arranging Sequences</i> Students will listen to a short text which describes how</p> | |

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| | | Mr/s. X protects his / her environment. Then, they will be asked to reorder jumbled ideas based on what they listened Post listening: Students discuss in groups of three what they could do if they were Mr/s. X. | | | |
| Grammar in Context | | | | | |
| | | | Conditional sentences: Zero and Probable Condition | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sort specific information from a text. • Reordering ideas logically. • Use conjunctions appropriately to write sentences. • Use correct punctuations and capitalization in their sentences. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Write a short paragraph • Give advice | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | A text 150-200 words | | | | |
| Reading texts: | A text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 22: Scope and Sequence –Grade 6

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|--|--|--|-------|---|-------|
| Theme Abilities of People | | | | | |
| Topic: I can do it! | | | | | |
| Description: | | | | | |
| Week 22 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • read words using the clues in their patterns; • get specific information from the text; • identify contextual meaning of words; • listen and depict details from a text; • use can and can't to express abilities; • punctuate sentences correctly; • reorder jumbled sentences; and • write a paragraph. | | | | | |
| Week 22: I can do it! | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p align="center">Word Patten</p> <p>Students will be given words with different affixes and they match them based on their relations Eg. <i>usable- capable</i> <i>Usability- capability</i></p> | | | | |
| Vocabulary | | | | | |
| | | <p>Students will be given the list of words from the reading text. Then, they write the contextual meaning of the words.</p> <p>Eg. <i>caring (para.1)</i></p> | | <p><i>Categorizing words</i> <i>Thematically:</i> Students will be given list of words and they match</p> | |

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| | | Academic <i>List, context, individual,</i> | | with the general category they are related. | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Predicting content of text</i> Students will discuss three pre reading question which are related with the upcoming text.</p> <p>While Reading • <i>Reading for general and specific information</i> Students read the passage (A Child with disability) individually and find the main ideas, specific information, and details</p> <p>Post Reading Students will reflect on questions which focus on the lesson they have got from the reading text.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (A Child with Hearing Impairment). Reading: Read and practice focusing on accuracy.</p> | |
| Writing | | | | | |
| | | | | | Students will be |

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| | | | | | given jumbled sentences which can be rearranged in to complete story/ biography of Albert Einstein. |
| Writing Conventions | | | | | <i>Punctuation</i> Students will be given a text having five sentences. The text will have no punctuation mark. Then, they read the text and put appropriate punctuation marks where necessary. |
| Speaking | | | | | |
| | | | | Role play Students take on roles of students with abilities. The act as an interviewer and interviewee. <i>E.g A: What skills do you have?</i> <i>B: I play a keyboard.</i> | |
| Listening | | | | | |
| | | | | Pre-listening: <i>Activating Background Knowledge using Picture.</i> | |

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| | | <p>Who are the people in the picture?</p> <p>While listening: Students listen to a story with a group of different people. They answer the questions based on story.</p> <p>Post listening: Students discuss develop a summary of the story using the guiding questions.</p> | | | |
| Grammar in Context | | | | | |
| | | | Modal: Ability Using Can/can't | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting Reading for general and specific information • Reorder words and make complete sentences. • Listen and take notes. • Use correct punctuations and capitalization in their sentences. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Write complete sentences • Express ability | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | An story/ biography text150-200 words | | | | |
| Reading texts: | A text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 23: Scope and Sequence –Grade 6

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| Theme Abilities of People | | | | |
| Topic: What skills do you have? | | | | |
| Description: | | | | |
| Week 23 | | | | |
| Learning Objectives: | | | | |
| By the end of this week, students will be able to: | | | | |
| <ul style="list-style-type: none"> • form compound nouns using words; • categorize words thematically; • look for specific information from a listening text; • use reflexive pronouns correctly; • identify the contextual meanings of words; • write correct spellings of words, and • write complete sentences. | | | | |
| Week 23: What skills do you have? | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 |
| Word Study | | | | |
| | <p align="center"><i>Compounding</i></p> <p>Teacher shows how to form compound words and let students notice and say. Eg. <i>Sign language</i> <i>Individual talent</i> <i>Hard working</i></p> | | | |
| Vocabulary | | | | |
| | | <p>Students will be given the list of words and asked to group them under the following <i>Strength, Ability, tool(devices)</i> Eg. <i>fitness</i> <i>Ridding</i></p> | | <p><i>Contextual Meaning:</i> Students will be given an words from the reading text and asked to match with their</p> |

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| | | <i>Intelligent</i> <i>Effort</i> <i>Talent</i> <i>Communicate</i> <i>Sign language</i> <i>Hearing impaired</i> <i>Hearing aid</i> <i>White stick</i> <u>Academic</u> Categorize Sort assign | | meanings. | |
| Reading Comprehension | | | | | |
| | Pre-reading <i>Back ground knowledge</i> Students will be asked two picture based questions which help them to bring their background knowledge about disability/ disabled person. While Reading <ul style="list-style-type: none"> • <i>Skimming and scanning</i> Students read a passage about Helen Keler (A person having related story) and find the main ideas, specific information. Post Reading <ul style="list-style-type: none"> • Students will be given an incomplete text and complete it with the information they have from the text. | | | | |
| Reading Fluency | | | | | |

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| | | | | <p>Pre reading: Short reminder what the text was about (Helen Keler / A person having related story).</p> <p>Reading: Read and practice focusing on fluency.</p> | |
| Writing | | | | | |
| | | | | | <p>Students will be given jumbled sentences about famous visually impaired musician of Ethiopia.</p> <p>Then, they will arrange the sentences and write a paragraph be connecting them.</p> |
| Writing Conventions | | | | | <p><i>Spelling</i></p> <p>Students will be given four sentences having words with spelling error. Then, they rewrite them correctly and exchange their papers to see how each other work.</p> |
| Speaking | | | | | |

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| | | | <p><i>Helping disabled people</i></p> <p>A dialogue on how to help students with disability is given as a model. Then, students read it and produce a parallel dialogue on how to help students with various disabilities.</p> | | |
| Listening | | | | | |
| | | <p>Pre-listening: <i>Vocabulary Pre-teaching</i> Students will be given some words from the listening text and let them predict their meaning.</p> <p>While listening: Students listen to a text about one student (a boy / a girl) with a special skill and answer comprehension questions based on their listening.</p> <p>Post listening: Students discuss in groups about the student and report their reaction to the class.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Reflexive pronouns (my/your/him/herself) What can you do by yourself? He can walk home by</p> | | |

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| | | | himself | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting Reading for general and specific information • Reorder sentences and make complete paragraph. • Listen answer questions. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Give orders/ instructions • Use correct spelling and capitalization in their sentences. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | An interview text 150-200 words | | | | |
| Reading texts: | A text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 24: Scope and Sequence –Grade 6

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| Theme Abilities of People |
| Topic: Safety Measures |
| Description: |
| Week 24 |
| Learning Objectives: By the end of this week, students will be able to: <ul style="list-style-type: none"> • use suffixes to change word category; • look for specific information from a reading text; • group words thematically; |

- get main ideas and details from a listening text;
- elicit and provide information about safety measures;
- use imperatives correctly;
- identify the contextual meaning of words;
- write sentences using correct capitalization and punctuation marks; and
- write a paragraph about safety measures.

Week 24: Safety Measures

Day 1

Day 2

Day 3

Day 4

Day 5

Word Study

Using Affixes

Teacher shows how to form word patterns of using –ty and –ion and let students notice and say.

Eg.
Caut-ions
Protect-ion

Safe-ty
Securi-ty

Vocabulary

List of vocabularies will be given broad categories and they will list tools to be included under them

Eg.
Sharp
Poisons
Fire

Sockets, nail, insect sides, drugs, knife, blade, charcoal, scissors, needles, stove,

Academic
Categorize
list

Contextual Meaning:
Students will be given an vocabularies from the reading text and asked to to write their contextual meaning.

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| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Brain storming</i> Students will be asked to discuss in groups the type of emergency incidents in their environment.</p> <p>While Reading</p> <ul style="list-style-type: none"> • <i>Skimming and scanning</i> Read an expository text about emergency incidents and safety measures and answer the comprehension question. <p>Post Reading</p> <ul style="list-style-type: none"> • Students will be given a list of different risky or dangerous activities and they will write the safety measures. | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (safety measures).</p> <p>Reading: Read and practice focusing on accuracy</p> | |
| Writing | | | | | |
| | | | | | Students will be given a list of common activities at home or in |

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| | | | | | <p>school. Then, write a short paragraph about their ability to take safety measures/ about people to take safety measures. <i>Eg. Cook, electricians, carpenters, etc.</i></p> |
| Writing Conventions | | | | | <p><i>Capitalization</i> Students will be given four sentences which require capitalization. Then, they will be asked to replace capital letters in the appropriate places.</p> |
| Speaking | | | | | |
| | | | | <p>Students take parts in a dialogue asking for and giving advice on what one should if someone got burnt/ etc.</p> | |
| Listening | | | | | |
| | | <p>Pre-listening: <i>Activating Background Knowledge</i> Students will be asked to mention places/ professions and the safety measures to be taken.</p> | | | |

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| | | <p>While listening: Listen to a text with varieties of professions and the safety measures they take and answer the questions based on it. As they will listen, they will list the major activities explained.</p> <p>Post listening: List number of instruction on how to treat individuals during hazardous accidents.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p><i>Imperatives: Giving instructions</i> Can you You should... Use....</p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting Reading for general and specific information • Complete dialogue • Listen and list details. • Use punctuation marks in their sentences. | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Give orders/ instructions • Write a short paragraph. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | An expository text 150-200 words | | | | |
| Reading texts: | A text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |

Learning Objectives:**By the end of this week, students will be able to:**

- sort rhyming words into groups;
- get specific information from a text;
- identify contextual meanings of words;
- identify details from what they listened;
- take roles in a dialogue;
- use 'should' and 'ought to' to give advice;
- write words using correct spelling; and
- write sentences using words given.

| Week 25: Disease | | | | | |
|-------------------------|--|--|-------|---|-------|
| Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p>Rhyming Pattern of Words Teacher shows how words rhyme and let students notice and say them.</p> <p>Eg. <i>heal</i> <i>feel</i> <i>kill</i> <i>ill</i></p> <p>Then, give list of words and categorize them with their rhyming patterns</p> | | | | |
| Vocabulary | | | | | |
| | | <p>List of vocabularies will be given.</p> <p>Eg. <i>unwell , medicine, sick, pain, heal, ache, unhappy, cure, kill, ill, treatment</i></p> <p>Then, students will pair at list two words depending on similarity of their meanings.</p> | | <p><i>Contextual Meaning:</i> Students will be given incomplete sentences and they read the sentences and complete it using appropriate word from the list.</p> | |

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| | | <u>Academic</u> Synonyms, rhyme, categorize Pair | | | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating background knowledge</i> -Students will be asked to discuss common health problems in their societies.</p> <p>-Discuss their possible causes</p> <p>While Reading • <i>Reading for specific information</i> Read an expository text about various diseases: Malaria. Then, answer the comprehension.</p> <p>Post Reading • Based on the information in the “while reading table”, the will draw a life cycle of malaria.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (Common diseases).</p> <p>Reading: Read and practice focusing on fluency</p> | |
| Writing | | | | | |
| | | | | | Students will give sort of causes for |

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| | | | | | diseases, eg. <i>Polluted water.</i> Then, they write/give advice using conditionals. E.g. <i>Diarrhea is caused by polluted water. If we drink polluted water, we will have diarrhea.</i> |
| Writing Conventions | | | | | Students will be given underlined words with wrong spellings in the sentences. Then, they correct their Spellings. |
| Speaking | | | | | |
| | | | | <p>Role Play Students make up short dialogues expressing their feelings. E.g. A: <i>You look tired?</i> B: <i>Yes I am</i> A: <i>Are you unwell?</i> B: <i>No, but I didn't sleep very well</i> A: <i>You should go to bed</i></p> <p>Students choose simple words related to healthy living, and</p> | |

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| | | | in pairs attempt to write acrostics which they will then present to the class. | | |
| Listening | | | | | |
| | | <p>Pre-listening: <i>Predicting</i> A title “Common Cold” with two questions will be given and students will be asked to guess what they will listen.</p> <p>While listening: Students listen about common cold and answer the comprehension questions based on it..</p> <p>Post listening: Students will be asked questions to compare their experiences with the information in the text.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Giving Advice: <i>Using ‘Should’ and ‘Ought to’</i></p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting specific information • use conditional sentences • Listen and think beyond the text. | | | | |
| Summative Assessment (Post Unit) | <ul style="list-style-type: none"> • Give advice • Complete sentences. | | | | |

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| Assessment aligned to MLCs and LOs) | | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | An expository Health Report 150-200 words | | | | |
| Reading texts: | A text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 26: Scope and Sequence –Grade 6

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| Theme Healthy Living | | | | | |
| Topic: Exercise for health | | | | | |
| Description: | | | | | |
| Week 26 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • categorize words in syllables; • look for specific information from the reading text; • identify contextual meanings of words; • get details from the listening text; • give suggestions using the appropriate way; • use relative pronouns correctly; • use the apostrophe correctly; and • write sentences by rearranging words. | | | | | |
| Week 26: Exercise for health | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |

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| | <p>Syllables Teachers display syllables of words (one to three syllables), and let students notice and say them.</p> <p>Eg. <i>Diet</i> <i>Fit-ness</i> <i>Ex-er-cise</i></p> <p>Then, give list of words and match them with their syllable patterns above.</p> | | | | |
| Vocabulary | | | | | |
| | | <p>List of vocabularies will be given in a text. And, students identify their contextual meanings.</p> <p><u>Academic</u> pair turn prefixes</p> | | <p><i>Categorizing words:</i> Students will be given a list of words and let them categorize under their broader category based on their relationship.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating background knowledge</i> Discuss in pairs -What kind of physical exercises you practice in your school field? -Why do you think you learn physical education?</p> <p>While Reading • <i>Reading for specific information</i> Students read a text entitled 'Health and Exercise'. Then, they will answer comprehension questions.</p> | | | | |

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| | <p>Post Reading</p> <ul style="list-style-type: none"> • Be in pairs, take a role as a sport teacher and interviewer and practice the interview. | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (Common diseases). Reading: Read and practice focusing on accuracy</p> | |
| Writing | | | | | |
| | | | | | Students will be given jumbled words and they rearrange them to have a complete sentence. |
| Writing Conventions | | | | | <p>Using Apostrophe</p> <p>Students will be given group of words sentences having no apostrophe and let them correct the sentence.</p> |
| Speaking | | | | | |
| | | | Students make up | | |

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| | | | <p>short dialogues giving advices to their friends (take a turn to practice).</p> <p>E.g.</p> <p>A: <i>I'm sick?</i></p> <p>B: <i>What happened to you?</i></p> <p>A: <i>I have headache?</i></p> <p>B: <i>you should go to a nearby clinic.</i></p> | |
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Listening

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| | | <p>Pre-listening: <i>Activating Background Knowledge</i> -Elicit information about what the children in the picture are doing.</p> <p>While listening: Students listen to a short text on "The Role of Physical Exercise" and answer questions based on their listening.</p> <p>Compare their answers in pairs and make improvements</p> <p>Post listening: In pairs, they will discuss on their views to the listening text: <i>What would happen if children don't do physical exercise?</i></p> | | |
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Grammar in Context

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| | | | | | | <i>Relative Clauses:</i> 'Who', 'Which', 'Whom', 'Whose' and 'That' | | |
| Assessment | | | | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting specific information • use conditional sentences • Listen for specific details • Take a turn to respond to their partner. | | | | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Give advice • Use appropriate punctuation mark. • Complete texts using information from their listening. | | | | | | | |
| Resources | | | | | | | | |
| Listening and/ viewing texts | An expository 150-200 words | | | | | | | |
| Reading texts: | An interview text in 250 - 300 words. | | | | | | | |
| Informational texts (non-fiction) | | | | | | | | |
| Overall Notes | | | | | | | | |
| Notes for Teachers | | | | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | | | | |

Week 27: Scope and Sequence –Grade 6

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| Theme Healthy Living |
| Topic: Healthy Diet |
| Description: |
| Week 27 |

Learning Objectives:**By the end of this week, students will be able to:**

- pronounce plural suffixes correctly;
- identify meanings of various food items;
- seek and give advice using correct modals;
- scan details from a reading passage;
- use 'for' and 'since' correctly;
- use words in the appropriate contexts;
- rewrite sentences with correct capitalization;
- get specific details from a listening text; and
- write a paragraph.

| Week 27: Healthy Diet | | | | | |
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| Day 1 | | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p><i>Plural Suffixes</i> Teachers display the patterns of plural affixes and let students notice and say them.</p> <p><i>Eg.</i> items /s/ types /s/ dishes /-z/ exercises /-z/</p> | | | | |
| Vocabulary | | | | | |
| | | <p>List of vocabularies will be given. And, identify and match the vocabularies with their meanings.</p> <p><i>Eg.</i> <i>Fast food, junk food, fresh food etc.</i></p> <p><u>Academic</u> <i>Synonyms, pair, turn, list</i></p> | | <p><i>Contextual Meaning:</i> Students will be given an incomplete text with word list and they complete the text based on the context.</p> | |
| Reading Comprehension | | | | | |

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| | <p>Pre-reading <i>Activating background knowledge</i> Students discuss the following questions.</p> <ul style="list-style-type: none"> • <i>What kinds of food items are common in your local area?</i> <p>While Reading • <i>Reading for main and specific information</i> Students will be a reading text on “Healthy vs Unhealthy Food”. Then, students will sort out the main and specific information from the text.</p> <p>Post Reading Students will be arranged in groups and discuss the strategies to be used their local area food experiences of Healthy and Unhealthy foods.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about (Balanced diet). Reading: Read and practice focusing on fluency.</p> | |
| Writing | | | | | |
| | | | | | Students will be given a topic sentence and they will be asked to write supporting |

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| | | | | | <p>details using the points given bellow. Eg. <i>Health diet has a number of advantages.</i></p> <ul style="list-style-type: none"> • <i>Good posture</i> • <i>Preventing various disease</i> • <i>etc.</i> |
| Writing Conventions | | | | | <p><i>Capitalization</i> Students will be given sentences which are not properly capitalized. Then, they will be asked to capitalize letters appropriately where necessary.</p> |
| Speaking | | | | | |
| | | | | <p>Giving Advice</p> <p>Students will be given a dialogue and they practice in pairs. Then, they construct a similar dialogue and practice further giving advice to their partners.</p> | |
| Listening | | | | | |
| | | Pre-listening: | | | |

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| | | <p><i>Predicting meaning of words</i> Students will be given different words (vocabularies) and predict their meaning based on their prior knowledge.</p> <p>While listening: Students will listen a text about nutrition. Then, they complete a chart based on their listening.</p> <p>Post listening: Students will be in pairs and write the summary of the listening text based on it.</p> | | | |
| Grammar in Context | | | | | |
| | | | <i>Using 'for' and 'since'</i> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting main and specific information • use conditional sentences • Listen and take a role to practice | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Give advice • Write appropriate supporting details for a topic sentence. • Capitalize letters in a text appropriately. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | An expository text 150-200 words | | | | |
| Reading texts: | An expository text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |

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| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |
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Week 28: Scope and Sequence –Grade 6

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| Theme Child Labour | | | | | |
| Topic: Roles and Responsibilities in a Family | | | | | |
| Description: | | | | | |
| Week 28 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • form compound nouns using the given list of words; • scan for specific information from a text; • sort out words that go together; • describe how they help their family members; • use ‘ago’ and ‘last’ correctly to express time; • identify expressions to be used within the family in different contexts; • identify correct spellings of words; and • write a short paragraph using information they have collected. | | | | | |
| Week 28: Roles and Responsibilities in a Family | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
| | <p>Compounding Teachers display the compound words, and let students notice and say them.</p> <p>Eg. <i>shoe shine</i> <i>child labour</i> <i>tissue paper</i></p> | | | | |
| Vocabulary | | | | | |
| | | <p>Collocation List of vocabularies will be</p> | | <p>House to do list: Students will be</p> | |

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| | | <p>given. And, students relate two or more words semantically to form sensible words. <i>Eg.</i> do job</p> <p><i>Jobs, do, beg, employ, money, work, salary pay, labour, child, victim, nurse, oppose, support etc.</i></p> <p><u>Academic</u> <i>relation, pair, sensible, list</i></p> | | <p>given different tasks which are done at home. Students will categorize under each situation.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating Prior knowledge</i> Students will be given questions about the roles and responsibilities of family members. They answer them based on their prior knowledge.</p> <p>While Reading • <i>Reading for specific information</i> Students will be a reading text on roles and responsibilities of family members. Then, students will sort out the main and specific information and answer the questions based on the text.</p> <p>Post Reading Students discuss the following questions in pairs.</p> <ul style="list-style-type: none"> • <i>Which role from the text is not practiced in your family?</i> • <i>Whose roles and responsibilities in the text are</i> | | | | |

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| | <ul style="list-style-type: none"> <i>nearly similar with that of you?</i> <i>etc.</i> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about roles and responsibilities in a family.</p> <p>Reading: Read and practice focusing on accuracy and fluency.</p> | |
| Writing | | | | | |
| | | | | | <p>Students asked to write jot down their roles and responsibilities with in their family. Then, they rewrite the points in complete sentences.</p> <p>Eg.</p> <ul style="list-style-type: none"> <i>I help my mother.</i> <i>I fetch water from a nearby water point.</i> <p><i>etc.</i></p> |
| Writing Conventions | | | | | <p><i>Spelling</i> Students will be given six sentences</p> |

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| | | | | | in which some words are wrongly spelt words. Then, they will be asked to rewrite the words appropriately. |
| Speaking | | | | | |
| | | | <p>Students will be given a list of roles that family member can do.</p> <p>Ex.</p> <ul style="list-style-type: none"> • <i>I help my mother.</i> • <i>I fetch water from a nearby water point</i> <p>Then, in pairs, they will ask each other if they perform the specified job or not?</p> <p>A: <i>How do you help your mother?</i></p> <p>B: <i>I often wash dishes.</i></p> | | |
| Listening | | | | | |
| | | <p>Pre-listening:</p> <p><i>Background knowledge</i></p> <p>Students will discuss the following questions in pairs.</p> <ul style="list-style-type: none"> • <i>How are the roles divided among your family member? etc</i> <p>While listening:</p> | | | |

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| | | <p>Students listen a mother giving instructions to her two children (daughter and son). Then, elicit the tasks and activities given to each of them.</p> <p>Post listening: In pairs, students will discuss whether the same holds true in their family or not.</p> | | | |
| Grammar in Context | | | | | |
| | | | Expressing time: 'ago' and 'last' | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting main and specific information • Express habitual action/ daily routines • Listen and take sort out specific activities • Reflect experiences | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Write appropriate supporting details for a topic sentence. • Spell words and punctuate sentences correctly. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | An expository 150-200 words | | | | |
| Reading texts: | An expository text in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

Week 29: Scope and Sequence –Grade 6

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| Theme Child Labour | | | | | |
| Topic: Easy Jobs | | | | | |
| Description: | | | | | |
| Week 29 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • form thematic compound nouns using the given words; • scan a text and get specific information from a reading text; • make phrases using nouns and adjectives; • get specific details from the listening text; • ask for and provide information about jobs; • express reasons using conjunctions; • capitalize and punctuate a text correctly, and • write a paragraph. | | | | | |
| Week 29: Easy Jobs | | | | | |
| Day 1 | | Day 2 | | Day 3 | |
| Day 4 | | Day 5 | | | |
| Word Study | | | | | |
| <p><i>Compounding</i> Students will be given words in two columns and then they match them to form compound nouns. <i>Eg.</i> <i>Salesperson</i> <i>Ball boy</i></p> | | | | | |
| Vocabulary | | | | | |
| | | <p><i>Describing Words</i> Students will be given list of adjectives and nouns. And, they describe each noun using more than one adjective.</p> | | <p><i>Word Relationship</i> Students will be given a list of words and they will categorize</p> | |

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| | | <p><i>Eg.</i> <i>active and energetic guard</i></p> <p><u>Academic</u> <i>Adjectives, describe</i></p> | | <p>them in two categories: Negative and Positive sense adjectives.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Predicting</i> Students look at a picture and answer the questions based on it</p> <ul style="list-style-type: none"> • <i>Identify the differences between what the girls are doing.</i> <p>While Reading • <i>Reading for specific information</i> Students will be given a story about two boys. Then, students will sort out general and specific information based on the story.</p> <p>Post Reading Students will be asked to compare the lives of the two boys in the story. Encourage them to comment on their lives.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading: Short reminder what the text was about roles and responsibilities in a family. Reading: Read and practice focusing on accuracy.</p> | |

| Writing | | | | | |
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| | | | | | Students have to finalize the paragraph you started previous week under the title, 'Roles and responsibilities in a family'. |
| Writing Conventions | | | | | <p><i>Capitalization and punctuations</i></p> <p>Students will be given a short paragraph having errors of capitalization and punctuation. Then, they rewrite the paragraph correcting them.</p> |
| Speaking | | | | | |
| | | | | <p><i>Interviewing</i></p> <p>In groups of three, students are going to conduct an interview. First, complete a table about the kinds of jobs children do at home or outside. Using the information they conduct a interview</p> | |

| Listening | | | | | |
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| | | <p>Pre-listening:</p> <p><i>Background knowledge</i></p> <ul style="list-style-type: none"> • Do you know any child who has left his/ her home? • If yes, where does she/ he live? <p>While listening:</p> <p>Students listen a text about the experience of boys/ girls in doing jobs, and list down specific information from the interview based on the questions.</p> <p>Post listening:</p> <p>In pairs, students will discuss their impressions about the child in the story.</p> | | | |
| Grammar in Context | | | | | |
| | | | <p>Expressing Reasons: ‘for’, ‘Since’ and ‘as</p> | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Sorting specific information • Express daily routines • Listen and identify specific information • Reflect their impressions | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Reorder jumbled words and write sentence. • Capitalize and punctuate sentences correctly. | | | | |
| Resources | | | | | |

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| Listening and/ viewing texts | An interview 150-200 words | | | |
| Reading texts: | An argumentative text in 250 - 300 words. | | | |
| Informational texts (non-fiction) | | | | |
| Overall Notes | | | | |
| Notes for Teachers | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | |

Week 30: Scope and Sequence –Grade 6

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| Theme Child Labour | | | | | |
| Topic: Rules and Regulations | | | | | |
| Description: | | | | | |
| Week 30 | | | | | |
| Learning Objectives: | | | | | |
| By the end of this week, students will be able to: | | | | | |
| <ul style="list-style-type: none"> • form compound nouns from the give n words; • get specific information from the reading text; • categorize words thematically; • identify specific details from the listening poem; • conduct a debate; • use ‘used to’ correctly; • identify the contextual meaning of words; • rearrange spellings and form correct word, and • produce leaflets against child labour. | | | | | |
| Week 30: Rules and Regulations | | | | | |
| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| Word Study | | | | | |
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| | <p>Compounding Teachers display compound words, and let students notice and say them.</p> <p><i>Eg.</i> <i>House-maid</i> <i>Child-trafficking</i> <i>Case- study</i> <i>Child right</i> <i>Child duty</i></p> | | | | |
| Vocabulary | | | | | |
| | | <p>Students will be given list of words. And, they group them under the themes in bold.</p> <p><i>Eg.</i> Law education Health</p> <p><i>teacher layer, rules, nurse, doctor, regulations, principal, student, police, activists, monitor, judge</i></p> <p><u>Academic</u> <i>theme, under, list</i></p> | | <p><i>Contextual Meaning:</i> Sentences having thematic underlined words will be given and students write the contextual meaning of the words.</p> | |
| Reading Comprehension | | | | | |
| | <p>Pre-reading <i>Activating Background Knowledge</i> Three to five questions which aim to activate their knowledge about child rights will be given. Five key words will be taught.</p> <p>While Reading • <i>Reading for specific information</i> Students read a text about “Understanding Child Labour” and</p> | | | | |

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| | answer the comprehension and reference questions based on it. | | | | |
| | <p>Post Reading</p> <p>Students discuss the information in the text comparing with the practice in their villages or towns.</p> | | | | |
| Reading Fluency | | | | | |
| | | | | <p>Pre reading:</p> <p>Short reminder what the text was about roles and responsibilities in a family.</p> <p>Reading:</p> <p>Read and practice focusing on fluency and accuracy.</p> | |
| Writing | | | | | |
| | | | | | <p>Students design a leaflet and write sentences to warn against child labour.</p> <p>Eg.</p> <ul style="list-style-type: none"> • <i>All children should be in school.</i> • <i>Don't force children to do heavy tasks.</i> • <i>Stop Child traffic.</i> • <i>Obey children's rights</i> |

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| | | | | | Then, in groups, discuss each student's writing and comment. |
| Writing Conventions | | | | | <p><i>Spelling</i></p> <p>Students will be given sentences having no or wrongly spelt words. Then, they will write them correctly.</p> |
| Speaking | | | | | |
| | | | | <p><i>Debate</i></p> <p>Students will be given a title "<i>Should Children do jobs?</i>". Argue 'for' or 'against' it.</p> | |
| Listening | | | | | |
| | | <p>Pre-listening:</p> <p><i>Background knowledge</i> Students will be asked about the kinds of child labour abuse which are practiced in their environment.</p> <p>While listening:</p> <p><i>Listening for gist</i> Students listen to a poem which a child who is the victim of child labour has written. Then, students answer</p> | | | |

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| | | comprehension questions based on their listening. Post listening: The students will be asked their reflections on the character in the poem. | | | |
| Grammar in Context | | | | | |
| | | | Expressing past Experiences: Using ‘Used to’ | | |
| Assessment | | | | | |
| Formative/Continuous Assessment | <ul style="list-style-type: none"> • Compare by sorting specific details • Listen and identify specific information • Debate with reasoning | | | | |
| Summative Assessment (Post Unit Assessment aligned to MLCs and LOs) | <ul style="list-style-type: none"> • Write warning sentence. • Write contextual meaning of words. • Punctuate sentences correctly. | | | | |
| Resources | | | | | |
| Listening and/ viewing texts | An expository text 150-200 words | | | | |
| Reading texts: | A poem (story) in 250 - 300 words. | | | | |
| Informational texts (non-fiction) | | | | | |
| Overall Notes | | | | | |
| Notes for Teachers | | | | | |
| Recycling/Spiral content, alignment, pacing, length of unit. | | | | | |

