



LESOTHO

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Introduction to the Revised Syllabus for Grade 6

The new integrated curriculum syllabus for Grade 6 was piloted in 70 schools in 2015 throughout Lesotho. This syllabus for Grade 6 is part of the new primary school integrated curriculum which is designed to respond to the changing needs of education in Lesotho and to deliver *Education for Individual and Social Development*, as laid out in the 2009 *Curriculum and Assessment Policy*. It aims to equip both Basotho citizens and the nation as a whole to meet the challenges of the increasingly globalised world in which we live, whilst maintaining the core values and identity of Basotho culture and society. The syllabus and Teacher's Guide for Grade 6 of the new curriculum have been developed by curriculum designers from the National Curriculum Development Centre (NCDC) in partnership with other stakeholders.

The Grade 6 curriculum builds on the integrated curriculum now being taught in Grades 1-5. The integrated curriculum for Grades 1-5 draws together knowledge, skills, attitudes and values from different subject areas to develop a more powerful understanding of key ideas which can be connected and related in meaningful ways by both learners and teachers. The Grade 6 curriculum continues to promote this strong understanding and connection between concepts and content from different Learning Areas. Like Grades 1-5, it is based on five **Curriculum Aspects** which highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of a society. These are: *Effective Communication; Awareness of Self and Others; Environmental Adaptation and Sustainable Development; Health and Healthy Living; and Production and Work-related Competencies.*

Building on the earlier 5 Grades, the Grade 6 curriculum promotes the ongoing development of **Core Competencies**, whereby learners can apply the appropriate knowledge, skills, values and attitudes to address both current and new situations. These **Core Competencies** are: *Effective and functional communication, Problem-solving, Scientific, technological and creative skills, Critical thinking, Collaboration and cooperation, Functional numeracy and Learning to learn.*

The Grade 6 curriculum is structured in the same way as Grade 5 syllabus and therefore differently from that of the previous grades. To help learners make the transition from the integrated curriculum they have studied in Grades 1-4 and the subject-based curriculum they will use in secondary school, the curriculum for Grades 5 and 6 are organised according to **Learning Areas** into which the traditional subjects have been grouped. The five **Learning Areas** are: *Linguistic and Literary; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial.*

The ambitious and innovative interaction between **Curriculum Aspects** and **Learning Areas** is intended to produce **Core Competencies** outlined above. This is the approach adopted for entire Basic Education in Lesotho. In Grades 1, 2 and 3 the foundations have been laid for the rest of Basic Education. The syllabus for Grades 4 and 5 enables young learners to take their first steps on a pathway of active and independent learning. Grade 6 syllabus continues in the same direction, building on and reinforcing these skills and attitudes. As in the previous grades, at Grade 6, Learning Outcomes and the activities designed to achieve them are age appropriate, designed to nurture young children's early development as learners and to foster positive and enthusiastic attitudes towards school and education, thus preparing them to become progressively more autonomous learners in the future. The emphasis is on practical activities which develop the young learners holistically, stimulating their curiosity and

fostering an active approach to learning. Teachers are encouraged to use a wide variety of teaching techniques, including group work, practical exercises and activities involving the wider community. The role of the teacher is to facilitate active learning, rather than a teacher-centred didactic approach.

Whereas the Grades 1- 4 syllabi are each made up of four units structured around thematic principles, Grade 6, just like Grade 5, is not divided into units, but is presented according to the five (5) **Learning Areas**: *Linguistic and Literary*; *Numerical and Mathematical*; *Personal, Spiritual and Social*; *Scientific and Technological*; and *Creativity and Entrepreneurial*. Consequently, learners in Grade 6, are now used to a school teaching year structured around five Learning Areas, and a timetable which looks more like a traditional school timetable, but organised by **Learning Areas** as part of the gradual transition towards subject-based teaching in secondary schools. Grade 6 teachers, who have previously taught according to a subject-based timetable, should not find the transition to a timetable constructed according to **Learning Areas** too different from what they are used to. However, they should be prepared to adopt the more practical, learner-centred approach to teaching, which allows learners to actively learn, rather than passively “receive” teaching; this is the approach the learners moving into Grade 6 have experienced in the previous four grades. Wherever possible, teachers are encouraged to make connections between the different Learning Areas and teach complementary concepts together, rather than as independent entities. This helps learners to make connection in real-life situations and see learning as a unified whole. The Learning Areas are briefly presented below.

Linguistic and Literary Learning Area

The Linguistic and Literary Learning Area is made up of elements from several traditional “subjects,” including Sesotho, English, Drama and Music. Material from this Learning Area is mainly about the teaching, learning and use of language. Language permeates every aspect of life and the ability to use it effectively and efficiently gives learners access to knowledge, enables them to play an active part in society and contributes to their personal growth, opening avenues for further study and career opportunities. Effective communication in all its forms is an intrinsic part of learning and assessment. Language is also a vehicle of culture, identity and belonging. It is through language that individuals realise their beliefs, norms and culture and transmit these from one generation to another. The Learning Area is divided into Sesotho and English, the two official languages of Lesotho.

Language acquisition begins at a very early stage of children’s development and language becomes the medium through which much of that development takes place. At home, children learn from their parents, siblings, relatives and the community. They also learn from their peers: the environment plays an important role in language acquisition. Teachers are encouraged to take full advantage of this by allowing learners to talk as much as possible, within the structured framework of classroom activities. Participatory methods of language teaching and learning are encouraged since they allow learners to be active agents of their learning. Such methods include the use of games, storytelling, role-play, debates, dramatisation, pair work, group discussions/work, problem-solving, word puzzles, question and answer and self-discovery. These methods also help learners to acquire social life skills. For instance, through group discussions/work learners learn to share, respect other people’s opinions, listen without interrupting and take turns in talking; through role-plays and dramatisation, learners develop self-confidence.

Because English is the language of instruction from Grade 4 onwards, the Grade 6 Linguistic and Literary Learning Area syllabus, builds on the Grade 5 syllabus in focussing on consolidating strong study skills in this language. There is a strong emphasis on different types of reading (reading for information, reading for pleasure, using phonics to decode difficult words when reading, reading aloud to an audience); using the table of contents to see what is in a book; writing different types of texts appropriately using correct language and punctuation, with a particular focus on spelling; speaking clearly and confidently, using appropriate language and vocabulary in a given situation; and listening for specific information. There is a strong focus on literacy in English throughout the other **Learning Areas**, recognising that using oral and written language effectively are necessary for learning.

In Grade 6, the syllabus is divided into four parts for Sesotho and three for English. These are: study skills, language use, language structure and, for Sesotho, social skills related to the Basotho culture. The ordering of these parts in the curriculum does not indicate their importance or the order in which they should be taught. Teachers are advised to look through the whole languages syllabus and decide how to handle individual Learning Outcomes as part of the whole. It is important that learners work on different parts of the syllabus together, rather than sequentially. Most of the Learning Outcomes are generic and should be taught throughout the year.

Where there are overlaps between the Sesotho and English languages, teachers are advised to teach the concepts first in Sesotho, then in English. We believe that this will help learners to understand the concepts better in English once they are grounded in their home language.

Numerical and Mathematical Learning Area

The Numerical and Mathematical Learning Area includes content from number, measurement, shape, data handling and financial mathematics, with emphasis on application. The general aim of teaching and learning numerical and mathematical concepts, knowledge and skills is to enable learners to develop clear and logical thought and acquire a working knowledge of both numeracy and Mathematics as tools for learning and for use in everyday life. The knowledge, skills, values and attitudes acquired enable learners to respond appropriately in addressing day-to-day challenges. Numerical and mathematical skills help learners to make sense of the world in terms of order, beauty and consistency by noticing size, shape and position. They help to make connections, to see order and logic. Seeing patterns, making predictions, estimating, determining rates of change, demonstrating, solving and creating are all necessary in real-life situations. Learners should learn Mathematics in ways that allow them to discover relationships, develop understanding and the growth of thinking. Mathematics is a tool in other fields: it is a service subject, and therefore should be taught as a tool in the context of its application in real-life. The curriculum promotes:

- the acquisition of numerical and mathematical skills for effective participation in scientific, technological and socio-economic development.
- application of numerical and mathematical skills in solving everyday problems and promoting socio-economic development.
- appreciation of contribution of numerical and mathematical skills in scientific, technological and socio-economic development.
- development of positive attitudes towards Mathematics as a foundation for further learning and career development.

In Grade 6, the Learning Outcomes are arranged in such a way that concepts are addressed throughout the year. This arrangement allows for the progressive development of content complexity. However, teachers are not obliged to follow this pattern. When planning lessons, teachers are expected to weave related Learning Outcomes from different Learning Areas together with relevant Numerical and Mathematical Learning Outcomes. This creates an overall learning opportunity that integrates and balances concept development, skill acquisition and application. Teachers are also advised to use the Mathematics kit and other concrete materials from the immediate environment to enhance learners' understanding of the concepts.

Scientific and Technological Learning Area

The Scientific and Technological Learning Area contains elements from several traditional “subjects”, including Science, Technical Subjects, ICT, Agriculture, Physical Geography, Home Economics, Life Skills Education, as well as Health and Physical Education. This Learning Area seeks to promote understanding of scientific and environmental phenomena. It considers the environment as a multi-dimensional concept consisting of biophysical, social, scientific, technological, political, economic, personal and contextual dimensions. It therefore concerns the understanding of scientific and environmental phenomena in terms of physical, economic, social, political and technological development and seeks to promote knowledge, skills and values pertinent to science and technology.

Learners need to develop skills such as problem-solving, critical thinking, effective and functional communication, in addition to scientific, technological and creative skills, whilst gaining:

- an acquisition and understanding of scientific and technological concepts, principles and processes for socio-economic development;
- an understanding of environmental phenomena, including the physical, socio-economic and technological dimensions of environmental issues;
- the ability to apply scientific and technological skills in solving everyday life challenges;
- positive attitudes and values towards the use of science and technology in everyday life.

In Grade 6, the Scientific and Technological Learning Area aims to develop the following skills: experimentation, observation, recording, report writing, interpretation, evaluation and drawing conclusions. Other more general skills, like problem-solving, innovation and critical thinking are also crucial to the Scientific and Technological Learning Area and need to be developed through this Learning Area and others. It is suggested that teachers should complement the suggested activities with other activities to encourage the development of these skills. Most of the activities are designed to use a learner-centred approach. However, teachers can also adopt other approaches to facilitate effective and efficient teaching and learning. Teachers should ensure that activities given to learners develop the above-mentioned scientific competencies.

Personal, Spiritual and Social Learning Area

The Personal, Spiritual and Social Learning Area includes material from History, Human Geography, Religious Education, Social Studies, Life Skills Education, Health and Physical Education. Material from this Learning Area focuses on the learner as an individual, a spiritual and social being. It is intended to equip learners with the knowledge, skills, attitudes and values to enable them to function as well-rounded individuals and play an active useful role as members of the community. It seeks to:

- develop knowledge and understanding of self;
- develop appropriate skills and attitudes towards development and nurturing of positive relationships with others, regardless of cultural, social, religious or political differences and special needs;
- cultivate desirable attitudes, ethical and moral values for personal and social development.

Learners need to understand the importance of their contribution to the socio-economic development of their country. They should know how their society interacts with its own environment and the world at large in order to survive. Specifically, they should understand how human beings look at and express themselves; how they shape the world and interact with the environment; how they interact with others and survive in space and time; and how they look beyond their immediate environment and connect to the Supreme Being.

In Grade 6, the Personal, Spiritual and Social Learning Area builds on and consolidates knowledge and skills acquired in the previous grades, whilst introducing some new concepts and content appropriate to the age of learners. The syllabus addresses issues relating to Lesotho and other countries, African and non-African groups in Lesotho, local governance, religion, health and safety, migration, human trafficking, human rights, roles and responsibilities. It also contains elements of Health and Physical Education and Life Skills Education which aim at developing the learner as an individual and a social being, able to make confident decisions. Skills addressed in this grade include interpersonal skills, peer-pressure resistance, analysis, critical thinking and interpretation. The Learning Area addresses values and attitudes such as self-confidence, respect, sympathy, trustworthiness, honesty, loyalty, patriotism and cooperation.

Creativity and Entrepreneurial Learning Area

The Creativity and Entrepreneurial Learning Area draws its content from Business Education, ICT, Home Economics, Agriculture, Art, Crafts, Music and Drama. Material from this Learning Area seeks to develop the creative and entrepreneurial talents and abilities of learners. Teaching and learning should help nurture and unfold the creative abilities which all learners possess. Creativity involves the generation of ideas, concepts and solutions to problems and can be found in different contexts, such as business, art and crafts, music, domestic science, language, technology and science, both at home and within the broader community. Entrepreneurship is not only the act of

establishing new organisations or businesses or revitalising mature ones (which is regarded as a strategy central to the solution of problems of unemployment, crime, corruption and so on); it is a general attitude involving vision, ambition, self-belief, drive and energy, that can be usefully applied in daily life and in all working activities. Creativity and entrepreneurship therefore function together to stimulate the activity and innovation necessary to create a better community, a better nation and a better world.

Learners need to be creative and entrepreneurial in their current and future lives. We need learners who are action oriented and perseverant, promoting control and autonomy alongside originality and creativity. Combining content drawn from art and crafts; drama and theatre; music and dance; and technical subjects, this Learning Area fosters understanding and application of creative and entrepreneurial concepts, principles, skills, attitudes and values in addressing everyday needs by promoting:

- individual expression, personal and aesthetic development through the practice and appreciation of the creative arts;
- understanding of the physical, socio-economic and technological environment as a prerequisite for learning and living;
- acquisition and application of creative and entrepreneurial skills in solving everyday life challenges;
- appropriate attitudes and values for a successful, creative and entrepreneurial culture.

In Grade 6, the Creativity and Entrepreneurial Learning Area builds on and consolidates knowledge and skills acquired in the previous grades, whilst introducing some new concepts and content appropriate to the age of learners. The syllabus has a particular focus on the development of entrepreneurial skills, creative and thinking skills. Teachers are encouraged to use practical and learner-centred methods such as dramatisation, role-play and mini-projects.

Layout and presentation of the syllabus and definitions of terminology used

The syllabus is presented by **Learning Areas**, each one divided into a number of **Learning Outcomes** (the terms “learning objectives” or “learning intentions” are often used in other contexts; **learning outcome** has been retained here since teachers are familiar with this usage from the previous syllabus).

Learning outcome: a statement in measurable terms of what a learner should know, understand or be able to do by the end of a given segment of the syllabus.

For each targeted **learning outcome**, details are given of:

- the key **Concepts, skills, values and attitudes** which underpin its successful attainment.
 - **concept:** a general idea which emerges from a specific situation; once understood it can be applied to different contexts to promote understanding. For example, the concept of the family emerges from awareness of the familiar unit in which people live; it can be applied to groups of animals, plants or words which naturally belong together.
 - **skills:** abilities which every learner is expected to acquire to help them learn and live well in society; they can be mental, physical or social.
 - **values:** qualities which are considered to be important, worth preserving and transmitting to the younger generation. For example, Basotho consider honesty and respect to be essential values.
 - **attitudes:** positions or opinions, what is appreciated or disliked by an individual or a group.

- a list of **suggested learning experiences**: teaching and learning activities designed to enable learners to achieve a given learning outcome. This is not exhaustive and the teacher is free to use other complementary activities.
- **What to assess**: in this column, the **learning outcome** is broken down into several specific, measurable and observable points, against which the teacher can check the learners' progress. These focus on the process and characteristics of learning rather than the final outcome.
- a list of **suggested resources**: a list of possible items, materials, persons etc. which may be used to help achieve a given learning outcome. This is designed to help all teachers, however many or few resources may be available in their schools and communities.

Principles of assessment

Assessment and curriculum are closely integrated and mutually supportive. The 2009 *Curriculum and Assessment Policy* introduces continuous assessment (CASS) as a key strategy to reform education. Continuous assessment is an on-going system of monitoring and assessing learners' progress. It is closely integrated with the teaching and learning process and actually supports learning. It is formative assessment, done in the school environment through daily teaching. It can also be achieved through projects, quizzes, tests, interviews and observations.

In the context of Lesotho, it has been decided to merge formative assessment and assessment for learning, moving away from the traditional ways of testing, which have been found to be severely limiting. Testing through examinations and tests provides learners with marks or grades, for example 7/10 or 12/20. However, it does not give any indication of what the learner is actually able to do. Instead of marks or grades, the new methods of assessment will generate statements about each learner's progress and ability. These will help learners, their teachers and future teachers, their parents and guardians as well as education policy makers to know exactly what a learner has learned and is capable of doing, also indicating areas where remedial work is needed. A further disadvantage of conventional testing is that teachers feel under pressure to "teach for the exam" and ignore aspects of the curriculum which will not be examined. This results in teaching focusing on an excessively narrow body of knowledge, which does not deliver a well-rounded education or prepare learners for the demands of the real world. The continual assessment which will be used to assess learner's progress in the new integrated curriculum will allow the teacher to teach and assess the whole curriculum.

The syllabus is presented in such a way that, along with each learning outcome, assessment criteria guide the teacher in what to assess to determine whether the learning outcome has been successfully achieved, partially achieved or not yet achieved. The question of how to assess these Learning Outcomes is not explicitly addressed in the syllabus. Rather it is presented in two other documents which are available to teachers: *a Guide to Continuous Assessment: implementing the curriculum and assessment policy and improving learning and achievement in Lesotho (ECOL January 2012)* and *Assessment Packages in Numeracy and Literacy for Grade 6*. Further advice on how to assess learning is contained in the Teacher's Guide. Teachers will be trained to understand and use these techniques and supported through the initial stages of their introduction.

Teachers should share Learning Outcomes and success criteria with learners so that learners know what they are learning and the standards they are aiming for. They should also provide feedback (which may be oral or written) that helps learners to identify improvement. Both the teacher and the learner will reflect on learners' performance and learners will learn **self-assessment techniques** to discover areas for improvement. This promotes a more active approach to learning and recognises that both motivation

and self-esteem are crucial for effective learning and progress, and that these can be increased through effective assessment techniques. In addition to self-assessment, peer-assessment is a useful tool which will be used as appropriate.

Just as there are many partners in promoting successful teaching and learning (the learners, their class teacher, other teachers in the school, the school principal, parents and guardians and the wider community), successful assessment includes people other than the learner and their teacher. In particular, parents and guardians are encouraged to take time to understand the new process, to discuss it with their children and their teachers, follow their children's progress and support both learners and teachers in the new modes of assessment.

Teacher's Guide

Teachers are encouraged to use the **Teacher's Guide** to the Grade 6 syllabus, which provides pedagogic advice and background information designed to assist with preparation and teaching.

Linguistic And Literary Learning Area – Sesotho

Overview

Sepheo: qetellong ea sehlopha sa botšelela, bana ba be ba ka:

Mekhoa ea ho ithuta

1. mamela ka hloko litaba tse fapaneng.
2. etsa puo maemong a khethehileng. TG
3. bua hakhutšoanyane ka taba eo ba sa ithophelang eona ka nako e fanoeng. TG
4. qapa papatso. TG
5. itokisetša liphoso moo ba ngotseng.
6. sebelisa buka ho ipatlela litaba. TG
7. qhaqholla thothokiso ka kutloisiso. TG
8. bala mefuta e fapaneng ea seballoa-kutloisiso ho iphumanela litaba.
9. bala buka ea tšoantšiso ka kutloisiso. TG
10. bala buka ea pale ka kutloisiso.
11. sebelisa buka ea mantsoe ho fumana litlhaloso tsa 'ona. TG
12. hlalosa mehato eo ba e nkileng ha ba entse teko. TG
13. fetolela lipolelo ho tloha Senyesemaneng ho ea Sesothong. TG

Phelisano le bochaba

14. bontša tlhompheo lipuong le liketsong. TG
15. hlalosa lijo tsa Sesotho le melemo ea tsona. TG
16. lokolisa bohlokoa ba baamani. TG
17. hlalosa batho ho latela maemo le mesebetsi ea bona. TG
18. pheta tšomo e khothaletsang ho mamela. TG
19. bapala lipapali le lipina tsa bochaba. TG
20. lothana ka lilloho tseo likarabo tsa tsona e leng, litho tsa 'mele, limela le lisebelisoa. TG
21. hlalosa liphoofole ka mebala le matšoa. TG

Tšebeliso ea puo

22. sebelisa maele le maelana lipolelong. TG
23. etsa le ho natefelo a ke metlae. TG
24. fana ka lithoholetso le litakaletso. TG
25. phehisana ka taba. TG
26. ngola puisano e khutšoanyane. TG
27. ngola moqoqo oa bolelele ba leqephe. TG
28. ngola lengolo. TG
29. sebelisa mantsoe a hananang, a tšoanang ka moelelo le a meelelo e mengata lipolelong. TG

Sebopeho sa puo

30. hlalohanya litaba tsa sebui tse tlalehoang le tse qotsitsoeng.
31. sebelisa moetsi le moetsuo a ka nepo lipolelong. TG
32. hlophisa mareho le liemeli-tu ho latela lihlopha tsa tsona. TG
33. bopa mareho ka likutu-phafo le likutu-ketso. TG
34. sebelisa mefuta e fapaneng ea mareho lipolelong. TG
35. sebelisa sephafi lipolelong.
36. sebelisa leeketsi ka nepo lipolelong. TG
37. sebelisa sere ka nepo lipolelong. TG
38. sebelisa lekhotsa ka nepo lipolelong. TG

Linguistic and Literary Learning Area – Sesotho

Activity Plan

Mekhoa ea ho ithuta

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. mamela ka hloko litaba tse fapaneng.	<p>Moko-tabane Lipale Lipuo tsa bahlomphehi Litaba Litsebiso Litaelo Litšupiso</p> <p>Litsebo-ketso Ho: mamela, bua, ngola, akaretsa, ntša lintlha tsa bohlokoa, fana ka maikutlo</p> <p>Makhabane Kananelo Boikarabelo</p>	<ul style="list-style-type: none"> • Bana ba mamele ba be ba tlahe seo ba se mametseng ka mantsoe a bona. • Bana ba ballane lipale, ba tlahe seo ba se baletsoeng ka mantsoe a bona ba ela hloko baphetoa, liketsahalo le tikoloho. • Bana ba mamele litsebiso, litaba/kapa ba li shebelle thelefishineng, 'me ba tlahe tseo ba li utloileng/boneng. • Tichere e fe bana litaelo tse bontšang kamoo ntho e etsoang, ba li phethe. • Tichere e balle bana litšupiso bana ba li ngole, ba be ba li balle sehlopha. • Tichere e ngolle bana litšupiso tsa moo e patileng ntho e itseng, ba li latele. • Tichere e hatise puo ea e mong oa bahlomphehi, e e mamelise bana. • Bana ba bolele hore na ke mohlomphehi ofe, 'me molaetsa oa hae o ne o re'ng. • Bana ba ngole kakaretso ea litaba tseo ba li utloileng. 	<p>tlahe seo a se mametseng kapa seo a se shebelletseng.</p> <p>bala lipale le ho tlahe seo a se baletsoeng ka mantsoe a hae a ela hloko baphetoa, liketsahalo le tikoloho.</p> <p>phetha le ho latela litaelo tsa kamoo ntho e etsoang kateng.</p> <p>ngola le ho balla sehlopha litšupiso tseo a li filoeng.</p> <p>latela litšupiso le ho fumana se patiloeng.</p> <p>ngola kakaretso ea litaba tseo a li utloileng.</p>	<p>Likarete tsa mantsoe</p> <p>Thelefishini</p> <p>Se-ee-le-moea</p>

Sepheo: qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>2. etsa puo maamong a khethehileng.</p>	<p>Moko-tabana Ho etsa puo</p> <p>Tihahlamano ea maemo meketeng</p> <p>Tihahlamano ea maemo kerekeng</p> <p>Litsebo-ketso Ho: bua, mamela, fuputsa</p> <p>Makhabane Boitšepo Boitsebo Tlhompho Boikamohelo Kananelo</p>	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba hopotsane ka tihahlamano ea maemo sekolong ba be ba etse puo. • Bana ba fuputse tihahlamano ea maemo a puso metseng ea habo bona ba qala ka morena oa sehlooho. • Ka lihlotšoana tsa metse ka ho fapana, bana ba buisane ka tihahlamano ea maemo a puso 'me ba tlalehele sehlopha. • Tichere le bana ba buisane ka likereke tse teng Lesotho. • Bana ba fuputse tihahlamano ea maemo likerekeng tsa habo bona. • Ka lihlotšoana tsa likereke ka ho fapana, bana ba buisane ka tihahlamano ea boholo likerekeng 'me ba tlalehele sehlopha. • Tichere le bana ba buisane ka tlotlotsoe e sebelisoang maamong a fapaneng. • Tichere le bana ba buisane ka mokhoa o nepahetseng oa ho etsa puo. • Bana ba etse puo ho latela maemo a fanoeng ke tichere. 	<p>lokolisa tihahlamano ea maemo sekolong.</p> <p>etsa puo maamong a mokete oa sekolo.</p> <p>lokolisa tihahlamano ea maemo a puso motseng oa habo ho qala ka morena oa sehlooho.</p> <p>lokolisa tihahlamano ea maemo kerekeng ea habo.</p> <p>etsa puo maamong a kereke le motse, a ela hloko ho:</p> <ul style="list-style-type: none"> • ema a otlohile. • sheba letšoele. • lokolisa lintlha ka tatellano. • bua a sa kokotletse. 	<p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. bua hakhutšoanyane ka taba eo ba sa itlhophelang eona ka nako e fanoeng.	<p>Moko-tabana Moqoqo oa tsome Tatellano ea lintlha Ho ba lekoteng Lintlha tse hlahlang taba</p> <p>Litsebo-ketso Ho: bua haholo, se kokotletse, sheba letšoeleng, latellisa lintlha ka tlhahlamano</p> <p>Makhabane Boitšepo Ho bua ka bolokolohi Bokheleke</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka lintlha tse ka kenngoang ha ho hlalosa taba, ba be ba lumellane ka nako. Tichere e fe bana lihlooho ba bue ka tsona ba sa itlhopha. Ka lihlotšoana, bana ba ikhethela mantsoe kapa lihlooho, ba ngole lintlha tsohle tse ka a/li hlahlang. Lihlotšoana li fanane ka mantsoe kapa lihlooho, se seng se bue ka lentsoe kapa sehlooho, se seng se se fe lintlha. Bana ba fane ka lihlooho lisele, ba nke ka lotho sehlooho 'me ba bue ka sona. Tichere le bana ba buisane ka lintlha tse ka tlatsetsang ha ho hlalosa taba. 	<p>lokolisa lintlha tse ka kenngoang ha ho hlalosa taba, tse kenyeletsang sebopelohi, makhabane le mefokolo ea eona.</p> <p>fana ka maikutlo esita le ho tlatsetsa litabeng tse builoeng ke ngoana e mong.</p> <p>bua hakhutšoanyane ka taba eo a sa itlhophelang eona ka bolokolohi, boitšepo le bokheleke.</p>	<p>“Teacher’s Guide”</p> <p>Likarete tsa mantsoe</p>
4. qapa papatso.	<p>Moko-tabana Papatso</p> <p>Litsebo-ketso Ho:mamela, bua, bala, ngola, hlalosa, tšoantšisa, toroea, qapa</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> Bana ba hlahlobe lipapatso lingoloeng, li-ea-le-moeeng le thelefishineng ba tlalehele sehlopha. Bana ba hlalose hore na lipapatso tsa bona li bolela'ng le hore na li rekisa eng. Tichere le bana ba buisane ka melemo le bobele ba lipapatso. Bana ba tšoantšise lipapatso tsa bona, ba shebelletseng ba bolele hore na ho rekisoa eng. Bana ba iqapele lipapatso ba be ba li tšoantšise, ba bang ba bolele hore na li rekisa eng. Bana ba toroee lipapatso tsa boiqapelo ba bona ba be ba li hlalose ka mongolo. 	<p>hlalosa hore na lipapatso tseo a li ratang li bolela'ng le hore na li rekisa'ng.</p> <p>tšoantšisa papatso eo a e ratang a be a bolele hore na ho rekisoa eng.</p> <p>qapa papatso, ho e tšoantšisa le ho bolela hore na e rekisa'ng.</p> <p>toroea papatso ea boiqapelo le ho e hlalosa ka mongolo.</p>	<p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. itokisetsa liphoso moo ba ngotseng.	<p>Moko-taba Matšoao Mopeleto Lipolelo Liratsoana Tlotlo-ntsoe</p> <p>Litsebo-ketso Ho: ngola, bala, itokisetsa liphoso</p> <p>Makhabane Kelo-hloko</p>	<ul style="list-style-type: none"> • Tichere e fane ka polelo e fosahetseng bana ba e lokise. • Tichere le bana ba buisane ka bohlokoa ba ho peleta mantsoe ka nepo le ho sebelisa matšoao a nepahetseng. • Bana ba kopitse seratsoana ba ela hloko mopeleto oa mantsoe le matšoao. • Bana ba chenchane ka mosebetsi oa bona ho netefatsa hore seratsoana se kopilitsoe hantle. • Tichere e fe bana lipolelo tse peli tse ngotsoeng ka mantsoe a tšoanang feela a kopantsoeng kapa a arohantsoeng ka ho fapana joale a fana ka meelelo e fapaneng, bana ba bolele polelo e ngotsoeng ka ho nepahala ho tseo. • Bana ba bolele meelelo e fapaneng ea lipolelo tse fanoeng. • Bana ba ngole lipolelo kapa liratsaana, ba chenchane ka libuka, ba tšoaeane. • Bana ba ngole moqoqo, ba hlahlobe hore mosebetsi oa bona ha o na liphoso tsa mongolo le tsa matšoao. 	<p>lokisa polelo e fanoeng ka ho ngola matšoao le mantsoe ka nepo.</p> <p>kopitsa seratsoana ka nepo a ela hloko mopeleto oa mantsoe le matšoao.</p> <p>ntša liphoso tsa hae le tsa ba bang tse kenyeletsang mopeleto, matšoao le sebopeho-puo.</p>	<p>Libuka</p> <p>Likoranta</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6. sebelisa buka ka nepo ho ipatlela litaba.	<p>Moko-tabana Sengoli Lebitso la buka Lenaneo la litaba Litlhaloso tsa mantsoe Selemo sa phatlalatso</p> <p>Litsebo-ketso Ho: bala, ngola, fuputsa, lepa, habanya</p> <p>Makhabane Kelo-hloko</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka molemo oa lebitso la buka, selemo sa phatlalatso, sengoli, lenaneo la litaba le tlhaloso ea mantsoe. Tichere e fe bana lihlooho, ba li batle ka bukeng ba sebelisa lenaneo la litaba. Bana ba ipatlele libuka tse nang le litaba tseo ba li hlohang. Bana ba lepe litaba tsa buka ba ipapititse le sehlooho, ba nt'o bala ho fumana molaetsa oa eona. Bana ba sebelise linyenyeletso ho qolla lintlha tsa bohlokoa. Bana ba bale karoloana ea buka ho fumana hore na e fela e tšetse litaba tseo ba li hlohang. Bana ba ngole kakaretso ea litaba tseo ba li balileng, ba e balle sehlopha. Bana ba bale lithaloso tsa mantsoe tse fumanoang qetellong ea buka, ba a sebelise lipolelong. Bana ba ngole lethathamo la libuka tsohle tsa Sesotho, kapa tse teng ka sehlopheng sa bona, ba bontša sengoli, selemo le lebitso la buka. 	<p>lokolisa molemo oa lebitso la buka, selemo, sengoli, lenaneo la litaba le tlhaloso ea mantsoe.</p> <p>fumana sehlooho a sebelisa lenaneo la litaba.</p> <p>iphumanela buka e ka mo fang litaba tseo a li hlohang.</p> <p>sebelisa linyenyeletso ho qolla lintlha tsa bohlokoa.</p> <p>ngola kakaretso ea litaba tseo a li balileng le ho e balla sehlopha.</p> <p>etsa pokello ea mantsoe a macha le ho a sebelisa ka nepo lipolelong.</p> <p>ngola lethathamo la libuka a bontša sengoli, selemo le lebitso la buka.</p>	<p>“Teacher’s Guide”</p> <p>Libuka</p>

Sepheo: qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. qhaqholla thothokiso ka kutloisiso.	<p>Moko-taba Thothokiso Mekhabo-puo: thehello papiso mothofatso pheta-pheto Thuto</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, pheta, hlalosa, akaretsa, tšoantšisa, lepa, qapa</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka sebopelo sa thothokiso (liratsoana, lipolelo tse khutšoanyane, morethetho, mekhabo-puo) se etsang hore e fapane le lingoloa tse ling. • Tichere le bana ba buisane ka sehlooho sa thothokiso e le ho lepa litaba tsa eona. • Bana ba koetlisitsoeng ba balle bana ba bang thothokiso ba ela hloko morethetho. • Bana ba qolle ba be ba hlalose mantsoe a thata. • Bana ba botse le ho araba lipotso ba be ba bolele thuto ea thothokiso. • Bana ba ngole kakaretso ea thothokiso. • Tichere le bana ba lumellane ka sehlooho, ba etse pokello ea mantsoe a ka se hlalosing. • Bana ba qape thothokiso ka sehlooho se fanoeng, ba sebelisa tlotlo-ntsoe le mekhabo-puo eo ba ithutileng eona. 	<p>lokolisa sebopelo sa thothokiso se kenyeletsang: liratsana, lipolelo tse khutšoanyane, morethetho le mekhabo-puo.</p> <p>lepa litaba tsa thothokiso ka thuso ea sehlooho.</p> <p>bala thothokiso a ela hloko morethetho.</p> <p>qolla le ho hlalosa mantsoe a thata.</p> <p>botsa le ho araba lipotso, a bolele thuto ea thothokiso.</p> <p>ngola kakaretso ea thothokiso.</p> <p>etsa pokello ea mantsoe a ka hlalosing sehlooho.</p> <p>qapa thothokiso ka sehlooho se fanoeng, a sebelisa tlotlo-ntsoe le mekhabo-puo eo a ithutileng eona.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>8. bala mefuta e fapaneng ea seballoa-kutloisiso ho iphumanela litaba.</p>	<p>Moko-tabā Seballoa-kutloisiso: pale tšoantšiso thothokiso papatso litšoantšo 'mapa lethathamō la lietsahala</p> <p>Lingoloa tse: fanang ka tsebo bontšang sesosa le litholoana bontšang melemo le mathata</p> <p>Litsebo-ketso Ho: botsa, araba, akaretsa, bua, bala, ngola, qolla lintlha tsa bohlokoa, fana ka maikutlo, hlalosa</p> <p>Makhabane Kelo-hloko Boitšepo</p>	<ul style="list-style-type: none"> Bana ba buisane ka sehlooho sa seballoa-kutloisiso, ba ngole lintlha tsohle tseo ba nahanang hore se li phuthetse. Tichere e fe bana seballoa-kutloisiso se se nang sehlooho, ba se etsetse sehlooho ba be ba fane ka mabaka. Tichere le bana ba qolle mantsoe a macha, ba a hlalose ba be ba a sebelise lipolelong. Bana ba qolle lintlha tsa bohlokoa tse hlahang seballoa-kutloisisong. Bana ba ntše melemo le mathata, sesosa le litholoana tsa seo ba balileng ka sona. Ka lihlotšoana, bana ba botsane lipotso tse arabang eng, mang, kae, neng, hobane'ng le joang holim'a seballoa-kutloisiso. Bana ba ngole kakaretso ea seballoa-kutloisiso ba be ba ntše liphoso tsa mongolo, mopeleto, matšoa le sebopeho-puo kakaretsong ea bona. Bana ba ngole hore na seballoa-kutloisiso se ngotsoe ke mang. 	<p>ngola lintlha tse phuthetsoeng ke sehlooho sa seballoa-kutloisiso.</p> <p>fana ka sehlooho sa seballoa-kutloisiso a be a fane ka mabaka a sehlooho seo a se fanang.</p> <p>sebelisa mantsoe a macha lipolelong.</p> <p>bala seballoa-kutloisiso le ho qolla lintlha tsa bohlokoa.</p> <p>qolla melemo le mathata, sesosa le litholoana tsa seo a balileng ka sona.</p> <p>botsa le ho araba lipotso tse arabang eng, mang, kae, neng, hobane'ng le joang holim'a seballoa-kutloisiso.</p> <p>ngola kakaretso ea seballoa-kutloisiso, a be a ntše liphoso tsa mongolo, mopeleto, matšoa le sebopeho-puo.</p> <p>bontša hore na seballoa-kutloisiso se qotsitsoe bukeng efe.</p>	<p>Likoranta</p> <p>Libuka</p> <p>Lethathamō la lietsahala</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>9. bala buka ea tšoantšiso ka kutloisiso.</p>	<p>Moko-tabā Tšoantšiso Batšoantšisi Boleng ba batšoantšisi Tikoloho Litlhaloso Tema/Pono Lebitso la buka Sengoli Selemo sa phatlalatso</p> <p>Litsebo-ketso Ho: lepa, bala, ngola, bua, mamela, qapa, tšoantšisa, inahana ka botebo</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka lebitso la buka eo ba tli' o e bala, sengoli sa eona le selemo sa phatlalatso. • Tichere le bana ba buisane ka litšobotsi tsa tšoantšiso tse kenyeletsang tikoloho, batšoantšisi, litlhaloso, tema le pono. • Bana ba lepe liketsahalo tsa buka pele ba e bala le ha ba le bohareng, ba be ba bapise bolepi ba bona le litaba tsa buka ha ba se ba balile. • Bana ba bolele boleng/libopeho tsa batšoantšisi ho latela lipuo le liketso tsa bona, le seo batšoantšisi ba bang ba se buang ka bona. • Bana ba ngole lietsahala le mabaka ao li etsahetseng ka 'ona. • Bana ba nyalanye batšoantšisi le liketso tsa bona. • Ka lihlotšoana bana ba toroee karoloana ea tšoantšiso eo ba e ratang, ba be ba hlalose se etsahalang moo le mabaka ao se etsahetseng ka 'ona. • Bana ba hlalose mabitso a batšoantšisi a lumellanang le tseo ba li etsang. • Bana ba tšoantšise karoloana ea tšoantšiso ba ela hloko litlhaloso tse fanoeng. 	<p>lokolisa litšobotsi tsa tšoantšiso tse kenyeletsang tikoloho, batšoantšisi, litlhaloso, tema le pono.</p> <p>lepa liketsahalo tsa buka le ho bapisa bolepi ba hae le litaba tsa buka.</p> <p>bolela boleng/sebopeho sa batšoantšisi.</p> <p>ngola lietsahala le mabaka ao li etsahetseng ka 'ona.</p> <p>nyalanya batšoantšisi le liketso tsa bona.</p> <p>toroee karoloana ea tšoantšiso eo a e ratang, a be a hlalose se etsahalang moo le mabaka ao se etsahetseng ka 'ona.</p> <p>hlalosa mabitso a batšoantšisi a lumellanang le tseo ba li etsang.</p> <p>tšoantšisa karoloana ea tšoantšiso a ela hloko litlhaloso tse fanoeng.</p>	<p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10. bala buka ea pale ka kutloisiso.	<p>Moko-tabā Pale Baphetoa Tikoloho: nako sebaka lisebelisoa Tatellano ea liketsahalo Molaetsa Lebitso la buka Sengoli Selemo sa phatlalatso</p> <p>Litsebo-ketso Ho: bala, ngola, hlalosa, akaretsa, tšoantšisa, fana ka maikutlo, lepa, botsa, araba</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka lebitso la buka eo ba tlii'o e bala, sengoli sa eona le selemo sa phatlalatso. • Tichere le bana ba buisane ka litšobotsi tsa pale tse kenyeletsang tikoloho, baphetoa le likhaolo. • Bana ba nyalanye baphetoa le liketso tsa bona ho fumana boleng ba bona. • Bana ba hlalose kamano ea baphetoa. • Bana ba hlahlobe lisebelisoa ho fumana tikoloho. • Bana ba lepe litaba tsa buka ba ipapisitse le lebitso la eona le sehlooho sa khaolo. • Bana ba ngole lietsahala tsa pale le mabaka ao li etsahetseng ka 'ona. • Tichere le bana ba buisane ka thuto e fumanoang bukeng ea pale eo ba e balileng. • Bana ba fane ka maikutlo a bona holim'a seo ba se balileng. • Ka lihlotšoana, bana ba toroee sefate sa baamani ba hlahang paleng. 	<p>ngola sengoli, lebitso la buka le selemo sa phatlalatso.</p> <p>nyalanya baphetoa le liketso tsa bona ho fumana boleng ba bona.</p> <p>hlalosa kamano ea baphetoa.</p> <p>bolela tikoloho ka thuso ea lisebelisoa tse fumanoang ho eona.</p> <p>lepa litaba tsa buka a ipapisitse le lebitso la eona le sehlooho sa khaolo.</p> <p>fana ka maikutlo a hae holim'a seo a se balileng.</p> <p>toroee sefate sa baamani ba hlahang paleng.</p>	Buka ea pale

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11. sebelisa buka ea mantsoe ho fumana litlhaloso tsa 'ona.	<p>Moko-tabana Buka ea mantsoe Alefabeto Ho bitsa mantsoe ka nepo</p> <p>Litsebo-ketso Ho: bala, ngola, hlalosa, hloaea, bapisa</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka bohlokoa ba alefabeto bukeng ea pokello ea mantsoe. Tichere e fe bana mantsoe, ba a ngole ka tatellano ho latela alefabeto. Pele ba sebelisa buka ea mantsoe, bana ba bolele hore na lentsoe le sebelisitsoe e le karolo efe ea sebopeho-puo, e le hore ba tle ba tsebe ho fumana moelelo o nepahetseng. Bana ba batle lentsoe ka bukeng ea mantsoe, ba be ba bolele hore na le hlalositsoe e le karolo efe ea sebopeho-puo (lereho, ketso kapa sephafi). Bana ba sebelise lentsoe leo ba le fumaneng ho latela meelelo e fapaneng ea lona. Bana ba bapise mantsoe le litlhaloso tsa 'ona. Tichere e fe bana sehlooho ba ngole moqoqo ba sebelisa a mang a mantsoe ao ba ithutileng 'ona. Bana ba bapale moraba-raba oa mantsoe, 'me ba batle ao ba sa a tsebeng meelelo ea 'ona bukeng ea mantsoe. Bana ba ngole lialefabeto tsa Sesotho likareteng tse nyenyane. Bana ba bapale papali ea sekerabole ka lialefabeto tseo ba li ngotseng likareteng. 	<p>ngola mantsoe ka tatellano ho latela alefabeto.</p> <p>bolela hore na lentsoe le sebelisitsoe e le karolo efe ea sebopeho-puo.</p> <p>batla lentsoe ka bukeng ea mantsoe, le ho bolela hore na le hlalositsoe e le karolo efe ea sebopeho-puo (lereho, ketso kapa sephafi).</p> <p>sebelisa lentsoe leo a le fumaneng ho latela meelelo e fapaneng ea lona.</p> <p>bapisa mantsoe le litlhaloso tsa 'ona.</p> <p>ngola moqoqo a sebelisa a mang a mantsoe ao a ithutileng 'ona.</p> <p>bapala moraba-raba oa mantsoe, 'me a batle ao a sa tsebeng meelelo ea 'ona bukeng ea mantsoe.</p> <p>bapala sekabole.</p>	<p>“Teacher’s Guide”</p> <p>Buka ea mantsoe</p> <p>Moraba-raba oa mantsoe</p> <p>Sekerabole</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12. hlalosa mehato eo ba e nkileng ha ba entse teko.	<p>Moko-taba Se beiloeng tekong Tatellano ea litaba Bonako Tlotlo-ntsoe</p> <p>Litsebo-ketso Ho: bala, ngola, latela litaelo, ba hlokolosi, hlalosa</p> <p>Makhabane Kelo-hloko Tšebelisano-'moho</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka mokhoa oa ho ngola tlaleho ea seo ba se beileng tekong ba ela hloko sehlooho, sepheo, lisebelisoa, nako, tlhaloso ea se entsoeng, mehato e latetsoeng le qeto e fihletsoeng. Tichere le bana ba buisane ka bonako le tlotlo-ntsoe e lokelang ho sebelisoa ho latela teko eo ba tliil'o e etsa. Tichere e fe bana tlaleho ea se lokelang ho etsoa, bana ba iketsetse teko e le ho fumana sephetho se tšoanang. Bana ba ngole litlaleho tsa seo ba se boneng ho latela mehato eo ba e nkileng ka tatellano. Bana ba shebisane sephetho sa mosebetsi oa bona. Haeba ba fumane liqeto tse fapaneng, ba buisane ka mabaka a entseng hore ho be joalo, 'me ba phete teko. 	<p>ngola tlaleho ea seo a se beileng tekong a ela hloko sehlooho, sepheo, lisebelisoa, nako, tlhaloso ea se entsoeng, mehato e latetsoeng le qeto e fihletsoeng.</p> <p>sebelisa tlotlo-ntsoe e lokelang ho sebelisoa ho latela teko eo a tliil'o e etsa/ e entseng.</p> <p>iketsetsa teko e le ho fumana sephetho se tšoanang le sa ba bang a latetse tlaleho ea tichere.</p> <p>ngola tlaleho ea seo a se boneng ho latela mehato eo a e nkileng ka tatellano.</p> <p>lokisa teko ea hae kamor'a ho hlokomelisoa liphoso ke ba bang.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
13. fetolela lipolelo ho tloha Senyesemaneng ho ea Sesothong.	<p>Moko-tabana Phetolelo Moelelo Tlotlo-ntsoe Matšoaao</p> <p>Litsebo-ketso Ho: inahana ka botebo, bala, ngola</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka lintlha tse lokelang ho eloa hloko ha ho fetoleloa lipolelo ho tloha puong e 'ngoe ho ea ho e 'ngoe. • Tichere e fe bana lipolelo tsa Senyesemane le liphetoletso tse peli tse ngotsoeng ka Sesotho, ba khethe e jereng moelelo o nepahetseng. • Tichere le bana ba buisane ka bohlokoa ba ho fetolela litaba puong e 'ngoe. • Bana ba fetolele mantsoe le lipolelo ho tloha Senyesemaneng ho ea Sesothong. 	<p>lokolisa lintlha tse lokelang ho eloa hloko ha ho fetoleloa lipolelo ho tloha puong e 'ngoe ho ea ho e 'ngoe.</p> <p>qolla lipolelo tse nang le moelelo o nepahetseng ho tse ngata tse fetoletsoeng Sesothong.</p> <p>lokolisa bohlokoa ba ho fetolela litaba puong e 'ngoe.</p> <p>fetolela mantsoe le lipolelo ho tloha Senyesemaneng ho ea Sesothong.</p>	<p>“Teacher’s Guide”</p> <p>Libuka tsa Sesotho</p> <p>Likoranta</p>

Phelisano le Bochaba

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
14. bontša tlhompho lipuong le liketsong.	<p>Moko-taba Tlhompho lipuong Tlhompho liketsong</p> <p>Litsebo-ketso Ho bua Ho mamela</p> <p>Makhabane Tlhompho Boikokobetso Mamellano Kananelo</p>	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba buisane ka bohlokoa ba tlhompho ba be ba bolele liketso tse supang tlhompho. • Bana ba tlalehele sehlopha mosebetsi oa bona. • Tichere le bana ba buisane ka liketso tse bontšang tlhompho lipuong, li ngoloe fatše 'me li manehoe leboteng. • Bana ba tšoantšise maemo ao ho 'ona ba ka bontšang tlhompho liketsong le lipuong. • Tichere le bana ba buisane ka litholoana tsa ho se hlomphe. • Bana ba buisane ba be ba ngole likotlo tse ka etsetsoang ba sa bontšeng tlhompho liketsong le lipuong. • Bana ba qape lipapali tse bontšang litholoana tsa ho hlomphe le ho se hlomphe. 	<p>tšoantšisa maemo a bontšang tlhompho liketsong le lipuong.</p> <p>bontša liketso tse supang tlhompho.</p> <p>bontša tlhompho lipuong.</p> <p>lokolisa litholoana tsa ho se hlomphe.</p> <p>ananela kotlo eo a e fuoang ha a sa bontša tlhompho liketsong kapa lipuong.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
15. hlalosa lijo tsa Sesotho le melemo ea tsona.	<p>Moko-tabana Lijo tsa Sesotho: mocha-hlama/lesuoane bobete lefahlana/papa makoakoa moroko/litšifa lekhotloane potele</p> <p>Melemo ea lijo Tlhaloso ea lijo Tlotlo-ntsoe</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, fuputsa, pheha, hlalosa</p> <p>Makhabane Lerato la bochaba Tšebeliso-'moho Kananelo</p>	<ul style="list-style-type: none"> • Bana ba fuputse melemo ea sejo ka seng le hore na se phehoa joang. • Ka lihlotšoana, bana ba buisane ka liphuputso tsa bona 'me ba tlalehele sehlopha. • Tichere le bana ba buisane ka tlotlo-ntsoe e sebelisoang ha ho lokisoa sejo ka seng. • Bana ba tle le lisebelisoa tse etsang sejo ka seng, kapa lijo ka botsona moo ho lumellehang. • Tlas'a botataisi ba tichere, bana ba phehe lijo ka lisebelisoa tseo ba tlileng le tsona. • Bana ba bapise lijo, tlhaloso le melemo ea tsona. • Ka bomong, bana ba ngole sejo, mokhoa oa ho se pheha le lisebelisoa tse hlokoang. • Bana ba ngole moqoqo ka <i>Letsatsi la bochaba</i> ba kenyeletsa lijo tsa Sesotho le tokiso ea tsona 'me ba sebelise tlotlo-ntsoe e nepahetseng. 	<p>hlalosa mokhoa oa ho pheha le melemo ea sejo ka seng 'meleng.</p> <p>sebelisa tlotlo-ntsoe e nepahetseng ha ho lokisoa sejo ka seng.</p> <p>bapisa lijo le tlhaloso ea tsona.</p> <p>pheha sejo ka seng.</p> <p>sebetisa 'moho le bana ba bang.</p> <p>ngola sejo, mokhoa oa ho se pheha le lisebelisoa tse hlokoang.</p> <p>ngole moqoqo ka Letsatsi la Bochaba ba kenyeletsa le lijo tsa Sesotho le tokiso ea tsona a sebelisa tlotlo-ntsoe e nepahetseng.</p>	<p>“Teacher’s Guide”</p> <p>Lisebelisoa tsa ho pheha</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
16. lokolisa bohlokoa ba baamani.	<p>Moko-taba Baamani: malome nkhofo ntate-moholo khaitseli mochana motsoala rakhali rangoane 'mangoane</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, fuputsa hlalohanya, tšoantšisa</p> <p>Makhabane Boitsebo Boikamohelo Lerato Kananelo Kopano Tsotellano</p>	<ul style="list-style-type: none"> • Bana ba fuputse tihaloso le bohlokoa ba baamani. • Ka lihlotšoana, bana ba tlahe liphuputso tsa bona. • Tichere e ngole mesebetsi ea baamani, bana ba ngole baamani ba e phethang. • Bana ba tšoantšise maemo ao baamani ba phethang boikarabello ba bona ho bona. • Bana ba bolele mabitso a baamani le bona le moo ba phelang teng. • Bana ba ikhethela moamani, ba ngole tseo a kileng a ba etsetsa tsona le tseo bona ba kileng ba mo etsetsa tsona. • Bana ba ballane meqoqo ea bona, ba thusane ho ntša liphoso. • Ka bomong, bana ba toroee sefate sa baamani bao ba ithutileng ka bona. 	<p>bapisa baamani le mesebetsi ea bona.</p> <p>tšoantšisa maemo ao baamani ba phethang boikarabello ba bona ho eena.</p> <p>ngola le ho bala moqoqo ka tseo a li etselitsoeng ke baamani le seo eena a se etselitseng baamani bao.</p> <p>ntša liphoso tsa mopeleto, matšoa le sebopeho-puo moqoqong oa hae.</p> <p>toroea sefate sa baamani bao a ithutileng ka bona.</p> <p>hlalosa le ho lokolisa bohlokoa ba baamani.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
17. hlalosa batho ho latela maemo le mesebetsi ea bona.	<p>Moko-taba Maemo le mesebetsi: Motlotlehi Tona-kholo Letona Moruti Mohlabolli Moqolotsi oa litaba</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, fuputsa hlalohanya, tšoantšisa</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> Bana ba fuputse mesebetsi ea batho ka ho fapana ba be ba tlalehe liphuputso tsa bona. Bana ba tle le litšoantšo tsa batho ba khethehileng ba be ba bolele maemo le mesebetsi oa motho ka mong. Bana ba nke maeto a thuto ho chakela batho ba maemo a fapaneng ho fuputsa ka mesebetsi ea bona. Bana ba fuputse makhabane a hlokoang bakeng sa mesebetsi o mong le o mong, ba be ba tlalehe liphuputso tsa bona. Tichere le bana ba buisane ka lithuto tse hlokoang bakeng sa mesebetsi ka mong le bohlokoa ba tsona mesebetsing oo. Bana ba tšoantšise maemo le mesebetsi e fapaneng, ba be ba buisane ka hore na ba ka ntlafatsa kae. Bana ba ngole meqoqo moo ba bontšang seo ba lakatsang ho ba sona le mabaka a bona. 	<p>lokolisa makhabane a hlokoang bakeng sa mesebetsi o mong le o mong.</p> <p>tlaleha phuputso ea hae ka ho bua le ka ho ngola.</p> <p>tšoantšisa maemo le mesebetsi e fanoeng ka nepo.</p> <p>amahanya mesebetsi, lithuto, makhabane le bohlokoa ba mesebetsi ka mong ha a ngola moqoqo.</p>	<p>“Teacher’s Guide”</p> <p>Likoranta</p> <p>Limakasini</p> <p>Marangrang</p> <p>Litšoantšo</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
18. pheta tšomo e khothaletsang ho mamela likeletso.	<p>Moko-taba Tšomo: <i>Tselane le Limo Boleitakhamane</i></p> <p>Litsebo-ketso Ho: mamela, pheta, ngola, akaretsa, hlalosa, fana ka thuto, ho qhaqholla</p> <p>Makhabane Ho mamela likeletso Tlhompho</p>	<ul style="list-style-type: none"> • Tichere le bana ba hopotsane moetlo oa ho pheta tšomo. • Tichere le bana ba buisane ka melemo ea ho mamela le mathata a ka bakoang ke ho se mamele. • Tichere e phetele bana tšomo e e phelise ka ho tšoantšisa liketsahalo tsa eona. • Bana ba bolele thuto eo ba e fumanang tšomong. • Bana ba qhaqholla tšomo ka ho nyalanya baphetoa le liketso tsa bona; ho amahanya tikoloho le liketsahalo. • Bana ba bolele se hlahetseng mophetoa ka lebaka la ho se mamele, le seo a neng a sa se mamela. • Bana ba ngole kakaretso ea tšomo ba be ba e balle sehlopha. • Ka bomong bana ba phete tšomo e khothaletsang ho mamela likeletso ba bile ba e phelisa ka ho tšoantšisa liketsahalo tsa eona. 	<p>phetha moetlo oa ho pheta tšomo o kenyeletsang ho hloma lehlokoana hloohong; ba re e ne e re; qoi/e; le tšomo ka mathetho.</p> <p>lokolisa melemo ea ho mamela le mathata a ka bakoang ke ho se mamele.</p> <p>nyalanya baphetoa le liketso tsa bona.</p> <p>amahanya tikoloho le liketsahalo.</p> <p>ngola kakaretso ea tšomo le ho e balla sehlopha.</p> <p>pheta tšomo e khothaletsang ho mamela likeletso a e phelisa ka ho tšoantšisa liketsahalo tsa eona.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
19. bapala lipapali le lipina tsa bochaba.	<p>Moko-taba Lipapali le lipina: sekotompana karete ho kalla lesokoana Liletsa: sekhankula lesiba Tlotlo-ntsoe Lisebelisoa</p> <p>Litsebo-ketso Ho: mamela, bua, rethetha</p> <p>Makhabane Boitšepo Bokheleke Tšebeliso-'moho</p>	<ul style="list-style-type: none"> • Bana ba bolele lisebelisoa tsa lipapali le lipina tse fapaneng, le hore na li entsoe ka eng. • Tichere le bana ba buisane ka tlotlo-ntsoe e sebelisoang papaling ka 'ngoe. • Bana ba tle le lisebelisoa tsa lipapali tse fapaneng kapa ba iketsetse tsona. • Bana ba bapale lipapali tse fapaneng. • Bana ba fuputse melemo ea lipapali le lipina. • Bana ba bope lipolelo ka mantsoe a macha ao ba ithutileng 'ona. • Bana ba bapale morabaraba oa mantsoe o bopiloeng ka lipapali le lipina. • Tichere le bana ba buisane ka liletsa tsa Basotho le hore na li letsoa ke bo-mang. • Ka bomong, bana ba letse lesiba le sekhankula. 	<p>bolela lisebelisoa tsa lipapali tse fapaneng, le hore na li entsoe ka eng.</p> <p>lokolisa melemo ea lipapali le lipina.</p> <p>sebelisa tlotlo-ntsoe e nepahetseng ha a bapala papali ka 'ngoe.</p> <p>bopa lipolelo ka mantsoe a macha ao a ithutileng 'ona.</p> <p>bapala morabaraba oa mantsoe o bopiloeng ka lipapali le lipina.</p> <p>letsa lesiba le sekhankula.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>20. lothana ka lilothe tseo likarabo tsa tsona e leng litho tsa 'mele, limela le lisebelisoa.</p>	<p>Moko-tabana Lilotho tseo likarabo tsa tsona e leng: litho tsa 'mele limela lisebelisoa</p> <p>Melemo ea lilotho</p> <p>Litsebo-ketso Ho: mamela, bua, inahana ka botebo, bala, ngola</p> <p>Makhabane Mamellano Tšebeliso-'moho</p>	<ul style="list-style-type: none"> • Bana ba hopotsane moetlo oa ho lothana. • Tichere e fe bana litšoantšo 'me bana ba fane ka lilotho tse amanang le litšoantšo tseo. • Ka lihlotšoana, bana ba lothane 'me sehlopha se fuoe lintlha. • Tichere e ngole likarabo tsa lilotho likareteng, bana ba bolele selotho se nepahetseng. • Bana ba fane ka lilotho tseo likarabo tsa tsona li fetang bonngoe, kapa lilotho tseo likarabo tsa tsona li tšoanang. • Ka lihlotšoana, bana ba fuputse melemo ea lilotho ba be ba tlehe phuputso ea bona sehlopheng se sehlo. • Bana ba fuoe monyetla oa ho ngola lilotho tsa boiqapelo ba bona, ba be ba li balle sehlopha hammoho le likarabo tsa tsona. 	<p>phetha moetlo oa ho bapala papali ea lilotho o kenyeletsang: ka u lotha; ka'ng; ka se reka; jaa khomo ea hao u ntšiele masapo.</p> <p>lokolisa melemo ea lilotho.</p> <p>lotha le ho araba lilotho a sebelisa litšoantšo.</p> <p>lotha ba bang ka lilotho tseo likarabo tsa tsona li fetang bonngoe.</p> <p>lotha ba bang ka lilotho tseo likarabo tsa tsona li tšoanang.</p> <p>qapa lilotho tse kholisang.</p> <p>lotha ba bang ka lilotho tseo likarabo tsa tsona e leng litho tsa 'mele, limela le lisebelisoa.</p>	<p>“Teacher’s Guide”</p> <p>Litšoantšo</p> <p>Likarete</p> <p>Buka ea lilotho</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
21. hlalosa liphoofole ka mebala le matšoao.	<p>Moko-tabana Mebala ea liphoofole Matšoao a liphoofole</p> <p>Litsebo-ketso Ho: hlalosa, hlalohanya, bapisa, ngola, itokisetssa liphoso, bala</p> <p>Makhabane Kelo-hloko Boitsebo</p>	<ul style="list-style-type: none"> • Bana ba fuputse ka mebala ea liphoofole ho latela botona le botšehali ba tsona 'me ba tlalehe liphuputso tsa bona. • Tichere e arole bana ka lihlotšoana, sehlotšoana se seng se fane ka 'mala, se seng se bolele botšehali ba 'mala oo. • Bana ba fuputse matšoao a liphoofole, ba a toroee lichateng. • Bana ba chakele moo ho nkoang babeisi le masakeng ho ithuta matšoao le molemo oa babeisi. • Bana ba sebelise mebala le matšoao a liphoofole lipolelong. • Tichere le bana ba buisane ka molemo oa ho tšoea liphoofole. • Tichere e fane ka seratsoana se nang le mebala le matšoao a liphoofole, bana a qolle. • Bana ba qape meqoqo/thothokiso ka liphoofole ba sebelisa matšoao le mebala ea tsona ka nepo. • Ngoana ka mong a itokisetse liphoso moo a ngotseng. 	<p>hlalosa liphoofole ka mebala ho latela botona le botšehali ba tsona.</p> <p>fuputsa matšoao a liphoofole le ho tlaleha phuputso ea hae.</p> <p>hlalosa liphoofole ka matšoao.</p> <p>sebelisa mebala le matšoao ho hlalosa liphoofole lipolelong.</p> <p>bolela molemo ea ho tšoea liphoofole.</p> <p>qolla mebala le matšoao a liphoofole lipolelong.</p> <p>sebelisa mebala le matšoao a liphoofole moqoqong.</p> <p>itokisetse liphoso moo a ngotseng.</p>	<p>Lichate</p> <p>“Crayons”</p> <p>Tikoloho</p>

Tšebeliso ea Puo

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
22. sebelisa maele le maelana lipolelong.	<p>Moko-taba Maele a bontšang tšobotsi Maelana a bontšang sebopeho</p> <p>Litsebo-ketso Ho: ngola, bala, hlalosa, bapisa, tšoantšisa, qapa</p> <p>Makhabane Lerato la puo</p>	<ul style="list-style-type: none"> Tichere e fe bana maele le maelana, ba fuputse litlhaloso tsa 'ona 'me ba tlalehe phuputso ea bona. Tichere le bana ba buisane ka sebopeho sa maele le maelana. Bana ba tšoantšise maele le maelana moo ho lumellehang. Bana ba qolle maele le maelana liratsaneng, ba be ba a hlalose. Bana ba sebelise maele le maelana lipolelong le moqoqong. 	<p>hlalosa maele le maelana.</p> <p>lokolisa sebopeho sa maele le maelana.</p> <p>tšoantšisa maele le maelana moo ho lumellehang.</p> <p>qolla maele le maelana liratsaneng, a be a a hlalose.</p> <p>sebelisa maele le maelana lipolelong le moqoqong.</p>	<p>“Teacher’s Guide”</p> <p>Buka ea maele le maelana</p>
23. etsa le ho natefelo a ke metlae.	<p>Moko-taba Metlae Malepa a puo</p> <p>Litsebo-ketso Ho: mamela, bua, qapa, fuputsa, bala, ngola</p> <p>Makhabane Tšebelisano- 'moho Bosoaso Boitšepo Tlhompho</p>	<ul style="list-style-type: none"> Bana ba toroee litšoantšo tse ka qabolang ba bang, ba be ba ngole litlhaloso tsa litšoantšo tsa bona. Bana ba qape metlae, ba e etse kapel'a ba bang. Bana ba etse metlae ka ho tšoantšisa ka liketso ba sa bue. Tichere le bana ba fanane malepa a puo, ba a qhaqholla. Bana ba fuputse lingoloa tse nang le metlae, ba e ballane. Bana ba iketsetse pokello ea metlae, ba e etsetse ba bang ka letsatsi le khethiloeng. 	<p>toroee litšoantšo tse ka qabolang ba bang, a be a litlhaloso tsa litšoantšo tseo.</p> <p>etsa metlae ka ho tšoantšisa ka liketso a sa bue.</p> <p>qhaqholla malepa a puo.</p> <p>fuputsa lingoloa tse nang le metlae le ho li balla ba bang.</p> <p>iketsetsa pokello ea metlae le ho e etsetsa ba bang ka letsatsi le khethiloeng.</p>	<p>“Teacher’s Guide”</p> <p>Litšoantšo</p> <p>Likoranta</p> <p>Thelefishini</p> <p>Se-ee-le-moea</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
24. fana ka lithoholetso le litakaletso.	<p>Moko-taba Lithoholetso Litakaletso Likarete</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, qapa</p> <p>Makhabane Makhethe Tsotellano Lerato Boitšepo</p>	<ul style="list-style-type: none"> Bana ba etse lethathamo la lintho tseo motho a ka thoholetsoang kapa a lakaletsoa mahlohonolo ho tsona. Ka lihlotšoana, bana ba buisane ka moelelo oa mantsoe 'thoholetso' le 'takaletso', ba tlahe mosebetsi oa bona. Tichere e iketsetse karete e thoholetsang le e fetisang litakaletso, e li balle bana. Tichere le bana ba buisane ka matsatsi a bona a tlhaho le lintho tsohle tseo ba ka lakaletsanang kapa ba thotholetsana ka tsona. Tichere e fe bana lethathamo la lipolelo tse lakaletsang le tse thoholetsang, bana ba li hlophise. Bana ba iketsetse likarete ba sebelisa mebala le mengolo e khahlehang, ba fetise lithoholetso kapa litakaletso. 	<p>hlalosa mantsoe 'thoholetso' le 'takaletso'.</p> <p>etsa lethathamo la lintho tseo motho a ka thoholetsoang kapa a lakaletsoa mahlohonolo ho tsona.</p> <p>hlalohanya pakeng tsa mantsoe a thoholetsang le a lakaletsang.</p> <p>iketsetsa likarete a sebelisa mengolo e mebala e khahlang mahlo, a fetisa lithoholetso kapa litakaletso, a bile a li balla sehlopha.</p>	<p>"Teacher's Guide"</p> <p>Likarete</p> <p>"Crayons"</p> <p>Lichate</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
25. phehisana ka taba.	<p>Moko-tabana Likhang Khetho ea mantsoe</p> <p>Litsebo-ketso Ho: tšehetsa lehlakore le itseng, inahana ka botebo, latellisa litaba</p> <p>Makhabane Boikemelo Mamellano Boitšepo Kananelo</p>	<ul style="list-style-type: none"> Tichere e fe bana sehlooho, ba buisane ka lintlha tse amanang le sona, tse lumellanang le tse hananang. Ka lihlotšoana, bana ba lokolise lintlha tse hananang kapa tse lumellanang. Bana ba buisane ka tlotlo-ntsoe e ka sebelisoang ho lumellana kapa ho hanana le taba. Ka lihlotšoana, bana ba buisane ka taba, lehlakore le leng le tšehetse, le leng le hanyetse. Tichere e fe bana moqoqo o bontšitseng lehlakore le itseng la taba, bana ba ngole ba fana ka le hananang le lona. Ka bobeli bana ba ngangisane ka taba ba tšehetsa mahlakore a bona ka lintlha. 	<p>lokolisa tlotlo-ntsoe e ka sebelisoang ho lumellana kapa ho hanana le taba.</p> <p>lokolisa lintlha tse hananang kapa tse lumellanang le taba.</p> <p>ngola a fana ka lehlakore le hananang le le fanoeng.</p> <p>ngangisana ka taba a tšehetsa lehlakore la hae ka lintlha.</p>	"Teacher's Guide"
26. ngola puisano e khutšoanyane.	<p>Moko-tabana Puisano Matšoao: khutloana (:) makalo (!)</p> <p>Litsebo-ketso Ho: bua, bala, ngola, qapa, tšoantšisa, inahana ka botebo, ntša liphoso</p> <p>Makhabane Boitšepo Makhethe</p>	<ul style="list-style-type: none"> Tichere e fe bana puisano ba hlahlobe litšobotsi tsa eona ka lihlotšoana. Tichere le bana ba buisane ka litšobotsi tsa puisano. Bana ba ikhethete hore na ke bo-mang 'me ba bale puisano eo ba e filoeng ka ho sielana sebaka. Bana ba qape puisano e khutšoanyane. Bana ba ballane lipuisano tsa bona ba be ba li ntše liphoso. Ka bomong, bana ba ngole puisano ba sebelisa matšoao a nepahetseng. 	<p>lokolisa le ho hlalosa litšobotsi tsa puisano.</p> <p>bala puisano a sielana sebaka le eo a balang le eena.</p> <p>ngola puisano a ela hloko tšebeliso ea matšoao le sebopeho sa tšoantšiso.</p> <p>ntša liphoso puisanong eo a e ngotseng.</p>	<p>"Teacher's Guide"</p> <p>Likoranta</p> <p>Libuka tsa tšoantšiso</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>27. ngola moqoqo oa tthaloso oa bolelele ba leqephe.</p>	<p>Moko-taba Moqoqo oa tthaloso: tlotlo-ntsoe selelekela bohare qetello polelo ea sehlooho mantsoe le lipoleloana tse hokelang</p> <p>Matšoao</p> <p>Litsebo-ketso Ho: mamela, bala, ngola, hlophisa, hlalosa, ntša liphoso</p> <p>Makhabane Bokheleke Makhethe</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka tšebeliso ea matšoao. • Tichere e fe bana seratsoana se se nang matšoao, ba a kenye ka nepo. • Tichere le bana ba buisane ka likarolo tsa moqoqo-selelekela, bohare, qetello le bohlokoa ba karoloana ka 'ngoe. • Tichere e fe bana setšoantšo ba se hlalose ka mantsoe ba ela hloko tšebeliso ea matšoao. • Tichere le bana ba buisane ka seo ba tliil'o ngola ka sona, ba fane ka tlotlo-ntsoe le lintlha tsohle tseo ba tla li hloka. • Bana ba hlophise, ka tatellano, lintlha tse kahalimo ka tsela eo li tla bopa liratoana. • Bana ba ngole moqoqo ba be ba intšetse liphoso tsa mopeleto, sebopeho-puo le matšoao. 	<p>kenya matšoao ka nepo seratsoaneng seo a se filoeng.</p> <p>hlalosa setšoantšo ka mantsoe.</p> <p>hlophisa lintlha ka tatellano ka tsela eo li tla bopa liratoana.</p> <p>ngola moqoqo a ipapisitse le setšoantšo seo a se filoeng.</p> <p>ngola moqoqo ka likarolo tsa 'ona a ela hloko tšebeliso ea matšoao.</p> <p>ntša liphoso tsa mopeleto, sebopeho-puo, tlotlo-ntsoe le matšoao moqoqong oa hae.</p>	<p>“Teacher’s Guide”</p> <p>Litšoantšo</p>

Sepheo: qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
28. ngola moqoqo oa pale ka bolelele ba leqephe.	<p>Moko-tabana Moqoqo oa pale: baphetoa tikoloho liketsahalo liratoana</p> <p>Matšoao: feeloane (,) qotso (“ ”)</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, pheta, hlalosa, hlophisa, qolla</p> <p>Makhabane Bokheleke Makhethe Boitlhompho</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka tšebeliso ea matšoao a hlahang seratoaneng seo e se khethileng. Bana ba ngole bocha seratoana se fanoeng ba sebelisa mantsoe a hananang kapa a lumellanang le a sheleletsoeng. Tichere e fe bana liratoana ba li hlophise ka tatellano. Bana ba nontše seratoana se fanoeng ka ho sebelisa maeketsi, lire le mekhabo-puo. Ka lihlotšoana, bana ba qolle baphetoa, tikoloho le liketsahalo seratoaneng se fanoeng. Tichere e fe bana liketsahalo tse amanang le sehloho e li lobokantse, bana ba li behe ka tatellano. Bana ba ngole moqoqo ka liketsahalo tseo ba li hlophisitseng ba ela hloko tšebeliso e nepahetseng ea matšoao. Tichere e fe bana seratoana, e ba khethele likaroloana tseo ba li fetolelang ho puo e qotsitsoeng. Ka bomong, bana ba ngole moqoqo oa pale o nang le baphetoa, tikoloho le liketsahalo ba sebelisa matšoao ka nepo. Bana ba fuae litšoantšo tse phetang pale, ba ngole moqoqo ka tsona, ba o ballane. 	<p>sebelisa mantsoe a hananang kapa a lumellanang le a sebelisitsoeng ke sengoli.</p> <p>hlophisa liratoana ka tatellano.</p> <p>nontša seratoana se fanoeng ka ho sebelisa maeketsi, lire le mekhabo-puo.</p> <p>qolla baphetoa, tikoloho le liketsahalo seratoaneng se fanoeng.</p> <p>hlophisa liketsahalo ka tatellano.</p> <p>ngola moqoqo ka liketsahalo tseo a li hlophisitseng a ela hloko tšebeliso e nepahetseng ea matšoao.</p> <p>fetolela puo e tlalehiloeng ho e qotsitsoeng.</p> <p>ngola moqoqo oa pale o nang le baphetoa, tikoloho, liketsahalo le matšoao, a bile a ntša liphoso moqoqong oa hae.</p>	<p>“Teacher’s Guide”</p> <p>Libuka</p> <p>Litšoantšo</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
29. ngola lengolo la setsoalle.	<p>Moko-tabana Lengolo la setsoalle: aterese ea boloko tumeliso bohare qetello Anfolopo</p> <p>Litsebo-ketso Ho: bala, ngola, hlalohanya, bopa taba, inahana ka botebo, latellisa litaba</p> <p>Makhabane Bokheleke Makhethe Boithompho</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka likaroloana tsa lengolo la setsoalle le bohlokoa ba karoloana ka 'ngoe. • Tichere e hlokomelise bana nyalano ea tumeliso e qalong le e qetellong ea lengolo. • Tichere le bana ba buisane ka maemo a ka etsang hore motho a ngole lengolo la setsoalle. • Tichere le bana ba buisane ka phapang ea lengolo la motsoalle le la moamani. • Bana ba ngole lintlha tse amanang le sehlooho, ba li hlophe ka liratsoana le ka tatellano. • Ba sebetsa ka bobeli, ngoana e mong a qale lengolo, e mong a le qetele. • Ka bomong, bana ba ngole lengolo la setsoalle ka sehlooho seo ba se filoeng. • Tichere e fe bana lengolo ba le arabe. • Bana ba ntše liphoso tsa mongolo, sebopeho-puo le mopeleto moo ba ngotseng. 	<p>lokolisa likaroloana tsa lengolo la setsoalle le bohlokoa ba karoloana ka 'ngoe.</p> <p>sebelisa ka nyalano e nepahetseng tumeliso e qalong le e qetellong ea lengolo.</p> <p>lokolisa maemo a ka etsang hore motho a ngole lengolo setsoalle.</p> <p>hlophisa lintlha tse amanang le sehlooho sa lengolo ka tatellano.</p> <p>qala kapa ho qetella lengolo le qaliloeng ke e mong ka nepo.</p> <p>ngola lengolo la setsoalle.</p> <p>araba lengolo la setsoalle.</p> <p>ntša liphoso tsa mongolo, sebopeho-puo, bonako le mopeleto moo a ngotseng, le moo ba bang ba ngotseng.</p>	"Teacher's Guide"

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>30. ngola lengolo la mosebetsi.</p>	<p>Moko-tabana Lengolo la mosebetsi: aterese tse peli - boloko tumeliso bohare qetello Anfolopo</p> <p>Mabaka a lengolo la mosebetsi: ho kopa sekolo ho kopa mosebetsi ho tletleba</p> <p>Likateng: boithaloso thuto ho kopa mosebetsi moo ke fumanehang</p> <p>Litsebo-ketso Ho: bala, ngola, hlalohanya, bopa taba, inahana ka botebo, latellisa litaba</p> <p>Makhabane Bokheleke Makhethe Boithompho</p>	<ul style="list-style-type: none"> • Tichere le bana ba buisane ka likaroloana tsa lengolo la mosebetsi le bohlokoa ba karoloana ka 'ngoe. • Tichere le bana ba buisane ka maemo a ka etsang hore motho a ngole lengolo la mosebetsi. • Bana ba fuputse lintlha tsa bohlokoa tse bopang taba lengolong la mosebetsi, ba tlalehe phuputso ea bona. • Tichere le bana ba buisane ka phapang ea lengolo la setsoalle le la mosebetsi. • Ka bobeli, bana ba qolle lintlha tsa bohlokoa tse hlahang lengolong la mosebetsi leo ba le filoeng. Ba tlalehe sehlopha mosebetsi oa bona. • Ba sebetsa ka bobeli, ngoana e mong a qale lengolo, e mong a le qetele. • Bana ba shebisane lengolo leo ba le ngotseng, ba lumellane ka ho nyalana ha lintlha, ba be ba ntše liphoso. • Ka bomong, bana ba ngole lengolo la mosebetsi ka sehlooho seo ba se filoeng. • Bana ba ntše liphoso tsa mongolo, sebopeho-puo le mopeleto mangolong a bona. • Tichere le bana ba buisane ka tse ngoloang holim'a anfolopo le mokhoa oo li ngoloang ka oona. • Bana ba iketsetse lianfolopo, ba ngole mabitso le liaterese ka nepo. 	<p>lokolisa likaroloana tsa lengolo la mosebetsi le bohlokoa ba karoloana ka 'ngoe.</p> <p>lokolisa maemo a ka etsang hore motho a ngole lengolo la mosebetsi.</p> <p>lokolisa lintlha tsa bohlokoa tse bopang taba lengolong la mosebetsi.</p> <p>lokolisa phapang ea lengolo la setsoalle le la mosebetsi.</p> <p>qala kapa ho qetella lengolo ka nepo.</p> <p>ngola lengolo la mosebetsi a kopa sekolo, a kopa mosebetsi kapa a tletleba.</p> <p>ntša liphoso tsa mongolo, sebopeho-puo le mopeleto moo a ngotseng, le moo ba bang ba ngotseng.</p> <p>lokolisa tse ngoloang holim'a anfolopo.</p> <p>iketsetsa anfolopo, a ngola lebitso le aterese ka nepo.</p>	<p>“Teacher’s Guide”</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
<p>31. sebelisa mantsoe a hananang, a tšoanang ka moelelo le a meelelo e mengata lipolelong.</p>	<p>Moko-tabana Tlotlo-ntsoe: Mantsoe a hananang</p> <p>Mantsoe a tšoanang ka moelelo empa a ngoloa ka ho fapana</p> <p>Mantsoe ngoloang ka ho tšoana empa meelelo e fapane</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola</p>	<ul style="list-style-type: none"> • Tichere e fe bana mantsoe ba ngole a hananang le 'ona. • Bana ba bapale morabaraba oa mantsoe, ba o tlatsa ka mantsoe a hananang le a fanoeng. • Bana ba etse tlholisano ka lihlotšoana, ba bolele lentsoe le hananang le le fanoeng ka nako e baliloeng. • Bana ba fuputse mantsoe a tšoanang ka moelelo empa a ngoloa ka ho fapana. • Bana ba lule ka lihlotšoana, sehlotšoana se fane ka mantsoe, se seng se bolele a tšoanang le 'ona ka moelelo. • Tichere e fe bana seratoana, ba se ngole bocha ba sebelisa mantsoe a hananang kapa a tšoanang ka moelelo le a sheletsoeng. • Ka lihlotšoana bana ba fane ka lethathamo la mantsoe a ngoloang ka ho tšoana empa meelelo e fapane, ba be ba a sebelise lipolelong. • Bana ba fane ka litlhaloso tse fapaneng tsa lentsoe ka leng. • Tichere e fane ka mantsoe le litlhaloso tsa 'ona, bana ba a bapise. • Bana ba bapale morabaraba oa mantsoe, moo ba fuoeng tlhaloso joale ba batla lentsoe le nepahetseng har'a morabaraba oa litlhaku. • Bana ba ngole lipolelo ka mantsoe a fanoeng e le ho supa meelelo e fapaneng ea lentsoe ka leng. 	<p>ngola mantsoe a hananang.</p> <p>bapala morabaraba oa mantsoe, a o tlatsa ka mantsoe a hananang le a fanoeng.</p> <p>etsa phuputso ea mantsoe a tšoanang ka moelelo empa a ngoloa ka ho fapana.</p> <p>ngola seratoana bocha a sebelisa mantsoe a hananang kapa a tšoanang ka moelelo le a sheletsoeng.</p> <p>etsa lethathamo la mantsoe a ngoloang ka ho tšoana empa meelelo e fapane, a be a a sebelise lipolelong.</p> <p>fana ka litlhaloso tse fapaneng tsa lentsoe ka leng.</p> <p>bapisa mantsoe le litlhaloso tsa 'ona.</p> <p>ngola lipolelo ka mantsoe a fanoeng e le ho supa meelelo e fapaneng ea lentsoe ka leng.</p>	<p>“Teacher’s Guide”</p>

Sebopeho sa Puo

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
32. hlalohanya litaba tse tlalehoang ka mantsoe a sebui le tse qotsoang ke sebui.	<p>Moko-taba Litaba tse qotsitsoeng Litaba tse tlalehoang Bonako Matšoao: qotso (“ ”)</p> <p>Litsebo-ketso Ho bala Ho ngola</p> <p>Makhabane Bokheleke</p>	<ul style="list-style-type: none"> Tichere e fe bana polelo e qotsitsoeng, bana ba tlalehele ba bang ka mantsoe a bona. Tichere le bana ba buisane ka matšoao a sebelisoang ha ho qotsoa. Bana ba chenchane ka lipolelo 'me ba li fetolele ho tse tlalehoang kapa tse qotsitsoeng. Bana ba fane ka lipolelo tse qotsitsoeng ba bang ba li tlalehe. Tichere e fe bana litšoantšo, bana ba qape litaba tse buuoang ke batho ba litšoantšong, ba li ngole ba li qotsitse ba bile ba li tlaleha. Tichere e fe bana seratsoana ba ntše lipolelo tse qotsitsoeng ba be ba bolele hore na li buioe ke bo-mang. 	<p>tlaleha polelo e qotsitsoeng.</p> <p>sebelisa matšoao a sebelisoang ha ho qotsoa ka nepo.</p> <p>fetolela lipolelo tse tlalehiloeng ho tse qotsitsoeng ka nepo.</p> <p>qapa tse buuoang ke batho ba litšoantšong.</p> <p>ntša lipolelo tse qotsitsoeng a be a bolele hore na li buioe ke bo-mang.</p>	<p>Likoranta</p> <p>Libuka tsa lipale</p>
33. sebelisa moetsi le moetsuoa ka nepo lipolelong.	<p>Moko-taba Bonako: bojoale bomoso bokhale Likarolo tsa leetsi: tumela moetsi, tumela-moetsuoa hlooho-boiketsi kutu-ketso Moetsi</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka mosebetsi oa lereho, tumela le ketso polelong. Tichere e toroele bana tafolana e bontšang bojoale, bokhale le bomoso, e fane ka polelo, bana ba e fetolele bonakong bo fapaneng. Bana ba etse lipolelo moo ba iketsang ketso (<i>ikama, ithatsoa, ithata, ipopa</i>). Tichere le bana ba buisane ka likarolo tsa leetsi ba shebile lipolelo tsa bona. 	<p>ntša litumela le liketso lipolelong.</p> <p>fetolela lipolelo tse fanoeng bonakong bo fapaneng.</p> <p>etsa lipolelo tse bontšang hore o iketsa ketso.</p> <p>hlahlolla leetsi ka likaroaloana tsa lona.</p>	<p>“Teacher’s Guide”</p> <p>Lingoloa</p>

	Moetsuoa	<ul style="list-style-type: none"> Bana ba ngole lipolelo, ba be ba sehelle litumela. 	ngola polelo e nang le leetsi a bile a le sehella.	
Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
34. hlophisa mareho le liemeli-tu ho latela lihlopha tsa mareho.	<p>Moko-tabā Lihlopha tsa mareho Bonngoe le bongata Lihlooho tsa mareho Liemeli-tu Tumela</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, hlophisa, qolla</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> Bana ba bokelle lintho tse fapaneng tikolohong, ba ngole mabitso a tsona. Tichere e fane ka karolo ea ho qetela ea lereho–kutu- (-tho), bana ba bope mareho ka eona ka ho hokela lihlooho (<i>motho, setho, botho</i>). Tichere e fe bana lethathamō la lihlooho tsa mareho ho latela lihlopha tse fapaneng, bana ba ithute tsona. Bana ba hlophise mareho ka lihlopha tsa 'ona ba be ba a fetolele bongateng kapa bonngoeng. Bana ba sebelise mareho lipolelong. Ka lihlotšoana, bana ba buisane ka kamano ea hlooho ea lereho le tumela ea lona. Tichere e fe bana lipolelo tse nang le litumela tse fosahetseng, bana ba li ngole ba sebelisa litumela tse nepahetseng. Bana ba fane ka liemeli-tu tsa mareho a fapaneng, ba be ba li hlophise ka lihlopha tse fapaneng tsa mareho. Tichere e fe bana lipolelo, moo e leng mareho ba ngole liemeli-tu, moo e leng liemeli-tu ba ngole mareho ba be ba bolele lihlopha tsa 'ona. 	<p>ngola mabitso a lintho tse tikolohong ea hae.</p> <p>bopa mareho ka likutu tsa mareho a hokela lihlooho tse fapaneng.</p> <p>latellisa lihlooho tsa mareho ho latela lihlopha tse fapaneng tsa 'ona.</p> <p>fetolela mareho bongateng kapa bonngoeng.</p> <p>sebelisa mareho lipolelong.</p> <p>lokisa litumela tse fosahetseng lipolelong, a sebelisa litumela tse nepahetseng.</p> <p>bolela liemeli-tu tsa mareho a fapaneng le ho li hlophisa ka lihlopha tsa mareho.</p> <p>ngola liemeli-tu tse nepahetseng sebakeng sa mareho a fanoeng, le ho ngola mareho a nepahatseng sebakeng sa liemeli-tu.</p>	<p>Liballoa-kutloisiso</p> <p>Lingoloa</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
35. bopa mareho ka likutu-phafo le likutu-ketso.	<p>Moko-tabā Lereho Kutu-phafo Kutu-ketso Lipolelo</p> <p>Litsebo-ketso Ho: mamela, bua, bala, ngola, hlophisa, qolla</p>	<ul style="list-style-type: none"> • Tichere e fe bana likutu-ketso, ba bope mareho (<i>bina – pina; rata – lerato; bona – pono</i>). • Tichere e buisane le bana ka phetoho ea molumo e bang teng ha kutu-ketso e fetoleloa lerehong (<i>bina-b>p-pina</i>). • Bana ba bope lipolelo ka mareho a macha, ba be ba bontše likutu-ketso tseo a bopiloeng ka tsona. • Tichere e fe bana likutu-phafo (<i>-be, -tle, -tšo, -soeu</i>) ba bope mareho (<i>bobe, sebe, libe; lintle, Sentle, botle; botšo, bosoeu, Tšoeu, Mosoeu</i>). • Bana ba bapale morabaraba oa mantsoe o nang le mareho a bopiloeng ka kutu-ketso le kutu-phafo, ba be hlalose hore na a bopiloeng ka eng. • Bana ba bope lipolelo ka mareho ao ba a fumaneng morabarabeng. • Tichere e fe bana likarete tsa mantsoe, ba qolle mareho a bopiloeng ka likutu-ketso kapa ka likutu-phafo. 	<p>ngola ka nepo mareho a fetotseng melumo ha a boptjoa ka likutu-ketso .</p> <p>bopa mareho ba sebelisa likutu-phafo le likutu-ketso.</p> <p>etsa lipolelo ka mareho a macha.</p> <p>bapala morabaraba oa mantsoe o nang le mareho a bopiloeng ka kutu-ketso le kutu-phafo, le ho hlalosa hore na a bopiloeng ka eng.</p> <p>qolla mareho a bopiloeng ka likutu-ketso kapa ka likutu-phafo.</p>	<p>“Teacher’s Guide”</p> <p>Lingoloa</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
36. sebelisa mefuta e fapaneng ea mareho lipolelong.	<p>Moko-tabana Mareho-'moka Mareho-leraretsi Mareho-kutlo</p> <p>Matšoao Mopeleto</p> <p>Litsebo-ketso Ho:mamela, bua, bala, ngola, hlophisa, qolla</p> <p>Makhabane Boitšepo</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka mefuta e fapaneng ea mareho (lereho-'moka, lereho-leraretsi le lereho-kutlo). Tichere e fe bana mantsoe, ba bope mareho-mararetsi ka 'ona (tšoene-motho, seno-mapholi). Tichere le bana ba etse lethathamo la mareho-kutlo (bohloko, lerato, khalefo), bana ba a tšoantšise. Bana ba ngole lipolelo ba sebelisa mareho-kutlo le letšoao la qotso (" "). Tichere e fane ka hlakantsutsu ea mantsoe bana ba a hlophise ho latela mefuta e fapaneng. Bana ba bale seratsoana, ba qolle mareho-mararetsi, mareho-'moka le mareho-kutlo, ba be ba bope lipolelo ka mareho ao. Tichere e fe bana sehlooho sa moqoqo, ba etse pokello ea mantsoe ao ba tla a sebelisa, a kenyeletsang mareho-'moka, mareho-mararetsi le mareho-kutlo. Ka lihlotšoana, bana ba etse moralo oa moqoqo ho latela sehlooho le tlotlo-ntsoe e fanoeng. Ka bomong, bana ba ngole moqoqo ba ela hloko tšebeliso ea mareho, mopeleto, bonako le matšoao. 	<p>lokolisa mefuta e fapaneng ea mareho.</p> <p>bopa mareho-mararetsi ka mantsoe a mabeli.</p> <p>tšoantšisa mareho-kutlo.</p> <p>ngola lipolelo a sebelisa mareho-kutlo le letšoao la qotso.</p> <p>hlophisa hlakantsutsu ea mantsoe ho latela mefuta e fapaneng ea mareho.</p> <p>qolla mareho-mararetsi, mareho-'moka le mareho-kutlo, le ho bopa lipolelo ka mareho ao.</p> <p>hloaea tlotlo-ntsoe e nepahetseng ho latela sehlooho se fanoeng sa moqoqo.</p> <p>etsa moralo oa moqoqo.</p> <p>ngola moqoqo a sebelisa mareho-'moka, mareho-mararetsi le mareho-kutlo a ela</p>	<p>"Teacher's Guide"</p> <p>Tikoloho</p> <p>Likarete tsa mantsoe</p> <p>Lingoloha</p>

			hloko tšebeliso ea matšoa le mopeleto.	
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Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabā, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
37. sebelisa sephafi lipolelong.	<p>Moko-tabā Sephafi Sehlakisi sa: 'mala sebopeho palo Lipolelo Mareho</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, hlalosa, qolla, hlalohanya</p>	<ul style="list-style-type: none"> Bana ba tle le litšoantšo, ba ngole lipolelo tse li hlalosing ba shebile sebopelo, 'mala le palo. Bana ba etse lebenkele ba be ba reke linthoana tse fapaneng ka ho li hlalosa. Ka lihlotšoana, bana ba buisane ka popeho ea sehlakisi, e leng tumela le kutu, ba ipapisitse le lihlopha tse fapaneng tsa mareho. Bana ba bope lipolelo tse nang le sehlakisi ba be ba bolele hore na ke sa 'mala, sebopelo kapa palo. Tichere e fe bana likarete tse ngotsoeng litumela le tse ngotsoeng likutu-tlhakiso, ba li nyalanye ho bopa sehlakisi ba be ba li sebelise lipolelong. Ka lihlotšoana, bana ba etse likarete, sehlotšoana se seng se ngole litumela, se seng likutu-tlhakiso. Ha ngoana ea tšoereng karete ea tumela a e phahamisa, ea tšoereng kutu e nepahetseng a e phahamise ho bopa sehlakisi, ba be ba etse lipolelo. Tichere e fe bana seratsoana, ba qolle mareho le liphafi ba n'ole fetolela mareho ao bonngoeng kapa bongateng ba sebelisa sephafi se tšoanang. 	<p>ngola lipolelo tse hlalosing litšoantšo a sebelisa sebopelo, 'mala le palo.</p> <p>hlalosa lintho tseo a li batlang/rekang.</p> <p>hlalosa popeho ea sehlakisi a ipapisitse le lihlopha tse fapaneng tsa mareho.</p> <p>bopa lipolelo tse nang le sehlakisi le ho bolele hore na ke sa 'mala, sebopelo kapa palo.</p> <p>nyalanya litumela le likutu tseo a li filoeng ho bopa sehlakisi, a be a li sebelise lipolelong.</p> <p>bapala ka litumela le likutu ho bopa sehlakisi le lipolelo.</p> <p>qolla mareho le sephafi seratsoaneng.</p> <p>fetolela mareho bonngoeng kapa bongateng a sebelisa sephafi se tšoanang.</p>	<p>Likarete</p> <p>Litšoantšo</p> <p>Thepa ea lebenkele</p> <p>Tikoloho</p> <p>Lingoloa</p>

Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
38. sebelisa leeketsi ka nepo lipolelong.	<p>Moko-taba Leeketsi Mefuta ea Leeketsi: sebaka nako Lilotho Sephafi</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, qolla, bapisa, hloaea</p>	<ul style="list-style-type: none"> Tichere e fe bana seratsoana, ba qolle mantsoe a bontšang nako le a bontšang sebaka, ba be ba bolele hore na a araba lipotso life. Bana ba tlatse likheo ka maeketsi a nepahetseng, ba be ba bolele hore na ke a sebaka kapa a nako. Tichere le bana ba buisane ka popeho ea leeketsi ka mohatlana /-ng/ le hlooho /ha/. Bana ba bope maeketsi ba sebelisa mohatlana /-ng/ le hlooho /ha/, ba be ba a sebelise lipolelong. Ka lihlotšoana bana ba etse pokello ea lipoleloana tse bontšang nako ea motšoare. Tichere e fe bana lilotho tse nang le maeketsi, bana ba a qolle ba be ba bolele hore na ke mofuta ofe oa maeketsi. Bana ba ngole moqoqo ba sebelisa maeketsi a fapaneng ka nepo, ba a sehelle, ba be ba itokisetse liphoso. Bana ba ngole liketso tse fapaneng le nako eo li etsahalang ka eona le moo li etsahalang. Sehlopha sa bana se ngole lipolelo, se seng se kenye liphafi, se seng se kenye maeketsi. 	<p>qolla mantsoe a bontšang nako seratsoaneng le ho bolela hore na a araba lipotso life .</p> <p>qolla mantsoe a bontšang sebaka liratsaneng le ho bolela hore na a araba lipotso life.</p> <p>tlatse likheo ka maeketsi a nepahetseng le ho bolela hore na ke a sebaka kapa a nako.</p> <p>bopa maeketsi ka mohatlana /-ng/ le hlooho /ha/, le ho a sebelisa lipolelong.</p> <p>sebelisa lipoleloana tse bontšang linako tsa hoseng le linako tsa motšoare.</p> <p>araba le ho lothana ka lilotho tse nang le maeketsi le ho bolela mofuta oa 'ona.</p> <p>ngola liketso tse fapaneng le nako eo li etsahalang ka eona, le moo li etsahalang.</p> <p>ngola moqoqo a sebelisa maeketsi a fapaneng ka nepo le</p>	<p>“Teacher’s Guide”</p> <p>Likarete tsa mantsoe</p> <p>Lingoloa</p>

			ho itokisetsa liphoso.	
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Sepheo: Qetellong ea sehlopha sa botšelela bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Tse hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
39. sebelisa sere ka nepo lipolelong.	<p>Moko-tabana Sere sa: 'mala molumo monko Lilotho</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, qolla, bapisa, hloaea</p>	<ul style="list-style-type: none"> Bana ba tle le linthoana tse fapaneng, ba li lahlele fatše ba be ba bolele molumo oo li o etsang. Tichere le bana ba buisane ka mefuta ea sere le mosebetsi oa sona polelong. Tichere e fe bana lipolelo ba qolle sere, ba be ba bolele hore na se hlalosa molumo, 'mala kapa monko. Bana ba qolle sere lilothona. Bana ba sebelise sere lipolelong ba be ba bolele hore na ke sa 'mala, molumo kapa monko. Tichere e fe bana seratoana, ba se ngole bocha ba sebelisa lire tse fapaneng. 	<p>hlalohanya/bolela molumo o etsoang ke lintho tse fapaneng.</p> <p>bolela mefuta le mosebetsi oa sere polelong.</p> <p>qolla sere lipolelong, a bile a bolele hore na se hlalosa molumo, 'mala kapa monko.</p> <p>sebelisa sere sa 'mala, molumo le monko lipolelong.</p> <p>fetola moelelo oa seratoana ka ho sebelisa lire.</p>	<p>“Teacher’s Guide”</p> <p>Lingoloa</p>
40. sebelisa lekhotsa ka nepo lipolelong.	<p>Moko-tabana Lekhotsa Mosebetsi oa lekhotsa Lilotho</p> <p>Litsebo-ketso Ho: bua, mamela, bala, ngola, qolla, bapisa, hloaea</p>	<ul style="list-style-type: none"> Tichere le bana ba buisane ka mosebetsi oa lekhotsa polelong. Tichere e fe bana liratoana tse nang le makhotsa, bana ba a ntše. Bana ba iketsetse lipolelo tse nang le makhotsa. Tichere e fe bana lipolelo tse nang le likheo ba tlatse makhotsa a nepahetseng. Bana ba ngole lilothona tse nang le makhotsa ba be ba a sehelle. Bana ba ngole moqoqo o nang le makhotsa ba be ba a sehelle. 	<p>lokolisa mosebetsi oa lekhotsa.</p> <p>qolla makhotsa moo a sebelisitsoeng.</p> <p>sebelisa makhotsa lipolelong le moqoqong.</p> <p>tlatse makhotsa likheong .</p> <p>ngola lilothona tse nang le makhotsa.</p>	<p>“Teacher’s Guide”</p> <p>Lingoloa</p>

Linguistic and Literary Learning Area – English

Overview

At the end of the Grade 6 learners should be able to:

STUDY SKILLS

1. explore a book for different purposes. TG
2. edit their written texts.
3. use a dictionary for different purposes. TG
4. listen to different texts with understanding.
5. read extensively on their own. TG
6. use letter sounds to read and write words correctly. TG
7. read different texts with understanding.

LANGUAGE STRUCTURE

8. use nouns appropriately in spoken and written language.
9. form nouns using prefixes and suffixes. TG
10. form verbs using prefixes and suffixes and use them correctly in speaking and writing. TG
11. use adverbs correctly.
12. use conditional forms correctly in sentences. TG
13. use active and passive voices correctly. TG
14. use different tenses appropriately in speaking and writing.
15. use regular and irregular forms of adjectives correctly in sentences. TG
16. use indefinite pronouns appropriately.
17. use prepositions appropriately.

LANGUAGE USE

18. use idioms appropriately in speaking and writing. TG
19. use proverbs appropriately in speaking and writing. TG
20. use synonyms and antonyms in sentences.
21. use homonyms and homophones correctly in writing. TG
22. identify commonly misspelt words and use them correctly. TG
23. sustain a debate on a given topic. TG
24. make a speech within a limited time. TG

25. tell a story fluently and logically. [TG]
26. compose advertisements. [TG]
27. listen to riddles and respond appropriately. [TG]
28. read a novel with understanding.
29. read a drama book with understanding.
30. use formal and informal language in appropriate situations. [TG]
31. use linking words correctly. [TG]
32. use direct and indirect speeches correctly in speech and writing. [TG]
33. compile a list of new words, find their meanings and use them in speaking and writing. [TG]
34. use a topic sentence in creative writing.
35. write a descriptive composition.
36. write a narrative composition. [TG]
37. write a friendly letter.
38. write a business letter.
39. analyse a poem. [TG]

Linguistic and Literary Learning Area – English

Activity Plan

Study Skills

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
1. explore a book for different purposes.	<p>Concepts Author Title Table of contents Index</p> <p>Skills Listening Speaking Reading Writing Observation Exploring</p>	<ul style="list-style-type: none"> • Learners discuss possible places (the spine, face, title page) where the author of a book is usually written. • In groups, learners search for books from bookshelves basing themselves on authors and identify their titles. • Learners use book titles to search for specific books from the shelves/library. • Learners use the table of contents to look for specific information. • Teacher and learners discuss how an index can be used to find specific information from the book. • Learners look for specific information using either the table of contents or index. • Learners make notes on what they have read and present to the class. 	<p>locate an author of the book from the spine, face or title page.</p> <p>search for a book using its author.</p> <p>search for a book using its title.</p> <p>look for specific information using the table of contents.</p> <p>look for concepts/ information using the index.</p> <p>make notes and present them to the class.</p>	<p>Textbooks</p> <p>Class libraries/ book shelves/ lockers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
2. edit their own texts.	<p>Concepts Editing: grammar spelling punctuation coherence Composition writing</p> <p>Skills Listening Reading Speaking Interpretation</p>	<ul style="list-style-type: none"> • Teacher gives learners copies of texts with errors to correct. • Teacher and learners discuss the corrected text in order to verify their corrections. • Learners write a composition on a given topic. • Teacher gives learners time to edit their compositions using pencils. • Learners exchange their compositions to correct grammatical, spelling and punctuation errors. • Teacher and learners discuss grammatical, spelling and punctuation errors as well as incoherence identified in the compositions. 	<p>identify and correct errors in any written texts.</p> <p>write a composition on a given topic.</p> <p>identify and correct grammatical, spelling and punctuation errors in his/her written work.</p> <p>rewrite incoherent texts correctly.</p>	<p>Texts</p> <p>Dictionary</p> <p>Vocabulary bank</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
<p>3. use a dictionary for different purposes.</p>	<p>Concepts Dictionary Parts of speech: noun verb adjectives adverb Spelling Meaning of words</p> <p>Skills Listening Speaking Reading Writing Logical thinking</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of alphabetical order in using a dictionary. • Teacher gives learners jumbled words for them to arrange alphabetically. • In pairs, learners use a dictionary to get the meaning of the words they arranged alphabetically. • Teacher and learners discuss parts of speech and where to find them in the dictionary. • In pairs, learners identify the part of speech of each word from the dictionary. • Teacher gives learners a short paragraph from which to identify unfamiliar words. • Learners identify alternative meanings of words in the dictionary and choose the appropriate meaning in context. • Learners write a short paragraph, edit spelling errors and refer to a dictionary for hard to spell words. • Learners use phonics to pronounce words correctly. 	<p>explain the importance of alphabetical order in using a dictionary.</p> <p>arrange words alphabetically.</p> <p>find meaning of words from the dictionary.</p> <p>identify the part of speech of words from the dictionary.</p> <p>identify unfamiliar words from spoken and written texts.</p> <p>identify alternative meanings of words in the dictionary.</p> <p>choose the appropriate meaning of words in context.</p> <p>write and edit spelling errors in a short paragraph.</p> <p>use phonics to pronounce words correctly.</p>	<p>Dictionary</p> <p>Vocabulary bank</p> <p>Texts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
4. listen to different texts with understanding.	<p>Concepts News Announcements Public official speeches</p> <p>Skills Listening Speaking Reading Writing Interpretation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss radio/TV programmes and their broadcast times. • Teacher gives learners homework to listen to live radio/TV news bulletins. • Learners report main ideas from the news. • Teacher reads an official speech aloud for learners to jot down important points. • Learners write the speech in their own words using appropriate linking words or phrases. • Learners present their work in a group and choose the best to be presented to the whole class. • Teacher reads a variety of texts for learners to jot down main points. • Learners read their points to the class. 	<p>identify and report main ideas from the news.</p> <p>identify and report main ideas from an official speech.</p> <p>write the speech in his/her own words using appropriate linking words or phrases.</p> <p>present his/her own work to the whole class pronouncing words correctly, speaking audibly and confidently.</p> <p>read aloud to the whole class.</p>	<p>Radio</p> <p>Television</p> <p>Public official speech</p> <p>Texts</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
5. read extensively on their own.	<p>Concepts Extensive reading Paraphrasing Literary elements: message setting characters Title Author</p> <p>Skills Listening Speaking Silent Reading Interpretation Prediction</p>	<ul style="list-style-type: none"> • In groups learners read extensive readers. • Learners make presentations of the stories they read and others ask questions. • A teacher asks questions on the title, message, characters as well as where and when the story takes place. • Learners read on their own and then retell stories they have read, also stating the title and the author of the book. • In writing, learners paraphrase stories they have read. • Learners identify new words, find their contextual meaning from the dictionary and write them in their vocabulary banks. • Learners use new words in sentences/ compositions. 	<p>read with understanding.</p> <p>logically retell what they have read.</p> <p>identify title, message, setting and characters from the extensive readers.</p> <p>paraphrase stories.</p> <p>find contextual meaning of words.</p> <p>use new words in sentences and compositions.</p>	<p>Newspapers</p> <p>Magazines</p> <p>Novels</p> <p>Dictionary</p> <p>Teacher's Guide</p> <p>Shelves</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
<p>6. use letter sounds to read and write words correctly.</p>	<p>Content Sounds: <i>/r/</i> spelt <i>/r/</i> and <i>/wr/</i> <i>/f/</i> spelt <i>/f/</i>, <i>/gh/</i> and <i>/ph/</i> <i>/ks/</i> and <i>/sk/</i> <i>/er/</i> and <i>/or/</i></p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher gives learners a list of words which begin with <i>/r/</i> and <i>/wr/</i>, <i>/f/</i> and <i>/ph/</i> to pronounce correctly. • Learners list words with gh as f and as silent. • Learners identify words ending in -er and -or and pronounce them correctly. • Teacher draws learners' attention to the similarity in pronunciation of these sounds and difference in spelling. • Teacher writes a list of words with sounds: <i>/ks/</i> and <i>/sk/</i> found in the middle or end of words and learners read them aloud individually. • Learners help one another to utter words with the sounds <i>/ks/</i> and <i>/sk/</i> correctly. • Learners use those words correctly in sentences. 	<p>pronounce words beginning with <i>/r/</i> and <i>/wr/</i>, <i>/f/</i> and <i>/ph/</i> correctly.</p> <p>pronounce words with <i>/gh/</i> as <i>/f/</i> and as silent.</p> <p>use identified and given words correctly in sentences.</p> <p>pronounce words with <i>/ks/</i> and <i>/sk/</i> correctly.</p> <p>pronounce words ending in <i>/-er/</i> and <i>/-or/</i> correctly.</p>	<p>Textbooks Dictionary Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
7. read different texts with understanding.	<p>Concepts Reading comprehension Vocabulary Paraphrasing</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher provides learners with different types of texts such as short stories, poems, dialogue, recipes and time-table. • Teacher and learners read aloud, with the teacher leading. • Learners answer questions based on the text they have read. • Learners individually read texts and answer questions. • Teacher and learners discuss questions and answers. • Learners paraphrase texts they have read. • Learners draw and explain any part of the text which aroused their interest. • Learners identify new words from the text, find their contextual meaning and write them in their vocabulary banks. • Learners give synonyms and opposites of the new words in their vocabulary banks, where possible. • Learners use the new words in sentences and compositions. 	<p>read silently on their own.</p> <p>answer question on texts.</p> <p>paraphrase the text he/she has read.</p> <p>draw and explain any part of the text which aroused her/his interest.</p> <p>find contextual meanings of words.</p> <p>use new in sentences and compositions.</p> <p>give synonyms and opposites of the new words in her/his vocabulary banks.</p>	<p>Texts</p> <p>Coloured pencils</p> <p>Drawing book</p> <p>Dictionary</p>

Language Structure

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
<p>8. use nouns appropriately in spoken and written language.</p>	<p>Concepts Nouns: abstract and concrete countable and uncountable collective compound singular and plural regular and irregular</p> <p>Skills Listening Speaking Reading Writing Sorting</p>	<ul style="list-style-type: none"> • Teacher and learners discuss different types of nouns, concentrating on one or two at a time. • Learners look around, identify nouns and explain their types. • Teacher provides learners with nouns to use in sentences. • Learners identify and classify nouns in written texts and vocabulary banks. • Teacher provides learners with nouns to be changed into plural or singular form. • Teacher and learners discuss irregular nouns and how they change to plural form. • Learners change irregular nouns to plural or singular form. • In groups, one learner shows others a noun on a word card, others change it into plural or singular and state its type. 	<p>identify and use abstract and concrete nouns correctly.</p> <p>identify and use countable and uncountable nouns correctly.</p> <p>identify and use collective nouns correctly.</p> <p>identify and use compound nouns correctly.</p> <p>classify nouns according to their types.</p> <p>change nouns into plural or singular form correctly.</p>	<p>Environment</p> <p>Textbooks</p> <p>Charts</p> <p>Pictures</p> <p>Word cards</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested Resources
<p>9. form nouns using prefixes and suffixes.</p>	<p>Concepts Noun formation: prefixes – /in-/, /mis-/, /inter-/ suffixes – /-ee/, /-er/, /-ment/, /-ian/</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners break nouns into stems and suffixes or prefixes. • Learners add more nouns formed by the addition of either prefixes or suffixes. • Teacher gives learners a list of words to add prefixes or suffixes to form nouns. • Learners correctly use the newly formed nouns in sentences. • Learners identify more nouns formed in the same manner from different texts. • In groups, one learner shows others a word on a word card, others raise word card with a correct prefix or suffix to form a new noun. • Learners find meanings of the new nouns and write them in their vocabulary banks. 	<p>identify prefixes or suffixes in nouns.</p> <p>form nouns by adding prefixes.</p> <p>form nouns by adding suffixes.</p> <p>use nouns correctly in sentences.</p> <p>identify nouns formed by adding prefixes or suffixes.</p> <p>identify nouns and their contextual meanings from a dictionary.</p>	<p>Textbooks</p> <p>Markers</p> <p>Charts</p> <p>Word cards</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested Resources
<p>10. form verbs using prefixes and suffixes and use them correctly in speaking and writing.</p>	<p>Concepts Verb formation Prefixes: re- en- em- un-</p> <p>Suffix: -en -fy</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners identify prefixes or suffixes from verbs. • Teacher gives learners verbs to break down and identify prefixes or suffixes used. • Learners form verbs by adding either prefixes or suffixes to given words. • Teacher gives learners prefixes to form verbs. • Teacher gives learners suffixes to form verbs. • Learners identify more verbs formed through adding prefixes or suffixes from different texts. • In groups, one learner shows others a word on a word card, others raise a word card with a correct prefix or suffix to form a new verb. • Learners find meanings of the new verbs and write them in their vocabulary banks. 	<p>identify prefixes or suffixes from verbs.</p> <p>use prefixes and suffixes to form verbs.</p> <p>break verbs into prefixes or suffixes and roots.</p> <p>use new verbs in sentences correctly.</p> <p>identify verbs formed through adding prefixes or suffixes from different texts.</p> <p>find meaning of the new verbs from the dictionary and write them in his or her vocabulary bank.</p>	<p>Texts</p> <p>Dictionaries</p> <p>Vocabulary bank</p> <p>Word cards</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested Resources
11. use adverbs correctly.	<p>Concepts Adverbs of: manner place time</p> <p>Skills Listening Speaking Reading Writing Sorting</p>	<ul style="list-style-type: none"> • Teacher carries out a number of actions and learners explain how those actions are carried out. • Teacher gives learners a text to identify words which answer 'how', 'where' and 'when'. • Learners classify the identified words into time, manner and place. • Teacher introduces the concept of adverb. • Learners use adverbs of time, place or manner correctly in sentences. • Learners write narrative compositions clearly stating time, place and the manner in which events took place. • Learners edit their work using pencils. 	<p>explain how actions are done.</p> <p>identify adverbs from a given text.</p> <p>classify adverbs according to time, place and manner.</p> <p>use adverbs of time, place or manner correctly in sentences.</p> <p>write narrative compositions using adverbs of time, place and manner correctly.</p> <p>edit his/her work.</p>	<p>Textbooks</p> <p>Charts</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested Resources
<p>12. use conjunctions to construct sentences which are in a conditional form.</p>	<p>Concepts Conditional forms Conjunctions: until when after if unless</p> <p>Skills Listening Reading Speaking Writing Critical thinking</p>	<ul style="list-style-type: none"> • Teacher and learners discuss sentences in conditional forms. • Learners identify complete and incomplete sentences from a conditional sentence. • Teacher and learners discuss how and why those sentences are considered complete or incomplete. • Teacher and learners discuss where conjunctions are placed in conditional sentences. • Teacher provides learners with sentences and conjunctions for them to form conditional sentences. • In groups, learners identify conditional sentences from written texts. • Learners use conditional sentences appropriately in composition writing. • Learners edit their work. 	<p>identify complete and incomplete sentences from a conditional sentence.</p> <p>state how and why those sentences are considered complete or incomplete.</p> <p>identify conjunctions in conditional sentences.</p> <p>construct conditional sentences correctly.</p> <p>use conditional sentences appropriately in composition writing.</p> <p>edit his/her work.</p>	<p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
13. use active and passive voices correctly.	<p>Concepts Active voice Passive voice Parts of a sentence: subject verb object</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners write simple sentences on the chalkboard. Teacher and learners discuss parts of each sentence (subject, verb and object). Teacher uses learners' sentences to introduce the concept of active and passive voices. Teacher and learners discuss tense when changing active voice into passive voice. Teacher and learners discuss different ways of presenting the same idea using active and passive voices. In turns, learners construct sentences and change them from active to passive voice and vice versa. Learners identify active and passive voices from written texts. 	<p>identify subject, verb and object in a sentence.</p> <p>use appropriate tense in changing active voice to passive voice and vice versa.</p> <p>identify active and passive voices from given texts.</p> <p>construct sentences in active and passive voices.</p>	<p>Newspapers</p> <p>Magazines</p> <p>News broadcasts</p> <p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
<p>14. use different tenses appropriately in speaking and writing.</p>	<p>Concepts Tense: simple present simple past present continuous past continuous simple future future perfect</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners write paragraphs about their daily routine, from morning to evening. Learners read their paragraphs aloud paying attention to correct pronunciation and punctuation marks. Learners write the same paragraphs as if all those activities are what they did the previous day and read aloud. Teacher tells learners a short story about things she/he will have completed by the end of the day. Learners identify verbs from the story and write them down for discussion. Learners write a short paragraph about things they will have completed by the end of the day. Teacher gives learners pictures which show various activities, learners talk about each picture using different tenses. 	<p>write paragraphs using simple present and simple past tenses correctly.</p> <p>read aloud with correct pronunciation, taking punctuation into consideration.</p> <p>change a story from one tense to another correctly.</p> <p>use future perfect tense correctly.</p> <p>use present and past continuous tenses correctly.</p>	<p>Textbooks</p> <p>Pictures</p> <p>Charts</p> <p>Markers</p> <p>Coloured pencils</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
15. use regular and irregular forms of adjectives correctly in sentences.	<p>Concepts Regular adjectives: comparative: -r, -er, -ier superlative: -est, - iest, -st Irregular adjectives</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher uses pictures of people with different age, height, complexion and weight; and learners describe them using regular adjectives. • Teacher writes learners' sentences on the chalkboard/charts using different colours to draw their attention to how adjectives change in comparative and superlative forms. • Learners collect objects of different textures, sizes, colours and numbers; and describe them using regular and irregular adjectives. • Teacher gives learners a paragraph with underlined adjectives to give their comparative and superlative forms. • Learners use adjectives to compare two events they have attended and say how they differed. 	<p>distinguish between regular and irregular adjectives.</p> <p>describe nouns using regular and irregular adjectives.</p> <p>give comparative and superlative forms of adjectives.</p> <p>write a meaningful description using regular and irregular adjectives correctly.</p>	<p>Textbooks</p> <p>Charts</p> <p>Markers</p> <p>Pictures</p> <p>Coloured chalk/pencils</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
16. use indefinite pronouns appropriately.	<p>Concepts Indefinite pronouns: somebody anybody nobody someone everyone anyone no one some</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners identify pronouns used in a short paragraph. Teacher helps learners classify pronouns into different types and introduces the concept of <i>indefinite pronouns</i>. Learners construct sentences using indefinite pronouns. Teacher gives learners a paragraph with nouns and definite pronouns to be substituted with indefinite pronouns. Learners write sentences on the chalkboard/chart highlighting the indefinite pronouns used. 	<p>differentiate between definite and indefinite pronouns.</p> <p>substitute nouns and definite pronouns with indefinite pronouns.</p> <p>use indefinite pronouns correctly.</p>	<p>Textbooks</p> <p>Charts</p> <p>Coloured pencils/ chalk</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
17. use prepositions appropriately.	<p>Concepts Prepositions of: place: <i>below</i> <i>over</i> <i>between</i> time: <i>around</i> <i>about</i> <i>at around</i> direction: <i>towards</i> <i>from</i> <i>into</i></p> <p>Skills Listening Reading Speaking Writing Demonstration</p>	<ul style="list-style-type: none"> Learners point at different items in class and state their location. Learners ask one another questions about certain places in the school premises and how to get to them. Learners identify prepositions from a written text and classify them into place, time and direction. Learners fill a crossword puzzle using prepositions. Learners describe pictures using prepositions of place and direction. Learners write a text on a given topic using at least two prepositions of time, place and direction. Learners edit their own work. 	<p>describe location of items using prepositions.</p> <p>give directions using prepositions.</p> <p>identify prepositions from a text and classify them according to place, time and direction.</p> <p>fill a crossword puzzle using prepositions.</p> <p>describe pictures using prepositions of place and direction.</p> <p>write a text on a given topic using at least two prepositions of time, place and direction.</p>	<p>Classroom items</p> <p>School environment</p> <p>Word puzzle</p>

Language use

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
18. use idioms appropriately in speaking and writing.	<p>Concepts Idioms: to hit the nail on the head. you can't judge a book by its cover. to bite more than you can chew. to beat about the bush. to break the ice.</p> <p>Skills Listening Speaking Reading Writing Interpretation</p>	<ul style="list-style-type: none"> • Teacher provides learners with texts to explore the use of idioms. • Learners role-play the meaning of different idioms. • Teacher designs a game and provides a maximum of three idioms per learner to use, in speaking, during the game. • Learners identify idioms from a written text and replace them with ordinary language. • Teacher provides learners with a topic and a maximum of three idioms to use correctly in composition writing. 	<p>interpret idioms.</p> <p>identify idioms in a given text and replace them with ordinary language.</p> <p>use idioms appropriately in speaking.</p> <p>use idioms appropriately in writing.</p>	<p>Literary texts</p> <p>Extensive readers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
19. use proverbs appropriately in speaking and writing.	<p>Concepts Proverbs: no man is an island. beggars can't be choosers. when in Rome do as Romans do. practice makes perfect. the early bird catches the worm.</p> <p>Skills Speaking Writing Reading Listening</p>	<ul style="list-style-type: none"> Teacher provides learners with texts to explore the use of proverbs. Teacher creates scenarios where proverbs are used and learners interpret them. Teacher designs a game and provides a maximum of three proverbs per learner to use in speaking during the game. Learners identify proverbs from a written text and replace them with ordinary language. Teacher provides learners with a topic and a maximum of three proverbs to use correctly in composition writing. 	<p>identify proverbs in a given text and replace them with ordinary language.</p> <p>interpret proverbs.</p> <p>use proverbs appropriately in speaking.</p> <p>use proverbs appropriately in writing.</p>	<p>Literary texts</p> <p>Extensive readers</p> <p>Teacher's Guide</p>
20. use synonyms and antonyms in sentences.	<p>Concepts Synonyms Antonyms</p> <p>Skills Listening Speaking Reading Writing Interpretation Matching</p>	<ul style="list-style-type: none"> Learners match the given words with their synonyms and antonyms. Learners identify words from a written text and substitute them with their synonyms. Learners use a dictionary to find synonyms and antonyms of words they have identified from texts and extensive readers. Learners write words and their synonyms in their vocabulary banks. 	<p>match words with their synonyms and antonyms.</p> <p>substitute words with their synonyms.</p> <p>use a dictionary to find synonyms and antonyms of words.</p>	<p>Textbooks</p> <p>Extensive readers</p> <p>Dictionary</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
21. use homonyms and homophones correctly in writing.	<p>Concepts Homonyms Homophones</p> <p>Skills Listening Speaking Writing Reading</p>	<ul style="list-style-type: none"> • Learners list words which are spelt the same but have different meanings (homonyms). • Learners use homonyms in sentences. • Teacher gives learners homonyms to use in different contexts. • Teacher utters words and learners write them in two or more ways on the chalkboard. • Teacher and learners discuss meanings of those words and use them in sentences correctly. • Teacher explains the difference between homonyms and homophones. • Learners write homonyms and homophones to their vocabulary banks. • Learners fill in sentences with appropriate homophones and homonyms. • Learners use homonyms and homophones in sentences to show their different meanings. 	<p>spell words correctly.</p> <p>differentiate between homonyms and homophones.</p> <p>fill in sentences with appropriate homophones and homonyms.</p> <p>use homonyms correctly in sentences to show different meanings.</p> <p>use homophones correctly in sentences to show different meaning and spelling.</p>	<p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
22. identify commonly misspelt words and use them correctly.	<p>Concepts Commonly misspelt words Vocabulary</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher reads out a list of commonly misspelt words and learners write them down. • Learners exchange their exercise books for corrections. • Teacher provides learners with correctly spelt words and the whole class identifies and discusses errors. • Learners correctly spell words from jumbled letters. • Learners fill in a crossword puzzle with vowels to figure out the correct words from the given consonants. • Learners fill in a crossword puzzle with consonants to figure out the correct words from the given vowels. • Learners use words learnt in sentences correctly in sentences. 	<p>spell commonly misspelt words correctly.</p> <p>correct words commonly misspelt.</p> <p>correctly spell words from jumbled letters.</p> <p>fill in a crossword puzzle with vowels or consonants to figure out the correct words from the given vowels or consonants.</p> <p>use commonly misspelt words correctly in sentences.</p>	<p>Dictionary</p> <p>Word cards</p> <p>Crossword puzzle</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
23. sustain a debate on a given topic.	<p>Concepts Parliamentary debate Coherence Vocabulary Idioms</p> <p>Skills Listening Speaking Note-taking Audibility Research Creativity</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Teacher explains the rules and regulations of parliamentary debate. Teacher gives learners a debate topic to research on. Learners organise the points logically. Teacher looks through each learner's points to ensure they are related to the topic and the side is well understood before debate. During debate, learners listen attentively to speakers on the floor, take notes then argue or ask questions. 	<p>follow the rules and regulations.</p> <p>focus on a given topic, sticking to the side.</p> <p>expand on the points and argue.</p> <p>speak loud enough to be heard by everyone in the class.</p> <p>display confidence in presenting ideas.</p>	<p>Extensive readers</p> <p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
24. make a speech within a limited time.	<p>Concepts Making a speech Interpreting a topic Time management</p> <p>Skills Listening Speaking Creativity</p> <p>Values and Attitudes Self-esteem Confidence Respect Cooperation</p>	<ul style="list-style-type: none"> Teacher and learners discuss points to consider when elaborating on a given topic within a limited time. Teacher divides learners into small groups and gives each group a topic. Group members choose one person to make a speech and learners, within a limited time, brainstorm the main points. One learner makes a speech within a limited time, speaking audibly and pronouncing words correctly. Individual learners pick a topic, decide on points to use when elaborating on it, and makes a speech within a given time, using socially acceptable language. Teacher and learners discuss factual errors and all the points which the presenter has left out. 	<p>elaborate on a given topic accordingly.</p> <p>use appropriate and socially acceptable language when elaborating on a topic.</p> <p>stick to the given time.</p> <p>speak audibly and pronounce words correctly.</p> <p>stand uprightly and face the audience.</p>	<p>Word cards</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
25. tell a story fluently and logically.	<p>Concepts Story telling Components of a story: place time characters events</p> <p>Language use: tense linking words pronunciation idioms and proverbs</p> <p>Skills Listening Speaking Confidence Audibility Creativity</p>	<ul style="list-style-type: none"> Teacher and learners discuss main components of a good story. Learners brainstorm topics/ideas to tell a story about. Learners agree on one of the topics/ideas considering its moral. Learners tell stories on a chosen topic taking into consideration correct use of: tense, parts of speech, proverbs, idioms and logical presentation of ideas. Learners create a story basing themselves on a series of pictures. Teacher divides learners into groups (minimally four learners). One member gives the beginning of the story and others follow logically until the last one gives the conclusion. Each learner tells a story on the topic of his or her choice. 	<p>identify components of a story.</p> <p>stick to the correct tense when telling a story.</p> <p><i>use a variety of linking words appropriately and naturally.</i></p> <p><i>express ideas and opinions clearly and coherently.</i></p> <p>create a story basing himself or herself on a series of pictures.</p> <p>stick to a given topic without repeating himself or herself.</p> <p>display confidence when telling a story.</p> <p>speak fluently and audibly pronouncing words correctly.</p> <p>use proverbs and idioms appropriately.</p>	Textbooks Magazines Newspapers Pictures/charts Teacher's Guide

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
26.		<ul style="list-style-type: none"> 		

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
27. compose advertisements.	<p>Concepts Informative advertisement Persuasive advertisement Appropriate language use</p> <p>Skills Listening Speaking Reading Creativity Confidence Fluency</p>	<ul style="list-style-type: none"> Learners discuss advertisements they have heard over the radio or those they have seen. Teacher draws learners' attention to different types of advertisements and discusses the differences with them. Teacher provides situations for learners and they individually compose informative advertisements. Learners write or draw their own advertisements and present them. Learners compose persuasive advertisements on given topics and present them. 	<p>repeat the advertisements they have heard or seen or read.</p> <p>compose informative and persuasive advertisements.</p> <p>present their advertisements within a given time.</p>	<p>Radio</p> <p>TV</p> <p>DVDs</p> <p>Billboards</p> <p>Teacher's Guide</p>
28. listen to riddles and respond appropriately.	<p>Concepts Riddles</p> <p>Skills Listening Speaking Critical thinking Interpretation</p>	<ul style="list-style-type: none"> Teacher reads one riddle aloud and probes learners to give accurate responses. Learners discuss riddles in groups and give responses. Learners discuss riddles with the teacher. Teacher probes learners to come up with correct interpretations. Learners also give their own riddles and discuss them in class. 	<p>interpret riddles correctly.</p> <p>respond to humour in riddles.</p> <p>give their own riddles.</p>	<p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
29. read a novel with understanding.	<p>Concepts Novel Author Title Literary elements: chapters setting characters message</p> <p>Skills Silent reading Reading aloud Summarising Critical thinking Prediction Turn-taking</p>	<ul style="list-style-type: none"> Teacher and learners discuss a title of a book, identify the author and chapter headings. Learners predict content of the first chapter after looking at it and then read silently. Learners identify new words, give their contextual meaning and use a dictionary to find meaning of the ones they do not know. Teacher and learners discuss content of the first chapter: events, setting, characters and message. Learners read aloud in turns focusing on correct pronunciation and observing punctuation marks. Learners discuss characters' personalities basing themselves on characters' actions, what they say and what other characters say about them. In groups, learners read, discuss and summarise different chapters. Learners exchange their summaries for editing then present them. Learners identify different parts of speech (nouns, verbs, adjectives, adverbs, pronouns) from a paragraph and discuss them. 	<p>predict content of a book by looking at the title.</p> <p>predict content of a chapter by looking at its heading.</p> <p>identify and explain literary elements.</p> <p>give contextual meaning of words.</p> <p>use a dictionary to find correct meaning of words.</p> <p>read fluently with correct pronunciation using his/her knowledge of phonics, and observing punctuation marks.</p> <p>summarise a chapter.</p> <p>edit his or her own work.</p>	Novel

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
30. read a drama book with understanding.	<p>Concepts Drama Author Title Literary elements: setting scenes acts characters message</p> <p>Skills Silent reading Reading aloud Summarising Prediction Turn-taking</p>	<ul style="list-style-type: none"> Teacher and learners discuss a title, the author, acts and scenes. Learners read the first narration and, in groups, identify characters in the first scene. Learners read the first scene in groups, identify unfamiliar words and then find their meanings. Teacher and learners discuss content of the first scene: time and place where actions take place, characters and message. Learners read aloud in turns focusing on correct pronunciation and observing punctuation marks. Learners discuss characters personalities basing themselves on character's actions, what they say and what others say about them. In groups, learners read and summarise different scenes. Learners exchange their summaries for editing and then present them. 	<p>predict content of a book by looking at its title.</p> <p>tell who characters are after reading a narration.</p> <p>give contextual meaning of words.</p> <p>use a dictionary to find correct meaning of words.</p> <p>identify and explain setting, scene, acts, characters and message.</p> <p>read fluently with correct pronunciation using his or her knowledge of phonics and observing punctuation marks.</p> <p>summarise a scene.</p> <p>edit his or her own work.</p>	<p>Drama</p> <p>Dictionary</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
31. use formal and informal language in appropriate situations.	<p>Concepts Formal language Informal language: contracted forms slang</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher and learners discuss formal and informal language. • Learners role-play formal and informal conversations. • A group of learners construct sentences which the other group changes to informal language using contracted forms and slang. • Teacher explains situations in which it is appropriate to use informal language, both spoken and written. • Learners change written informal conversations to formal. 	<p>differentiate between formal and informal language.</p> <p>role-play formal and informal conversations appropriately.</p> <p>use formal and informal language appropriately.</p> <p>change formal language to informal.</p> <p>change informal language to formal.</p>	<p>Dictionary</p> <p>Textbooks</p> <p>Magazines</p> <p>Newspapers</p> <p>Radio programmes</p> <p>Cellular phones</p> <p>Teacher's Guide</p>
32. use linking words correctly in sentences.	<p>Concepts Sentence construction Conjunctions</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Teacher provides learners with a text to identify linking words and explore how they are used. • Teacher and learners discuss linking words and the purpose they serve in sentences. • In groups, learners sort linking words according to purpose. • In groups, learners construct sentences on a given topic and link them to form paragraphs. • Learners present their paragraphs and discuss usage of linking words and logical presentation of ideas. 	<p>identify linking words from written texts.</p> <p>link ideas and sentences meaningfully.</p> <p>use different linking words in sentences.</p>	<p>Textbooks</p> <p>Pictures</p> <p>Charts</p> <p>Newspapers</p> <p>Teacher's Guides</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
33. use direct and indirect speeches correctly in speech and writing.	<p>Concepts Direct and indirect speeches Tense Reporting verbs Inverted commas/quotation marks "....." Adverb Comma Capital letters Full stop Question marks Exclamation marks</p> <p>Skills Listening Speaking Reading Writing Critical thinking</p>	<ul style="list-style-type: none"> Teacher gives learners sentences which are in direct speech (but unpunctuated) to punctuate, inserting quotation marks. After marking their work, teacher leads the discussion while learners make corrections. Teacher explains the rules and regulations of direct and indirect speech: Change of tense and adverb, use of quotation marks, comma, exclamation mark, question mark, full stop and capital letters. In turns, learners construct sentences and others change them into indirect speech Teacher provides learners with a list of reporting verbs to use in constructing both direct and indirect speeches. 	<p>change sentences from direct to indirect speech using correct tense.</p> <p>construct sentences using direct and indirect speeches.</p> <p>use reporting verbs appropriately.</p> <p>use punctuation marks correctly in direct speech.</p> <p>identify direct and indirect speeches from written texts.</p> <p>edit their written work.</p>	<p>Newspapers</p> <p>Magazines</p> <p>Textbooks</p> <p>News bulletins</p> <p>Cartoons/speech bubbles</p> <p>Teacher's Guide</p> <p>Grade 5 Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
<p>34. compile a list of new words, find their meanings and use them in writing and speaking.</p>	<p>Concepts Reading comprehension Vocabulary Contextual meaning Dictionary use</p> <p>Skills Listening Speaking Reading Writing Research</p>	<ul style="list-style-type: none"> • Teacher gives learners reading texts from which learners identify new words and find their meaning in context. • Learners find alternative meanings of identified words and use them in context. • Learners identify new words from their literary texts and their extensive reading. • Learners explain the meaning of those words as used in context. • Teacher and learners discuss the meanings of words they have identified. • Learners use dictionaries to find appropriate meanings of words they do not know and state their tenses. • Learners individually compile new words and their meanings according to their tenses in their vocabulary bank. 	<p>identify new words from literary texts and other readers.</p> <p>define words according to context.</p> <p>find words and their correct meanings from the dictionary.</p> <p>identify grammatical categories of words.</p> <p>compile new words and write them in their vocabulary banks.</p>	<p>Literary texts</p> <p>Extensive readers</p> <p>Dictionary</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
35. use a topic sentence in creative writing.	<p>Concepts Topic sentence Supporting details Plan/draft Compositions</p> <p>Skills Writing Critical thinking Logical thinking Creativity editing</p>	<ul style="list-style-type: none"> Learners identify main ideas from given paragraphs and teacher explains what main ideas are. Teacher and learners identify and discuss supporting details from the same paragraph. Teacher and learners discuss a topic sentence and its importance in creative writing. Teacher gives learners a topic and probes them with questions to brainstorm ideas for the topic using spider plan. Learners then arrange those ideas in logical order for writing. Learners use linking words to develop the ideas into a meaningful paragraph. 	<p>identify main ideas from a given text.</p> <p>identify supporting details.</p> <p>use topic sentences with supporting details.</p> <p>list main ideas before writing.</p> <p>arrange ideas in a logical order.</p> <p>link ideas correctly.</p>	<p>Textbooks</p> <p>Other written texts</p> <p>Pictures</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
36. write descriptive compositions.	<p>Concepts Descriptions of: people events adjectives adverbs</p> <p>Skills Writing Reading Critical thinking Logical thinking Creative thinking Editing</p>	<ul style="list-style-type: none"> • Teacher writes a short descriptive paragraph on the board and learners underline descriptive phrases and discuss them. • Learners identify adjectives used in the description. • Each learner writes a description of a particular person they admire, describing physical appearance and personality. • Learners write descriptions of events they have attended, answering the how, where and when questions. • Teacher takes one of the descriptions and writes it on the board. • Learners identify adjectives and adverbs used. 	<p>describe using appropriate adjectives and adverbs.</p> <p>present ideas logically.</p> <p>use of striking/ambitious words and figurative language.</p> <p>use appropriate linking words in their writing.</p> <p>expand on the points.</p> <p>use tense correctly.</p> <p>punctuation their work correctly.</p> <p>follow the instruction/ answer the question.</p> <p>edit their own work.</p>	<p>Pictures</p> <p>Textbooks</p> <p>Environment</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
37. write narrative compositions	<p>Concepts Narrative composition: -theme -setting -character(s)</p> <p>Skills Writing Reading Critical thinking Logical thinking Creative thinking Editing</p>	<ul style="list-style-type: none"> • Teacher narrates a story slowly. • Learners are guided with questions to identify people in the story, time, place and the main idea. • Learners identify events in the story sequentially. • Learners write stories on given guiding points with a clear introduction, plot and setting. • In groups learners talk about how their stories unfold. • Learners exchange their written work for editing and teacher does the final editing. 	<p>present ideas sequentially.</p> <p>use striking/ ambitious language.</p> <p>use figurative language appropriately.</p> <p>write a narrative composition following the guiding points.</p> <p>use appropriate linking words in their writing.</p> <p>use tense correctly.</p> <p>punctuate their work correctly.</p> <p>edit their own work.</p>	<p>Textbooks</p> <p>Newspapers</p> <p>Magazines</p> <p>Readers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
38. write a friendly letter	<p>Concepts Friendly letter: Layout/format: block style Language Writing a reply</p> <p>Skills Speaking Reading Writing Editing Logical thinking Creativity</p>	<ul style="list-style-type: none"> Learners write friendly letters on a given topic Learners discuss layout of a friendly letter. Teacher corrects the layout with emphasis on postal address, date, salutation, ending and use of punctuation marks. Learners identify key points from the instruction. Learners write unguided letters and exchange them for editing. Learners write a reply to a given letter. 	<p>identify key points from the instruction.</p> <p>use appropriate layout.</p> <p>write a friendly letter.</p> <p>use striking/ambitious language.</p> <p>organise points logically.</p> <p>reply appropriately to a given letter.</p> <p>punctuate their work correctly.</p> <p>edit their work after writing.</p>	<p>Letters</p> <p>Textbooks</p> <p>Teacher's Guide</p>
39. write a business letter.	<p>Concepts Business letter: school application job application layout/format – block style appropriate language</p> <p>Skills Writing Editing Logical thinking Speaking Creativity</p>	<ul style="list-style-type: none"> Teacher displays friendly and business letters on the chart and learners identify and discuss the differences. Teacher shows learners layout of a business letter. Teacher reads and explains layout of a business letter putting emphasis on the addresses, language, heading, salutation and ending/closure. Learners identify key words from the given instruction before writing the letter. 	<p>differentiate between friendly and business letters.</p> <p>write a business letter following correct layout.</p> <p>use correct language in writing business letter.</p> <p>use ambitious/striking language.</p> <p>follow the instruction/ answer the question.</p> <p>punctuate their work correctly.</p> <p>edit their work after writing.</p>	<p>Textbooks</p> <p>Letters</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
40. analyse a poem	<p>Concepts Poem: stanza poet theme rhyme simile personification</p> <p>Skills Listening Speaking Reading Writing Analyzing Critical thinking</p>	<ul style="list-style-type: none"> Learners read poems aloud in turns. Learners identify unfamiliar words from the poems they read, find their meanings and add them to their vocabulary bank. Teacher reads the same poem with emphasis on rhyming words. Learners identify and explain figures of speech from the poem. Learners discuss what the poem is about (message conveyed) and their feelings about the message. 	<p>read aloud with correct pronunciation and rhythm.</p> <p>find contextual meanings of unfamiliar words.</p> <p>identify and explain figures of speech from the poems.</p> <p>explain the message conveyed by the poem.</p>	<p>Prescribed poems</p> <p>Dictionary</p> <p>Vocabulary bank</p> <p>Teacher's Guide</p>

Numerical and Mathematical – Learning Area

Overview

At the end of Grade 6, learners should be able to:

1. describe and interpret sets using appropriate notation. TG
2. demonstrate understanding of place value of whole numbers up to million. TG
3. multiply fractions with denominators less than 10.
4. express fractions as percentages.
5. express decimals as percentages.
6. calculate the percentage of numbers. TG
7. apply ratios in meaningful contexts. TG
8. identify geometric patterns in different contexts and represent them numerically. TG
9. describe, in words, rules that generate patterns by adding and subtracting a number. TG
10. describe, in words, rules that generate patterns by multiplying and dividing by a number to get the next term. TG
11. multiply and divide whole numbers by 10, 100 and 1000. TG
12. multiply and divide decimal numbers by 10, 100 and 1000. TG
13. multiply whole numbers by 0.1, 0.01 and 0.001. TG
14. round off decimal numbers to the nearest hundredths.
15. measure and construct angles more than 180° using a protractor.
16. calculate the total surface area of a cube and cuboid. TG
17. relate and differentiate between capacity and volume.
18. construct parallel lines, rectangles and squares.
19. calculate the sum of interior angles of quadrilaterals.
20. calculate exterior angles in triangles and quadrilaterals. TG
21. identify properties of pyramids and cones in terms of faces, edges and vertices. TG
22. build 3D shapes: cubes, cuboids, pyramids and cones. TG
23. use a coordinate system to describe a specific location or point. TG
24. plot points on the xy plane using x and y values.
25. identify, perform and describe translations. TG
26. demonstrate understanding of conversions between: cm and km, mg and kg as well as sec and hr. TG
27. calculate profit and loss in practical situations.

- 28. determine the missing number in equations involving addition and subtraction of one- and two-digit numbers.
- 29. determine the missing number in equations involving multiplication and division of one- and two-digit numbers.
- 30. analyse ungrouped data and identify mode and median.
- 31. determine and represent all the possible outcomes in a simple probability experiment involving a coin or die. TG

Numerical And Mathematical

Activity Plan

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
1. describe and interpret sets using appropriate notation.	<p>Concepts Set Venn diagram Notation: { }/∅,∉,∈,∩, ∪,⊂,↔,↔</p> <p>Skills Classification Manipulation Communication Description Interpretation</p>	<ul style="list-style-type: none"> Teacher and learners revise set notation. Learners bring materials from the immediate environment and sort them according to colour, size and shape. Learners use appropriate notation to describe sets. Teacher provides different scenarios that lead to formation of sets. Learners form and describe sets from different scenarios using relevant notation. Teacher provides learners with a range of numbers. Learners form sets of different types of numbers. Learners establish the relationship between any two sets. 	<p>sort materials according to colour, size and shape.</p> <p>use appropriate notation to describe the sets.</p> <p>form and describe sets from different scenarios using relevant notation.</p> <p>form sets of different types of numbers.</p> <p>relate two sets using relevant notation.</p>	<p>Mathematics kit</p> <p>Materials from the immediate environment</p> <p>Chart</p> <p>Shapes</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
2. demonstrate understanding of place value of whole numbers up to million.	<p>Concepts Place value Expanded notation Addition Subtraction</p> <p>Skills Comparison Ordering Manipulation Communication Counting Reading Writing</p>	<ul style="list-style-type: none"> • Teacher provides learners with data of different populations • Learners investigate populations of districts, cities and countries. • Learners arrange populations in ascending and descending orders. • Teacher provides learners with number cards. • Learners arrange numbers in ascending and descending orders. • Learners represent the given numbers on the abacus. • Learners write numbers in expanded notation. • Learners read and write numbers in words and number symbols. • Learners find the sum of numbers. • Learners subtract numbers. 	<p>investigate populations of districts, cities and countries using data of different populations.</p> <p>arrange numbers in ascending and descending orders.</p> <p>represent the given numbers on the abacus.</p> <p>write numbers in expanded notation.</p> <p>read and write numbers in words and number symbols.</p> <p>find the sum of numbers.</p> <p>subtract numbers.</p>	<p>Mathematics kit</p> <p>Atlas</p> <p>Abacus</p> <p>Chart</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
3. Multiply fractions with denominators less than 10.	<p>Concepts Fractions: proper improper mixed Numerator Denominator Multiplication</p> <p>Skills Manipulation Estimation Comparison Calculation Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Teacher and learners revise multiplication of fractions by a whole. Teacher demonstrates presentation of a whole as a fraction. Learners multiply fractions of which one fraction has 1 as a denominator. Learners multiply two proper fractions. Learners multiply a proper fraction by a mixed number. Learners multiply two mixed numbers. 	<p>present a whole as a fraction.</p> <p>multiply fractions of which one fraction has 1 as a denominator.</p> <p>multiply two proper fractions.</p> <p>multiply a proper fraction by a mixed number.</p> <p>multiply two mixed numbers.</p>	<p>Mathematics kit</p> <p>Fraction boards</p> <p>Slides</p> <p>Tracing paper</p> <p>Chart</p> <p>Teacher's Guide</p>
4. express fractions as percentages.	<p>Concepts Percentage (%) Equivalent fraction Conversion</p> <p>Skills Manipulation Comparison Interpretation Critical thinking Logical thinking</p>	<ul style="list-style-type: none"> Teacher and learners revise equivalent fractions. Teacher provides learners with squared paper. Learners find equivalent fractions of the forms: $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{1}{10}, \frac{1}{20}, \frac{1}{25}$ and $\frac{1}{50}$ by shading on the squared paper, where the denominator is 100. Teacher introduces the term percentage and its sign (%). Learners express fractions with denominator of 100 as percentages. Learners change percentages into fractions expressed in simplest form. 	<p>find, by shading, equivalent fractions with 100 as a denominator.</p> <p>find equivalent fractions up to the denominator of 100.</p> <p>express fractions as percentages.</p> <p>change percentages into fractions expressed in simplest form.</p>	<p>Mathematics kit</p> <p>Squared paper</p> <p>Squared board</p> <p>Chart</p> <p>Fraction board</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
5. express decimals as percentages.	<p>Concepts Percentage (%) Decimals Fraction Conversion</p> <p>Skills Manipulation Comparison Interpretation Critical thinking Logical thinking</p>	<ul style="list-style-type: none"> Learners convert decimals, of up to two decimal places, into fractions. Learners express fractions into percentages. Learners convert decimals into percentages. Learners change percentages into decimals. 	<p>convert decimals, of up to two decimal places, into fractions.</p> <p>express fractions into percentages.</p> <p>convert decimals into percentages.</p> <p>change percentages into decimals.</p>	<p>Mathematics kit</p> <p>Fraction board</p> <p>Number cards</p> <p>Teacher's Guide</p>
6. calculate the percentage of numbers.	<p>Concepts Percentage (%) Quantity Fraction</p> <p>Skills Manipulation Estimation Comparison Calculation</p>	<ul style="list-style-type: none"> Teacher and learners review multiplication of fractions by a whole number. Teacher creates scenarios which involve calculation of percentages. Learners calculate percentages of numbers. Learners express one quantity as a percentage of another. Learners compare quantities using percentages. 	<p>calculate percentages of numbers.</p> <p>express one quantity as a percentage of another.</p> <p>compare quantities using percentages.</p>	<p>Mathematics kit</p> <p>Chart</p> <p>Fraction board</p> <p>Materials from the immediate environment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
7. apply ratios in meaningful contexts.	<p>Concepts Ratio Quantity Sharing</p> <p>Skills Interpretation Manipulation Critical thinking Logical thinking Demonstration</p>	<ul style="list-style-type: none"> Teacher and learners review fractions with numerators of 1. Learners share concrete materials involving fractions of numerators of 1. Teacher demonstrates representation of fractions as ratios and introduces ratio notation, $m : n$ which reads m is to n. Learners represent fractions as ratios. Learners present ratios diagrammatically. Learners apply ratios in real-life contexts. 	<p>share concrete materials involving fractions of numerators of 1.</p> <p>use ratio notation appropriately.</p> <p>represent fractions as ratios.</p> <p>present ratios diagrammatically.</p> <p>apply ratios in real-life contexts.</p>	<p>Mathematics kit</p> <p>Concrete materials from the immediate environment</p> <p>Chart</p> <p>Teacher's Guide</p>
8. identify geometric patterns in different contexts and represent them numerically.	<p>Concepts Geometric pattern Numerical pattern</p> <p>Skills Ordering Manipulation Logical thinking Prediction Creativity Drawing</p>	<ul style="list-style-type: none"> Learners create repeated geometric patterns with different shapes and diagrams. Learners state the required number of shapes for each level. Learners extend the pattern to the required level(s). Learners describe formed patterns numerically and predict the next level(s). Learners use numerical patterns to form patterns with different shapes. 	<p>create repeated geometric patterns with different shapes and diagrams.</p> <p>state the required number of shapes for each level.</p> <p>extend the pattern to the required level(s).</p> <p>describe formed patterns numerically and predict the next level(s).</p>	<p>Mathematics kit</p> <p>Shapes</p> <p>Pin board</p> <p>Chart</p> <p>Squared paper</p> <p>Concrete materials from the immediate environment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
<p>9. describe, in words, rules that generate patterns by adding and subtracting a number.</p>	<p>Concepts Geometric pattern Numerical pattern Pattern rules Addition Subtraction</p> <p>Skills Ordering Manipulation Logical thinking Prediction</p>	<ul style="list-style-type: none"> Learners predict the next level(s) of the numerical pattern. Learners describe the relationship between the subsequent levels. Teacher provides learners with increasing and decreasing patterns that have common difference. Learners identify the common difference. Learners describe the general rule of the patterns in words. Learners generate patterns using given rule(s). 	<p>predict the next level(s) of the numerical pattern.</p> <p>describe the relationship between the subsequent levels.</p> <p>identify the common difference.</p> <p>describe the general rule of the increasing patterns in words.</p> <p>generate increasing patterns using given rule(s).</p> <p>describe the general rule of the decreasing patterns in words.</p> <p>generate decreasing patterns using given rule(s).</p>	<p>Mathematics kit</p> <p>Chart</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested Resources
10. describe, in words, rules that generate patterns by multiplying and dividing by a number to get the next term.	<p>Concepts Geometric pattern Numerical pattern Multiplication Division</p> <p>Skills Ordering Manipulation Logical thinking Prediction</p>	<ul style="list-style-type: none"> Learners describe the relationship between the subsequent levels. Teacher provides learners with increasing and decreasing patterns that have common ratio. Learners identify the common ratio. Learners describe the general rule of the patterns in words. Learners generate patterns using given rule(s). 	<p>describe the relationship between the subsequent levels.</p> <p>identify the common ratio.</p> <p>describe, in words, the general rule of the patterns in which multiplication is involved.</p> <p>generate increasing patterns using given rule(s).</p> <p>describe, in words, the general rule of the patterns in which division is involved.</p> <p>generate decreasing patterns using given rule(s).</p>	<p>Mathematics kit</p> <p>Chart</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
11. multiply and divide whole numbers by 10, 100 and 1000.	<p>Concepts Whole number Multiplication Division Powers of 10 Place value</p> <p>Skills Calculation Comparison Manipulation Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> • Teacher and learners revise multiplication of whole numbers using abacus. • Learners multiply given whole numbers by 10, 100 and 1000 respectively. • Learners record their answers in tabular form, arranged according to place value. • Learners divide whole numbers using abacus. • Learners divide given whole numbers by 10, 100 and 1000 respectively. • Learners record their answers in tabular form, arranged according to place value. • Learners compare trend of answers when multiplying and dividing. 	<p>multiply whole numbers using abacus.</p> <p>multiply given whole numbers by 10, 100 and 1000 respectively.</p> <p>divide whole numbers using abacus.</p> <p>divide given whole numbers by 10, 100 and 1000 respectively.</p> <p>compare trend of answers when multiplying and dividing.</p>	<p>Mathematics kit</p> <p>Abacus</p> <p>Chart</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
12. multiply and divide decimal numbers by 10, 100 and 1000.	<p>Concepts Decimals Decimal point Multiplication Division Powers of 10 Place value</p> <p>Skills Calculation Comparison Manipulation Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> • Teacher and learners revise multiplication and division of whole numbers by powers of 10. • Learners multiply decimal numbers of up to two decimal places by 10, 100 and 1000 respectively. • Learners record their answers in tabular form, arranged according to place value. • Learners divide decimal numbers of up to two decimal places by 10, 100 and 1000 respectively. • Learners record their answers in tabular form, arranged according to place value. • Learners compare trend of answers when multiplying and dividing decimals. 	<p>multiply decimal numbers of up to two decimal places by 10, 100 and 1000.</p> <p>divide decimal numbers of up to two decimal places by 10, 100 and 1000.</p> <p>compare trend of answers when multiplying and dividing decimals.</p>	<p>Mathematics kit</p> <p>Chart</p> <p>Work cards</p> <p>Squared paper</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested Resources
13. multiply whole numbers by 0.1, 0.01 and 0.001.	<p>Concepts Decimals Decimal point Fractions Whole numbers Multiplication Division Place value</p> <p>Skills Calculation Comparison Manipulation Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Learners convert 0.1, 0.01 and 0.001 to fractions. Teacher provides learners with whole numbers to be multiplied by the fractions. Learners multiply whole numbers by the fractions. Learners convert the products into decimals. Learners divide the given whole numbers by 10, 100 and 1000. Learners compare the answers they obtained in these two cases. Learners multiply whole numbers by 0.1, 0.01 and 0.001 using various algorithmic methods. 	<p>convert 0.1, 0.01 and 0.001 to fractions.</p> <p>multiply whole numbers by the fractions.</p> <p>convert the products into decimals.</p> <p>divide the given whole numbers by 10, 100 and 1000.</p> <p>multiply whole numbers by 0.1, 0.01 and 0.001 using various algorithmic methods.</p>	<p>Mathematics kit</p> <p>Chart</p> <p>Squared paper</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
14. round off decimal numbers to the nearest hundredths.	<p>Concepts Rounding off Decimal number Decimal point Place value</p> <p>Skills Logical thinking Manipulation Estimation Critical thinking Communication</p>	<ul style="list-style-type: none"> Teacher and learners review rounding off decimal numbers to the nearest tenth. Learners use a number line to round decimal numbers to the nearest hundredth. Learners round off decimal numbers to the nearest hundredth without a number line. 	<p>use a number line to round off decimal numbers to the nearest hundredth.</p> <p>round off decimal numbers to the nearest hundredth without a number line.</p>	<p>Mathematics kit</p> <p>Number line</p> <p>Chart</p>
15. measure and construct angles more than 180° using a protractor.	<p>Concepts Angle: reflex straight Degree ($^\circ$) Measurement</p> <p>Skills Drawing Logical thinking Manipulation Accuracy Construction Estimation</p>	<ul style="list-style-type: none"> Teacher and learners revise formation of angles in relation to a straight angle. Teacher demonstrates measurement of angles greater than 180° in relation to a straight angle. Learners measure angles greater than 180° in relation to a straight angle. Teacher introduces a term <i>reflex angle</i>. Learners construct reflex angles using given dimensions. 	<p>form angles in relation to a straight angle.</p> <p>measure angles greater than 180° in relation to a straight angle.</p> <p>construct reflex angles using given dimensions.</p>	<p>Mathematics kit</p> <p>Mathematical set</p> <p>Chart</p> <p>Work cards</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
16. calculate the total surface area of a cube and cuboid.	<p>Concepts Total surface area Cube Cuboid Addition Multiplication</p> <p>Skills Calculation Manipulation Logical thinking Measurement Comparison</p>	<ul style="list-style-type: none"> • Teacher and learners revise calculation of area of the bottom face of a cube. • Learners calculate area of the remaining faces. • Learners find the sum of areas of six faces. • Learners multiply area of a base by the total number of faces. • Learners calculate the areas of six faces of a cuboid. • Learners find the sum of areas of the six faces. • Learners identify faces with the same areas. • Learners multiply the area of one of the identical faces by 2. • Learners find the sum of the three products. • Teacher introduces a term <i>total surface area</i>. • Learners calculate the total surface area of a cube and cuboid. 	<p>calculate area of faces of a cube.</p> <p>find the sum of areas of all faces.</p> <p>multiply area of a base by the total number of faces.</p> <p>calculate the total surface area of a cuboid.</p>	<p>Mathematics kit</p> <p>Solid shapes</p> <p>Chart</p> <p>Pair of scissors</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
17. relate and differentiate between capacity and volume.	<p>Concepts Volume Capacity Solids: cube cuboid</p> <p>Skills Calculation Comparison Measurement Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> Teacher and learners revise volume of liquids. Teacher and learners revise volume of cubes and cuboids. Learners determine, through investigation, the relationship and distinction between volume of liquids and solids. Teacher introduces a term <i>capacity</i> to demonstrate the amount a container can hold. Learners differentiate between capacity and volume. Learners find the capacity of different containers. Learners calculate volume of solids of different dimensions. 	<p>determine, through investigation, the relationship and distinction between volume of liquids and solids.</p> <p>differentiate between capacity and volume.</p> <p>find the capacity of different containers.</p> <p>calculate volume of solids of different dimensions.</p>	<p>Mathematics kit</p> <p>Containers</p> <p>Cubes</p> <p>Cuboids</p> <p>Liquids</p>
18. construct parallel lines, rectangles and squares.	<p>Concepts Parallel lines Rectangle Square Angles</p> <p>Skills Construction Measurement Manipulation Critical thinking Logical thinking Accuracy</p>	<ul style="list-style-type: none"> Teacher and learners review parallel lines. Learners draw parallel lines. Learners draw rectangles and squares using the idea of parallel lines. Learners measure the size of angles of the shapes. Teacher demonstrates construction of parallel lines. Learners construct shapes using the idea of parallel lines. Learners measure angles of the 	<p>draw parallel lines.</p> <p>draw rectangles and squares using the idea of parallel lines.</p> <p>measure the size of angles of the shapes.</p> <p>construct shapes using the idea of parallel lines.</p> <p>measure angles of the</p>	<p>Mathematics kit</p> <p>Mathematical set</p> <p>Chart</p> <p>Drawing books</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
19. calculate the sum of interior angles of quadrilaterals.	<p>Concepts Interior angles Quadrilaterals: square rectangle parallelogram Addition</p> <p>Skills Accuracy Measurement Manipulation Critical thinking Logical thinking Calculation</p>	<ul style="list-style-type: none"> Learners construct rectangles, squares and parallelograms. Learners label the corners and measure angles. Learners cut the corners of a shape and place them in such a way that they tessellate. Learners find the sum of the interior angles by using angle properties. Learners measure the interior angles of quadrilaterals and calculate their sum. Learners establish the relationship between the sum of interior angles of quadrilaterals and triangles. 	<p>construct rectangles, squares and parallelograms.</p> <p>find the sum of the interior angles by using angle properties.</p> <p>measure the interior angles of quadrilaterals and calculate their sum.</p> <p>establish the relationship between the sum of interior angles of quadrilaterals and triangles.</p>	<p>Mathematics kit</p> <p>Pair of scissors</p> <p>Chart</p> <p>Mathematical set</p> <p>Teacher's Guide</p>
20. calculate exterior angles in triangles and quadrilaterals.	<p>Concepts Exterior angles Interior angles Triangle Quadrilaterals: square rectangle parallelogram</p> <p>Skills Accuracy Measurement Manipulation</p>	<ul style="list-style-type: none"> Teacher demonstrates how to draw exterior angles by extending lines. Learners measure the corresponding exterior angles using given shapes with dimensions. Learners measure the corresponding exterior angles using given shapes without dimensions. Learners calculate exterior angles of triangles and quadrilaterals with or without dimensions. 	<p>measure the corresponding exterior angles using given shapes with dimensions.</p> <p>measure the corresponding exterior angles using given shapes without dimensions.</p> <p>calculate exterior angles of triangles and quadrilaterals with dimensions.</p> <p>calculate exterior angles of</p>	<p>Mathematics kit</p> <p>Mathematics set</p> <p>Chart</p> <p>Teacher's Guide</p>

	Critical thinking Logical thinking Calculation		triangles and quadrilaterals without dimensions.	
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Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
21. identify properties of pyramids and cones in terms of faces, edges and vertices.	<p>Concepts Pyramids Cones Geometric properties: shapes of faces number of faces edges vertices</p> <p>Skills Drawing Manipulation Comparison Classification</p>	<ul style="list-style-type: none"> Teacher and learners review properties of cubes and cuboids. Learners classify the given 3D shapes according to their common features. Learners identify geometric properties of pyramids and cones. Learners identify pyramids and cones from the immediate environment. Learners compare pyramids and cones by shape and number of faces, edges and vertices. 	<p>classify the given 3D shapes according to their common features.</p> <p>identify geometric properties of pyramids.</p> <p>identify geometric properties of cones.</p> <p>identify pyramids and cones from the immediate environment.</p> <p>compare pyramids and cones by geometric properties.</p>	<p>Mathematics kit</p> <p>Shapes</p> <p>Chart</p> <p>Materials from the immediate environment</p> <p>Teacher's Guide</p>
22. build 3D shapes: cubes, cuboids, pyramids and cones.	<p>Concepts 3D shapes: cubes cuboids pyramids cones Nets</p> <p>Skills Modelling</p>	<ul style="list-style-type: none"> Teacher and learners build nets of cubes and cuboids. Learners form models of cubes and cuboids using nets. Learners build nets of cones and pyramids. Learners form models of cones and pyramids. 	<p>build nets of cubes and cuboids.</p> <p>form models of cubes and cuboids using nets.</p> <p>build nets of cones and pyramids.</p> <p>form models of cones and</p>	<p>Mathematics kit</p> <p>Shapes</p> <p>Chart</p> <p>Materials from the immediate environment</p> <p>Squared paper</p>

	Drawing Manipulation Comparing		pyramids.	Plain sheets Teacher's Guide
Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
23. use a coordinate system to describe a specific location or point.	Concepts Coordinates (x, y) Point Location xy plane Skills Manipulation Drawing Description Accuracy Logical thinking Critical thinking	<ul style="list-style-type: none"> Teacher and learners revise how to locate an object on the grid labelled in rows and columns. Learners describe the location of the object shown on the grid board. Teacher demonstrates how to describe a location of an object appropriately. Learners label x and y axes correctly. Learners maintain constancy of intervals. Learners describe location of a point on the xy plane using (x, y) coordinates. 	<p>describe the location of the object shown on the squared paper.</p> <p>label x and y axes correctly.</p> <p>maintain constancy of intervals.</p> <p>describe location of a point on the xy plane using (x, y) coordinates.</p>	<p>Mathematics kit</p> <p>Squared/grid board</p> <p>Squared paper / graph book</p> <p>Teacher's Guide</p>
24. plot points on the xy plane using x and y values.	Concepts Coordinates (x, y) Point Location xy plane Skills Manipulation Plotting Drawing Accuracy Logical thinking Critical thinking	<ul style="list-style-type: none"> Learners draw xy plane. Learners label x and y axes correctly. Learners maintain constancy of intervals. Learners plot points using given coordinates. Learners join the points to form the required shape. 	<p>draw xy plane.</p> <p>label x and y axes correctly.</p> <p>maintain constancy of intervals.</p> <p>plot points using given coordinates.</p> <p>join the points to form the required shape.</p>	<p>Mathematics kit</p> <p>Graph book / squared book</p> <p>Grid board</p> <p>Mathematics set</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
25. identify, perform and describe translations.	<p>Concepts Translation Coordinates Point Location xy plane Column vector $\begin{pmatrix} x \\ y \end{pmatrix}$</p> <p>Skills Manipulation Plotting Accuracy Logical thinking Critical thinking</p>	<ul style="list-style-type: none"> • Learners draw xy plane. • Learners plot points using given coordinates. • Teacher demonstrates how to translate a given point using a column vector. • Learners translate points using column vectors. • Learners translate shapes using column vectors. • Learners describe translation of the shapes drawn on the xy plane. 	<p>translate given points using column vector.</p> <p>translate shapes using column vectors.</p> <p>describe translation of the shapes drawn on the xy plane.</p>	<p>Mathematics kit</p> <p>Graph book /squared paper</p> <p>Grid board</p> <p>Mathematics set</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
26. demonstrate understanding of conversions between: cm and km,mg and kg as well as sec and hr.	<p>Concepts Conversions Units of measurement: length - cm, m and km mass - mg, g and kg time - sec, min and hrs</p> <p>Skills Measurement Logical thinking Critical thinking Calculation Manipulation Accuracy</p>	<ul style="list-style-type: none"> • Teacher and learners revise conversion of units of time, length and mass. • Learners measure distance of 1km using a trundle wheel or tape measure. • Learners record the distance after every metre mark in both m and cm. • Learners compare lengths in km, m and cm. • Learners convert cm to km and km to cm. • Learners engage in practical activities that involve conversion of mg to kg and kg to mg. • Learners engage in practical activities that involve conversion of sec to hr and hr to sec. 	<p>measure distance of 1 km using a trundle wheel or tape measure.</p> <p>record the distance after every metre mark in both m and cm.</p> <p>convert cm to km and km to cm.</p> <p>measure and record mass of 1 kg in mg and g.</p> <p>convert mg to kg and kg to mg.</p> <p>record duration of an event in hr,min and sec.</p> <p>convert sec to hr and hr to sec.</p>	<p>Mathematics kit</p> <p>Trundle wheel</p> <p>Tape measure</p> <p>Metre ruler</p> <p>Clock/Clock face</p> <p>Scale (Beam balance)</p> <p>Objects from the immediate environment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
27. calculate profit and loss in practical situations.	<p>Concepts Budget Profit Loss Basic operations</p> <p>Skills Calculation Estimation Critical thinking Logical thinking</p>	<ul style="list-style-type: none"> Teacher and learners discuss market prices of packets of different items and consider that to be cost price. Learners determine the selling price of each item. Learners role-play buying and selling. Learners buy and check change. Learners record sales of the day and the costs incurred. Teacher explains <i>profit</i> and <i>loss</i> to learners. Teacher creates scenarios which involve calculation of profit and loss. Learners calculate profit and loss in buying and selling transactions. 	<p>determine market prices of different items.</p> <p>role-play buying and selling.</p> <p>record sales of the day.</p> <p>calculate profit in buying and selling transactions.</p> <p>calculate loss in buying and selling transactions.</p>	<p>Mathematics kit</p> <p>Items from the immediate environment</p> <p>Improvised money</p> <p>Real money</p> <p>Work cards</p> <p>Teacher's Guide</p>
28. determine the missing number in equations involving addition and subtraction of one- and two-digit numbers.	<p>Concepts Equations Addition Subtraction Place value Missing/unknown number</p> <p>Skills Logical thinking Critical thinking Manipulation Comparison Accuracy</p>	<ul style="list-style-type: none"> Teacher and learners use concrete objects to partition a whole number less than 20 in a variety of ways to demonstrate equality. Learners represent two-number expressions that are equal, using the equal sign. Learners find the missing number in equations involving addition. Learners find the missing number in equations involving subtraction. 	<p>partition a whole number in a variety of ways to demonstrate equality.</p> <p>represent two-number expressions that are equal using the equal sign.</p> <p>find the missing number in equations involving addition.</p> <p>find the missing number in equations involving subtraction.</p>	<p>Mathematics kit</p> <p>Work cards</p> <p>Counters</p> <p>Beam balance</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
29. determine the missing number in equations involving multiplication and division of one- and two-digit numbers.	<p>Concepts Equation Multiplication Product Division Quotient Missing/unknown number</p> <p>Skills Logical thinking Critical thinking Manipulation Comparison Accuracy</p>	<ul style="list-style-type: none"> Teacher and learners revise factors and multiples of whole numbers. Learners interpret products and quotients of whole numbers. Learners use multiplication table to find the relationship between multiplication and division. Learners find the unknown whole number that makes multiplication equation true. Learners find the unknown whole number that makes division equation true. 	<p>interpret products and quotients of whole numbers.</p> <p>use multiplication table to find the relationship between multiplication and division.</p> <p>find the unknown whole number that makes multiplication equation true.</p> <p>find the unknown whole number that makes division equation true.</p>	<p>Mathematics kit</p> <p>Multiplication table</p> <p>Work cards</p> <p>Concrete objects from the immediate environment</p>
30. analyse ungrouped data and identify mode and median.	<p>Concepts Data Mode Median</p> <p>Skills Classification Comparison Critical thinking Logical thinking Manipulation</p>	<ul style="list-style-type: none"> Learners collect data on environmental issues in their school or community. Learners organise and display data in tables. Teacher introduces mode and median using the displayed data. Learners find the modal value of the displayed data. Learners find the median of the displayed data. 	<p>organise and display data in tables.</p> <p>find the modal value of the displayed data.</p> <p>find the median of the displayed data.</p>	<p>Mathematics kit</p> <p>Concrete objects from the immediate environment</p> <p>Squared paper</p> <p>Chart</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learner's ability to:	Suggested resources
31. determine and represent all possible outcomes in a simple probability experiment involving a coin or die.	<p>Concepts Probability Outcomes Chances Toss Throw/roll</p> <p>Skills Manipulation Critical thinking Logical thinking Recording</p>	<ul style="list-style-type: none"> • Teacher and learners toss a coin. • Learners state the possible outcomes. • Learners record the information under the guidance of the teacher. • Teacher guides learners to represent the information in fraction form. • Learners predict the possible outcomes. • Learners throw a die and record the outcomes. • Learners represent the information in a fraction form. 	<p>state the possible outcomes in a simple probability experiment.</p> <p>record the outcomes of a simple probability experiment.</p> <p>represent the information in a fraction form.</p>	<p>Mathematics kit</p> <p>Coins</p> <p>Dice</p> <p>Teacher's Guide</p>

Scientific and Technological Learning Area

Overview

Learning Outcomes: at the end of the Grade 6, learners should be able to:

1. measure weight using spring balance.
2. measure temperature using a laboratory thermometer.
3. demonstrate how latitude and longitude influence temperature. TG
4. measure air pressure using barometer. TG
5. measure wind direction and speed. TG
6. measure sunshine using sunshine recorder. TG
7. describe the relationship between weather and climate.
8. describe physical properties of acids and bases.
9. use internet and multi-media to find information. TG
10. present information using power point. TG
11. perform basic functions of excel programme.
12. assemble simple electric circuits. TG
13. demonstrate series and parallel connections in simple electric circuits. TG
14. demonstrate wiring in a three-pin plug. TG
15. describe dental decay.
16. describe structure and functions of parts the eye.
17. describe the excretory system. TG
18. describe the respiratory system. TG
19. describe the human reproductive system. TG
20. state the emotional and psycho-social changes at puberty.
21. describe the impact of industrial and agricultural pollutants. TG
22. describe sustainable use of fossil fuels.
23. describe ways of managing endangered animal species.
24. describe ways of managing endangered plant species.
25. classify animals into vertebrates and invertebrates.
26. demonstrate ways of softening hard water. TG
27. describe pressure in liquids . TG

28. demonstrate preservation of meat using smoking. TG
29. describe ways of disposing metal scraps.
30. describe cholera and its treatment.
31. describe the consequences of engaging in unprotected sex. TG
32. describe infectious diseases and their treatment .
33. describe diabetes and its management. TG
34. describe allergies and their prevention. TG
35. describe management of fruit trees. TG
36. describe management of poultry. TG
37. describe economic importance of different breeds of fish. TG
38. describe common diseases and parasites in fish. TG
39. describe deficiency diseases and their treatment. TG
40. describe consequences of pregnancy on teen mothers and how it can be prevented.
41. demonstrate two main methods of cooking. TG
42. describe water cycle.
43. describe formation of types of rainfall.
44. demonstrate the difference between physical and chemical changes.
45. demonstrate how to use common map features and conventions. TG
46. demonstrate proper cleaning of cast-iron utensils . TG
47. describe the particulate nature of matter. TG
48. investigate mixtures. TG

Scientific and Technological Learning Area Activity Plan

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
1. measure weight using a spring balance.	<p>Concepts Weight Mass Spring balance Parts of a spring balance Functions of parts of a spring balance Measurement of weight</p> <p>Skills Observation Accuracy Manipulation Comparison Recording Reading Drawing Measurement</p> <p>Values and Attitudes Appreciation Awareness Cooperation</p>	<ul style="list-style-type: none"> Teacher and learners revise mass. Teacher and learners define weight. Teacher and learners discuss parts of a spring balance. Teacher and learners compare different types of spring balances. Teacher demonstrates the use of a spring balance. Teacher and learners visit a nearby health centre, butchery and woolshed to observe how a spring balance is used. <p>Learners:</p> <ul style="list-style-type: none"> draw and label different types of spring balances. display their work. make their own spring balances using rubber bands. observe picture of spring balance on a health booklet. identify units of weight and mass. measure weight and mass of different objects and record their readings. compare weight and mass. convert units of weight to units of mass and vice versa. 	define weight. name parts of a spring balance. compare different types of spring balances. draw and label a spring balance. report findings from a trip. weigh objects using a spring balance. take the readings on a spring balance. differentiate weight and mass. convert mass to weight. convert weight to mass. Use correct units for mass and weight.	Spring balance Rubber bands Health booklet Posters Science kit manual

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
2. measure temperature using a laboratory thermometer.	<p>Concepts types of laboratory thermometers: - alcohol - mercury</p> <p>structure of laboratory thermometer measurement of temperature</p> <p>Skills Observation Accuracy Manipulation Recording Reading Drawing Measurement</p> <p>Values and Attitudes Appreciation Awareness Cooperation Responsibility</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise temperature. • revise different types of laboratory thermometers. • discuss different types of laboratory thermometers. • Teacher demonstrate the use of a laboratory thermometer to measure temperature of substances <p>Learners:</p> <ul style="list-style-type: none"> • use a laboratory thermometer to measure temperature of different substances. • Take measurement of their class temperature for a period of a week. • record their findings for a week. • display their recorded readings on a chart. • draw and label laboratory thermometers. • Teacher and learners discuss similarities and differences of different types of thermometers. • Teacher emphasizes proper handling of thermometers. 	<p>name different types of laboratory thermometers.</p> <p>measure temperature using thermometer.</p> <p>report findings on measurement of temperature of different substances</p> <p>state similarities and differences between laboratory thermometers.</p> <p>list the similarities and differences between alcohol and mercury thermometer.</p> <p>draw and label a laboratory thermometer.</p>	<p>Different types of thermometers</p> <p>Science Kit</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>3. demonstrate how latitude and longitude influence temperature.</p>	<p>Concepts Properties of line of latitudes and longitude Influence of lines of latitudes and longitudes on temperature</p> <p>Skills Observation Decision-making Demonstration Creativity Critical thinking Reporting Recording</p> <p>Values and Attitudes Awareness Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners revise the lines of latitude and longitude. • Teacher and learners discuss the shape of the earth. <p>Learners:</p> <ul style="list-style-type: none"> • use a globe to identify lines of latitude. • use a globe to identify properties of lines of latitude. • use a globe to identify identify lines of longitude. • use a globe to identify properties of the lines of longitude. • carry out an experiment to show how the lines of latitude influence temperature. • record and report their findings scientifically. • carry out an experiment to show how the lines of longitude influence temperature. • record and report their findings. 	<p>State the properties of the lines of latitude and longitude.</p> <p>demonstrate how latitude influences temperature.</p> <p>demonstrate how longitude influences temperature.</p> <p>record their findings.</p>	<p>Globe</p> <p>Chart</p> <p>Pictures</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
4. measure air pressure using a barometer.	<p>Concepts Measurement of air pressure Mercury barometer Aneroid barometer</p> <p>Skills Accuracy Observation Manipulation Demonstration Drawing Reading</p> <p>Values and Attitudes Responsibility Caring Awareness Cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners revise properties of air. • Learners do an experiment to show that air has weight. • Teacher describes atmospheric pressure. • Teacher and learners discuss instruments used to measure atmospheric pressure. • Learners measure pressure using mercury barometer. • Learners record their findings/results on their books. • Teacher demonstrates how to measure air pressure using aneroid barometer. • Learners measure atmospheric pressure using aneroid barometer. • Learners draw both mercury and aneroid barometer. • Learners visit a local weather station to observe how different weather instruments are used. 	<p>name instruments used to measure atmospheric pressure.</p> <p>measure atmospheric pressure using mercury barometer</p> <p>measure atmospheric pressure using aneroid barometer.</p> <p>read scale on mercury and aneroid themometers.</p> <p>use correct units of pressure.</p> <p>draw mercury and aneroid barometer.</p>	<p>Mercury barometer</p> <p>Aneroid barometer</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
5. measure wind direction and speed.	<p>Concepts Wind direction Wind speed Wind vane Cup anemometer</p> <p>Skills Accuracy Observation Manipulation Drawing Reading</p> <p>Values and Attitudes Awareness Cooperation Responsibility</p>	<ul style="list-style-type: none"> Teacher and learners revise properties of air. Teacher and learners discuss the differences between air and wind. Learners describe wind. Teacher show learners how to show wind direction using a wind vane. Learners measure wind direction using a wind vane. Learners record their findings. Learners construct wind vane and measure wind direction. Learners display their work. Learners compare their previous findings with the ones they got. Teacher and learners discuss how wind speed is measured, using a cup anemometer. Learners measure wind speed using a cup anemometer. Teacher shows learners a cup anemometer or its picture. <p>Learners:</p> <ul style="list-style-type: none"> construct their own cup anemometer. display their projects. draw and label a wind vane. 	<p>name instruments used to measure wind direction and speed.</p> <p>measure wind direction using a wind vane.</p> <p>measure wind speed using a cup anemometer</p> <p>their record findings.</p> <p>construct a wind vane.</p> <p>construct a cup anemometer.</p> <p>draw and label a wind vane.</p>	<p>Wind vane</p> <p>Cup anemometer</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
6. measure sunshine using a sunshine recorder.	<p>Concepts Measurement of sunshine Sunshine recorder</p> <p>Skills Accuracy Observation Manipulation Reading</p> <p>Values and Attitudes Awareness Cooperation Responsibility</p>	<ul style="list-style-type: none"> Teacher and learners revise elements of weather. Teacher shows learners how to measure sunshine using a sunshine recorder. <p>Learners:</p> <ul style="list-style-type: none"> measure sunshine using a sunshine recorder. record their findings. visit a local weather station to observe how weather instruments are used. 	<p>measure sunshine using a sunshine recorder.</p> <p>Record their findings.</p>	<p>Sunshine recorder</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
7. describe the relationship between weather and climate.	<p>Concepts Weather Climate Elements of climate</p> <p>Skills Observation Decision-making Creative thinking Critical thinking</p> <p>Values and Attitudes Awareness Cooperation Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss elements of weather. • Teacher and learners observe and discuss a variety of weather conditions using simple vocabulary: rainy days, sunny days, foggy days. • Teacher and learners record weather conditions observed using a weather chart or diary. • Teacher and learners describe effects of different weather conditions on human, animal and plant life in their local environment. • Teacher and learners discuss the suitability of different kinds of clothes for different weather conditions. • Teacher and learners describe weather patterns associated with seasonal changes and distinguish between summer and winter. • Teacher introduces elements of climate. • Learners outline differences between weather and climate. 	<p>differentiate between weather and climate.</p> <p>state effects of weather conditions on human, animal and plant life in their local environment.</p> <p>state different elements of climate.</p> <p>describe climatic conditions during summer and winter.</p>	<p>Globe</p> <p>Atlas</p> <p>Charts</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>8. describe physical properties of acids and bases.</p>	<p>Concepts Physical properties of: acids bases</p> <p>Skills Identification Observation Manipulation Recording</p> <p>Values and Attitudes Appreciation Responsibility Cooperation Awareness</p>	<ul style="list-style-type: none"> Teacher and learners collect liquid and solid household substances. <p>Learners:</p> <ul style="list-style-type: none"> make solutions of solid substances given by the teacher. under the supervision of a teacher, use senses such as taste, smell and touch to sort the substances into acids and bases. make solutions of different substances. dip a red litmus paper in each solution and each liquid substance, observe and note any colour change. repeat the same activity using a blue litmus paper. use their observations to group substances into acids and bases . record their observations. <p>Teacher:</p> <ul style="list-style-type: none"> explains the difference between acids and bases. 	<p>list physical properties of acids.</p> <p>list physical properties of bases.</p> <p>differentiate between acids and bases using their sense organs.</p> <p>group substances into acids and bases.</p> <p>report their observations.</p>	<p>Common substance</p> <p>Powdered soap</p> <p>Bicarbonate of soda</p> <p>Eno</p> <p>Vinegar</p> <p>Sour milk</p> <p>Lemon water</p> <p>Sugar</p> <p>Salt</p> <p>Liquid sunlight</p> <p>Orange</p> <p>Tartaric acid</p> <p>Cream of tartar</p> <p>Litmus paper</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>9. use internet and multi-media to find information.</p>	<p>Concepts Find information using: internet multimedia</p> <p>Skill Manipulation Identification Interpretation Critical thinking Creative thinking Communication Accuracy Drawing Problem-solving Decision-making</p> <p>Values and Attitudes Awareness Computer etiquette Cooperation Assertiveness</p>	<ul style="list-style-type: none"> • Teacher and learners revise the uses of the paint programme. • Teacher helps learners to open an internet programme. • Learners surf different websites (Yahoo, Google, Ask) using an internet. • Teacher introduces learners to search engines. • Teacher demonstrates how to find particular information using an internet. • Learners use the internet to find particular information. • Learners present their findings from the internet and display them with sources of internet written below them. • Learners search and download particular topic or content. • Teacher helps learners to identify information from reliable websites. • Teacher explains the meaning of multimedia. • Teacher demonstrates the use of multimedia. • Learners use multimedia to play CDs, games, watch movies and play with multimedia. 	<p>open an internet programme.</p> <p>surf different websites for particular information.</p> <p>download information from the internet.</p> <p>list reliable sources.</p> <p>play with multimedia.</p>	<p>Computer</p> <p>Charts</p> <p>Pictures</p> <p>cellular phone</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
10. present information using power point.	<p>Concepts Presentation of information - Power point</p> <p>Skills Manipulation Identification Note-taking Creativity Effective communication</p> <p>Values and Attitudes Appreciation Cooperation Humanity Responsibility Awareness Computer etiquette</p>	<p>Teacher:</p> <ul style="list-style-type: none"> • demonstrate steps to create a slide. • guides learners to select main ideas for presentation. • demonstrate ways of presenting information (design, background colours, font). <p>Learners:</p> <ul style="list-style-type: none"> • create their own slides in groups or in pairs. • select main ideas for a presentation. • present information in different ways. • upload images, video clips, charts, graphs. • engage in competitions on power point presentation. 	<p>create a slide.</p> <p>select main ideas for PowerPoint presentation.</p> <p>upload images, video clips, charts, graphs.</p> <p>present information using power point.</p>	<p>Computer</p> <p>Digital cameras</p> <p>Cellular phone</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
11. perform basic functions of excel programme.	<p>Concepts Microsoft excels spreadsheet Microsoft excel functions:</p> <ul style="list-style-type: none"> - opening the programme worksheet - entering data - copy/paste/paste special - formatting cells - graphing - page set-up and print - entering formulas <ul style="list-style-type: none"> o sum <p>Skills Manipulation Identification Interpretation Critical thinking Creative thinking Problem-solving Decision-making</p> <p>Values and Attitudes Awareness Computer etiquette Cooperation Assertiveness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss functions of excel programme. • Teacher introduces the use of excel spreadsheet (rows, column, and cells). <p>Learners:</p> <ul style="list-style-type: none"> • open a Microsoft excel programme. • insert and protect worksheet. • enter data in excel sheet. • sort data without messing it up. • filter unique items from a list. • create a chart from worksheet data. • perform simple date and time arithmetic. • format cells to accommodate data. • design and build order form. • apply conditional formatting that uses a formula to get sum/count based on criteria. • cut, copy, paste, print preview and print information. 	<p>state functions of excel programme.</p> <p>open, insert and protect excel worksheet.</p> <p>sort data properly.</p> <p>filter unique items from the list.</p> <p>create a chart from worksheet data.</p> <p>perform simple date and time arithmetic.</p> <p>format cells.</p> <p>design and build order form.</p> <p>apply mathematical formula.</p> <p>apply copy, paste and paste special options.</p>	<p>Computer</p> <p>Charts</p> <p>Pictures</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
12. assemble simple electric circuits.	<p>Concepts Electric circuit Components of an electric circuit</p> <p>Skills Manipulation Observation Identification</p> <p>Values and Attitudes Appreciation Responsibility Cooperation Awareness</p>	<p>Learners, under the guidance of the teacher:</p> <ul style="list-style-type: none"> • identify components of an electrical circuit. • assemble simple electric circuits using bulb, wires, cells and switches. • use different numbers of bulbs and cells to make a circuit. • observe effects of increasing cells and bulbs. • remove the switch from the circuit and see its impact. • remove cells from the circuit and see the impact on the circuit. • leave one side of the circuit open and see the impact on the circuit. • discuss the effect of breaking an electric path. • design models or toys and apply the concepts of electrical wiring. 	<p>identify components of an electric circuit.</p> <p>state effects of breaking an electric path.</p> <p>state effects of increasing the number of cells in a circuit.</p> <p>state the effect of increasing the number of bulbs in a circuit.</p> <p>record their observations.</p>	<p>Circuit board</p> <p>Cells</p> <p>Bulbs</p> <p>Connecting wires</p> <p>Switch</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
13. demonstrate series and parallel connections in simple electric circuits.	<p>Concepts Electric circuit Series connection in cells and bulbs Parallel connection in cells and bulbs</p> <p>Skills Manipulation Observation Identification Drawing Recording Comparing</p> <p>Values and Attitudes Appreciation Responsibility Cooperation Awareness</p>	<ul style="list-style-type: none"> Learners, with the help of the teacher, make simple circuits using dry cells , bulbs and insulated wires. <p>Learners, in groups:</p> <ul style="list-style-type: none"> connect cells in series and in parallel. connect bulbs in series and in parallel. increase the number of cells in series and observe the effect on the bulb. increase the number of cells in parallel and observe the effect on the bulb. draw cells and bulbs in series. draw cells and bulbs in parallel. 	<p>construct simple circuits.</p> <p>connect cells in series and in parallel.</p> <p>connect bulbs in series and in parallel.</p> <p>draw cells and bulbs in series and in parallel.</p> <p>record their observations during different connections.</p>	<p>Dry cells</p> <p>Bulbs</p> <p>Insulated wires</p> <p>Circuit boards</p> <p>Battery holders</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
14. demonstrate wiring in a three-pin plug.	<p>Concepts Three- pin plug Parts of a three- pin plug Colour codes used in a three-pin electrical plug Wiring a three pin plug</p> <p>Skills Manipulation Observation Identification Drawing</p> <p>Values and Attitudes Appreciation Responsibility Cooperation Awareness Care</p>	<ul style="list-style-type: none"> Teacher and learners discuss parts of a three-pin electrical plug. Teacher and learners identify wires in an electrical plug. Teacher identifies the labels on a three-pin plug and explains what each means. Teacher discusses the wiring connection of a plug. <p>Learners:</p> <ul style="list-style-type: none"> observe the colour coding of the wires in an electrical cable. observe the colour of insulators. draw and label a three-pin plug. wire a three pin-plug. 	<p>state the symbols used in a three-pin electrical plug.</p> <p>explain the meaning of each symbol in a three-pin plug.</p> <p>identify colour codes in a three-pin plug.</p> <p>draw and label a three-pin plug.</p> <p>wire a three-pin plug correctly.</p>	<p>Three-pin plug</p> <p>Electrical cable</p> <p>Science kit</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
15. describe dental decay.	<p>Concepts Dental decay:</p> <ul style="list-style-type: none"> - causes - treatment - prevention <p>Skills Observation Identification</p> <p>Values and Attitudes Awareness Appreciation Responsibility</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise the structure of a tooth. • revise functions of different parts of a tooth. • discuss proper care of teeth. • role-play proper care of teeth and the outcomes of poor caring of teeth. • discuss dental decay. • discuss treatment and prevention of dental decay. 	<p>list ways of caring for teeth.</p> <p>define dental decay.</p> <p>explain how dental decay can be prevented.</p> <p>explain how dental decay can be treated.</p>	<p>Charts</p> <p>Pictures</p> <p>Models</p>
16. describe structure and functions of parts of an eye.	<p>Concepts Structure of an eye Parts of an eye Functions of parts of an eye</p> <p>Skills Observation Identification Drawing</p> <p>Values and Attitude Caring Responsibility Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss structure of an eye. • Teacher and learners identify parts of an eye. <p>Learners:</p> <ul style="list-style-type: none"> • name parts of an eye. • state function of each part. • draw and label structure of an eye. • discuss ways of caring for the eye. 	<p>name parts of an eye.</p> <p>state functions of each part.</p> <p>draw structure of an eye and label it.</p> <p>describe ways of taking care of the eye.</p>	<p>Charts</p> <p>Models</p> <p>Postures</p> <p>Textbooks</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
17. describe the excretory system.	<p>Concepts Excretory system:</p> <ul style="list-style-type: none"> - kidneys - blood vessels - bladder - urethra <p>Skills Observation Cooperation Drawing Identification</p> <p>Values and Attitudes Awareness Appreciation Responsibility</p>	<ul style="list-style-type: none"> • Teacher defines the excretory system. • Teacher and learners identify parts of the excretory system. • Teacher and learners name waste products excreted by the kidneys. <p>Learners:</p> <ul style="list-style-type: none"> • draw and label the excretory system. • discuss functions of the kidney, blood vessels, bladder and urethra. • role- play, by means of animation, the role of each structure. • draw and label a kidney. 	<p>name parts of the excretory system.</p> <p>state waste products excreted by the kidneys.</p> <p>explain excretory system and its functions.</p> <p>state the function of the kidney, blood vessels, bladder and urethra.</p> <p>draw and label the excretory system.</p> <p>draw and label a kidney.</p>	<p>Posters</p> <p>Pictures</p> <p>Models</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
18. describe the respiratory system.	<p>Concepts Respiratory system Respiratory organs Functions of respiratory organs Diseases of the respiratory system</p> <p>Skills Observation Drawing Manipulation Identification</p> <p>Values and Attitudes Awareness Acceptance Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • identify organs that form the respiratory system. • discuss the organs of the respiratory system. • draw and label the respiratory system . • visit butcheries or an abattoir to observe the organs of the respiratory system. <p>Learners:</p> <ul style="list-style-type: none"> • arrange the picture puzzles of the respiratory system. • observe respiratory organs during animal slaughtering. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss the functions of the respiratory system. • discuss the diseases associated with the respiratory system. <p>Learners:</p> <ul style="list-style-type: none"> • draw and label the respiratory system. • construct a model of the chest and lungs. 	<p>name main parts of the respiratory system.</p> <p>state functions and care of the respiratory system.</p> <p>state diseases associated with the respiratory system.</p> <p>construct a model of chest and lungs.</p>	<p>Specimen of the respiratory system</p> <p>Straws</p> <p>Plastics</p> <p>Balloons</p> <p>Elastic band/string</p> <p>Charts</p> <p>Posters</p> <p>Models</p> <p>Field trip</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
19. describe the human reproductive system.	<p>Concepts Human reproductive system:</p> <ul style="list-style-type: none"> - male - female <p>Skills Observation Drawing Manipulation Identification</p> <p>Values and Attitudes Awareness Acceptance Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • identify parts of the female reproductive system. • identify parts of the male reproductive system. • discuss functions of parts of the female reproductive system. • discuss functions of parts of the male reproductive system. <p>Learners:</p> <ul style="list-style-type: none"> • draw and label the male and female reproductive systems. 	<p>name parts of the male reproductive system.</p> <p>name parts of the female reproductive systems.</p> <p>state functions of parts of the male reproductive system.</p> <p>state functions of parts of the female reproductive system.</p> <p>draw and label the male reproductive system.</p> <p>draw and label the female reproductive system.</p>	<p>Charts</p> <p>Models</p> <p>Diagrams</p> <p>Science kit</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
20. state the emotional and psycho-social changes at puberty.	<p>Concepts Emotional changes at puberty Psycho-social changes at puberty Personal hygiene for boys and girls at puberty</p> <p>Skills Peer pressure resistance Decision – making Critical thinking Self-awareness Observation</p> <p>Values and Attitudes Caring Awareness Acceptance Tolerance Self- control Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners discuss case studies related to the emotional changes at puberty. • Teacher and learners discuss emotional changes at puberty. • In single gender groups, learners discuss ways in which boys and girls keep their bodies clean. • Learners discuss key actions to maintain personal hygiene. 	<p>state emotional changes at puberty.</p> <p>state psycho-social changes at puberty.</p>	<p>Case study</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
21. describe the impact of industrial and agricultural pollutants.	<p>Concepts Industrial pollutants Agricultural pollutants Causes of : - industrial pollution - agricultural pollution Impacts of industrial pollutants Impacts of agricultural pollutants Methods of prevention</p> <p>Skills Observation Critical thinking Recording Reporting Analysis Investigation Judgment Interpretation</p> <p>Values and Attitudes Caring Responsibility Respect for nature</p>	<ul style="list-style-type: none"> • Teacher and learners revise pollution. • Teacher and learners discuss industrial and agricultural pollution. • Learners investigate harmful effects of industrial pollutants on animals and plants. • Learners investigate harmful effects of herbicides on animals, plants and land (soil). • Learners take a field trip to industrial areas to see pollution found in those areas. • Learners take a field trip to a nearby river to do a Mini SASS(Mini Stream Assessment Sensitivity Score) in order to find health of rivers near industrial sites. • Teacher and learners record their findings and state the health of the rivers. 	<p>describe how herbicides can pollute the environment.</p> <p>describe how industrial wastes can pollute the environment.</p> <p>discuss harmful effects of industrial and agricultural pollutants.</p> <p>report their findings.</p> <p>suggest possible preventive measures.</p> <p>undertake a Mini SASS and interpret the health of a river.</p>	<p>Charts</p> <p>Local environment</p> <p>Internet</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
22. describe sustainable use of fossil fuels.	<p>Concepts Fossil fuels: - coal - crude oil Renewable resources Non-renewable resources Sustainable use of fossil fuels</p> <p>Skills Observation Investigation Identification Recording</p> <p>Values and Attitudes Awareness Appreciation Responsibility</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> revise renewable and non-renewable resources. discuss fossil fuels. discuss non- renewable and renewable resources and make explicit examples of each. discuss fossil fuels and their sustainable use. take a field trip to places where fossil fuels are mined. <p>Learners:</p> <ul style="list-style-type: none"> locate fossil fuels on a map, using symbols/key/legend. report their trip findings. 	<p>define fossil fuels.</p> <p>name fossil fuels in their regions.</p> <p>state ways of mining fossil fuels.</p> <p>describe sustainable ways of using fossil fuels.</p> <p>list examples of renewable and non-renewable resources.</p> <p>locate fossil fuels in their regions using symbols on a map.</p> <p>report their findings.</p>	<p>Atlas</p> <p>Map of SADC region</p> <p>Showing resources</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>23. describe ways of managing endangered animal species.</p>	<p>Concepts Endangered animal species Endangered birds species <i>Ways of managing causes and threats concerning endangered animal species</i></p> <p>Skills Observation Identification Investigation Problem-solving Drawing Reporting</p> <p>Values and Attitudes Awareness Responsibility Caring Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners identify animals and birds which are available in their local communities. Learners carry out a research on birds that used to be found in their region. Learners identify animals and birds which are few and those that are in abundance. Learners investigate factors leading to decrease of animals and birds in their environment. Learners report and discuss their findings. Teacher tells stories about animals and birds (<i>molepe</i> and <i>lekolikothoana</i>). Teacher helps learners identify means of breeding animals. <p>Learners:</p> <ul style="list-style-type: none"> suggest ways of producing shelter, food and protection for the animals which are few in their environment. draw animals found in their environment. in groups, select an animal and a bird which they will manage for a month. keep record of: age, number available, food availability and human practices which threaten their breeding. <i>identify natural causes that put the lives that animal and bird in danger.</i> keep records and display their work. <p>Teacher and learners:</p> <ul style="list-style-type: none"> visit parks, game reserves, zoos and sheep studs to learn more about breeding of different animals and birds. 	<p>name endangered animal species in their local environment.</p> <p><i>report their findings in writing.</i></p> <p>identify animals and birds that are few in their community.</p> <p>identify animals and birds that are in abundance.</p> <p>describe ways of providing shelter, food and security to at least one animal species.</p> <p>state causes and threats of these animal species.</p> <p>explain how to manage one of the animal species.</p> <p>draw one endangered animal found in their local environment.</p>	<p>Posters</p> <p>Storybooks</p> <p>Pictures</p> <p>Internet</p> <p>Charts</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
24. describe ways of managing endangered plant species.	<p>Concepts Endangered plant species Ways of managing endangered plant species Causes and threats of endangered plant species</p> <p>Skills Observation Identification Investigation Problem-solving Drawing Reporting</p> <p>Values and Attitudes Responsibility Caring Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • collect indigenous seeds and construct nurseries. • in groups, identify endangered plant species in their local environment and group them into medicinal, food, and flowers. • identify plant species which are few in their local environment. • investigate factors leading to decrease of plant species in their environment. • report and discuss their findings. • draw one endangered plant found in their environment. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • visit green houses, botanical gardens and parks to observe and learn more on how plant species are managed. 	<p>name endangered plant species in their local environment.</p> <p>describe ways of providing shelter, food and security to at least one plant species.</p> <p>state causes and threats leading to decrease of these plant species.</p> <p>explain how to manage one of the plant species.</p> <p>draw one endangered plant found in their local environment.</p>	<p>Posters</p> <p>Storybooks</p> <p>Pictures</p> <p>Internet</p> <p>Charts</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>25. describe vertebrates and invertebrates. classify animals into vertebrates and invertebrates.</p>	<p>Concepts Vertebrates - fish - reptiles - amphibians - birds - mammals Invertebrates - crustaceans - myriapods - molluscs - insects External structure of vertebrates Functions of parts of some vertebrates Locomotive structures</p> <p>Skills Classification Observation Identification Recording Designing</p> <p>Values and Attitudes Awareness Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • using charts, pictures and models of skeletons, identify animals with and without backbones. • collect small animals or use pictures and sort animals into those that have backbones and those that do not have backbones. • classify vertebrates according to external structures. • classify invertebrates according to external structures into four main groups. • design a key for classification of invertebrates using external features. • design a key for classifying vertebrates using external features. • use their designed keys to classify vertebrates into five main groups. • use their designed keys to classify invertebrates into four main groups. • identify and illustrate external structures of a fish, a frog and a bird and describe functions of those structures. • using pictures, observe and name external structures of a fish, a frog and a bird. • describe functions of the observed external structures. • draw and label a fish, a frog and a bird. 	<p>state characteristics of vertebrates.</p> <p>state characteristics of invertebrates.</p> <p>differentiate between vertebrates and invertebrates.</p> <p>design keys to classify vertebrates and invertebrates.</p> <p>classify vertebrates into five main groups.</p> <p>classify invertebrates into four main groups.</p> <p>list external structure of a fish, a frog and a bird.</p> <p>draw and label a fish, a frog and a bird.</p>	<p>Charts</p> <p>Models of animal skeletons.</p> <p>Pictures of a fish, a frog, a bird</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
26. demonstrate ways of softening hard water.	<p>Concepts Hard and soft water Testing hardness and softness of water Ways of softening hard water</p> <p>Skills identification Observation Manipulation Recording Reporting</p> <p>Values and Attitudes Awareness Appreciation Cooperation</p>	<ul style="list-style-type: none"> Learners collect water from different sources (tap, well, spring, rain water). Learners taste water. Learners record their findings. Learners mix water from each source with soap and then lather, observe what happens and record their findings. Teacher and learners discuss their findings. <p>Learners:</p> <ul style="list-style-type: none"> boil hard water and taste it. describe the taste of the water. mix boiled water with soap, lather and observe. add chlorine to water, add soap, lather and observe. record their observations. <p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss advantages and disadvantages of soft water. discuss advantages and disadvantages of hard water. 	<p>name sources of water.</p> <p>name sources of water which does not lather easily and which lathers easily.</p> <p>record and report their findings.</p> <p>state the differences between hard and soft water.</p> <p>state advantages and disadvantages of hard water.</p> <p>state advantages and disadvantages of soft water.</p> <p>suggest ways of softening hard water.</p>	<p>Water from different sources</p> <p>Containers</p> <p>Soap</p> <p>Source of heat</p> <p>Plate</p> <p>Kettle</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
27. describe pressure in liquids.	<p>Concepts Pressure Pressure in liquids:</p> <ul style="list-style-type: none"> - at different depths - acts equally in all directions - siphoning <p>Skills Identification Manipulation Observation Critical thinking</p> <p>Values and Attitudes Awareness Appreciation Cooperation</p>	<p>Teachers and learners:</p> <ul style="list-style-type: none"> • visit surrounding dams and observe how they are constructed. • invite a resource person to show them how <i>mothotlo</i> functions. • take a field trip to see how large dams are constructed. • discuss the relationship between construction of dams and pressure at different levels. • design a model of a dam based on the action of pressure. <p>Learners:</p> <ul style="list-style-type: none"> • investigate pressure in liquids by demonstrating : <ul style="list-style-type: none"> - that pressure increases with depth. - that pressure acts equally in all directions. - siphoning process . • report their findings. • investigate how drivers transfer petrol/diesel from a container into a tank using a hose pipe. • record their findings. • define siphoning. 	<p>define pressure.</p> <p>demonstrate siphoning.</p> <p>explain that pressure increases with depth.</p> <p>explain that pressure acts equally in all directions.</p> <p>design a model of a dam.</p> <p>suggest materials that can be used at different levels of the dam.</p>	<p><i>Mothotlo</i></p> <p>Dams</p> <p>Pictures</p> <p>Containers</p> <p>Pipes</p> <p>Resource person(s)</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
28. demonstrate preservation of meat using smoking.	<p>Concepts Preservation of meat by smoking Steps of preservation of meat by smoking</p> <p>Skills Manipulation Observation Recording Demonstration Effective communication</p> <p>Values and Attitudes Awareness Cooperation Responsibility Caring Cleanliness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss smoking as a method of preserving meat. • Teacher and learners discuss steps followed when smoking meat. • Teacher demonstrates how to smoke and store meat. • Learners practise how to smoke and store meat. • Learners display their products. 	<p>list steps to be followed when smoking meat.</p> <p>explain smoking</p> <p>smoke and store meat.</p> <p>display their products.</p>	<p>Meat</p> <p>Wet sack</p> <p><i>Mpaola stove</i></p> <p>Gas</p> <p>Charcoal</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
29. describe ways of disposing metal scraps.	<p>Concepts Ways of disposing metal scraps:</p> <ul style="list-style-type: none"> - reduce - reuse - recycle <p>Skills Observation Manipulation Critical thinking Interpretation Problem-solving Reporting Recording</p> <p>Values and Attitudes Awareness Caring Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners brainstorm on harmful effects of unsafe disposal of scrap metals. • Teacher and learners discuss ways of disposing metal scraps. • Learners take a field trip to observe unused metal scraps , identify those metal scraps and suggest ways of safe disposal. • Teacher and learners discuss suitable ways of disposing scrap metals. • Under the supervision of the teacher, learners make their own models using metal scraps. 	<p>state harmful effects of unsafe disposal of scrap metals.</p> <p>state suitable ways of disposing scrap metals.</p> <p>report on findings of a field trip.</p> <p>make models using scrap metals.</p>	<p>Internet</p> <p>Metal scraps</p>
30. describe cholera and its treatment.	<p>Concepts Cholera:</p> <ul style="list-style-type: none"> - causes - signs and symptoms - treatment - prevention <p>Skills Observation Identification</p> <p>Values and Attitudes Sympathy Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss causes, signs, symptoms, treatment and prevention of cholera. • Teacher and learners visit a nearby source of water and observe how safe the water is. • Learners carry out water treatment. • Teacher and learners discuss the harmful effects of leaving sewage exposed to flies and water. • Teacher invites a resource person to talk about cholera. 	<p>state causes of cholera</p> <p>state signs and symptoms of cholera.</p> <p>relate the role-played by flies in the spread of cholera.</p> <p>discuss treatment and prevention of cholera.</p> <p>suggest ways of disposing sewage safely.</p>	<p>Charts</p> <p>Resource person(s)</p> <p>Environment</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>31. describe the consequences of engaging in unprotected sex.</p>	<p>Concepts Factors that may lead to unprotected sex Consequences of engaging in unprotected sex: - unplanned pregnancy - sexually transmitted infections Refusal mechanism: - why people engage in unprotected sex - perception of peer norms influencing sexual behaviour - people at risk of engaging in unprotected sexual contact - making healthy choices - choosing abstinence - importance of abstinence STIs and HIV and AIDS: - transmission of STIs and HIV through unprotected sexual contact - types of STIs - dangers - consequences - why STI increases risk of HIV/AIDS - care, support and treatment of STIs and HIV/AIDS - perception of peer norms influencing sexual behaviour - people at risk of engaging in unprotected sexual contact - making healthy choices - choosing abstinence - importance of abstinence</p> <p>Skills Assertiveness Critical thinking Decision-making Self-awareness</p> <p>Values and Attitudes Responsibility Self-control</p>	<ul style="list-style-type: none"> • Teacher and learners discuss peer pressure on types of sexual behaviour. • Learners analyse case study on peer influence on sexual behaviour. • Learners discuss risky situations that may lead to unprotected sex. • Learners brainstorm on people at risk of engaging in unprotected sex. • Learners use simulation to show how one can be tempted to engage in unprotected sex and to show ways of avoiding unprotected sex. • Learners discuss the meaning of abstinence. • Learners discuss myths and facts about abstinence. • Learners hold class discussion on myths and facts about abstinence. • Learners discuss advantages of abstinence and dangers of early sexual debut. • Teacher invites a resource person to talk about the needs and challenges of people living with HIV. • Teacher and learners discuss care, support and treatment of STIs and HIV/AIDS. 	<p>state ways in which STIs are transmitted</p> <p>relate consequences of engaging in unprotected sex.</p> <p>state factors that may lead to unprotected sex.</p> <p>suggest ways of avoiding unprotected sex.</p> <p>Analyse a case study on peer pressure influence on sexual behaviour.</p>	<p>Resource person(s)</p> <p>Playground</p> <p>Chart paper</p> <p>Pictures</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>32. describe infectious diseases and their treatment.</p>	<p>Concepts Infectious diseases: - influenza - whooping cough Causes of influenza and whooping cough Signs and symptoms of influenza and whooping cough Treatment of influenza and whooping cough</p> <p>Skills Observation Identification</p> <p>Values and Attitudes Sympathy Appreciation Awareness</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • Teacher and learners discuss causes of influenza. • Teacher and learners discuss signs and symptoms of influenza. • Teacher and learners discuss treatment of influenza . • Teacher and learners discuss causes of whooping cough. • Teacher and learners discuss signs and symptoms of whooping cough. • Teacher and learners discuss treatment of whooping cough. • Learners carry out research on the two diseases. • Learners visit health centres to investigate about two diseases. • Learners present findings of their investigation. • Teacher invites a resource person. 	<p>state causes of influenza and whooping cough.</p> <p>describe signs and symptoms of influenza and whooping cough.</p> <p>explain how influenza and whooping cough can be treated.</p> <p>present finding from the health centres.</p>	<p>Charts</p> <p>Pamphlets</p> <p>Resource person(s)</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
33. describe diabetes and its management.	<p>Concepts Diabetes: - causes - signs and symptoms Management of diabetes: - nutrition - exercising - treatment</p> <p>Skills Observation Problem-solving Identification Decision-making Manipulation</p> <p>Values and Attitudes Acceptance Appreciation Awareness Responsibility</p>	<ul style="list-style-type: none"> Learners identify the pancreas from the digestive system poster. Teacher and learners discuss the functions of pancreas. Teacher and learners discuss the effects of insulin on sugar. Teacher and learners discuss the effect of insufficient secretion of insulin. Teacher explains the causes of diabetes Teacher and learners discuss factors which may lead to diabetes. Teacher and learners discuss signs and symptoms of diabetes. Teacher and learners discuss the management of sugar diabetes. Learners visit a nearby health centre to observe and learn about different ways of managing diabetes or invite a resource person. 	<p>state causes of diabetes.</p> <p>state signs and symptoms of diabetes.</p> <p>explain functions of pancreas.</p> <p>state ways of managing diabetes.</p> <p>explain how diabetes can be managed.</p> <p>list foods that are suitable for a diabetic person.</p> <p>suggest types of behaviour that may lead to diabetes.</p>	<p>Resource person(s)</p> <p>Digestive system poster</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
34. describe allergies and their prevention.	<p>Concepts Allergies:</p> <ul style="list-style-type: none"> - causes - signs - treatment - types - prevention <p>Skills Observation Identification Critical thinking Problem-solving</p> <p>Values and Attitudes Awareness Responsibility</p>	<ul style="list-style-type: none"> • Under the guidance of the teacher, learners define an allergy. • Teacher and learners discuss causes of allergies. • Teacher and learners discuss types of allergies. • Learners identify signs and symptoms of allergies. • Learners investigate how allergies can be prevented. • Learners present, to the class, their findings on prevention of allergies. 	<p>define the allergies.</p> <p>list causes of allergies.</p> <p>state types of allergies.</p> <p>discuss treatment of allergies.</p> <p>describe causes of allergies.</p> <p>present their findings.</p>	<p>Teacher's Guide</p> <p>Internet</p> <p>Health centres</p> <p>Charts</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>35. describe management of peach trees.</p>	<p>Concepts Peach trees: - varieties - management - planting time - importance of pruning - importance of fertilising - disease control</p> <p>Skills Observation Identification Manipulation Measurement</p> <p>Values and Attitudes Responsibility Awareness Appreciation</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss varieties of peach trees. discuss planting time for peach trees in their location. Discuss the importance of pruning mature peach trees. discuss importance of fertilising peach trees. identify types of chemicals used when controlling diseases in peach trees. discuss safety measures and proper handling of chemicals during application of those chemicals. discuss proper storage conditions of chemicals and equipment. visit a nearby nursery. invite a resource person. carry out a peach tree seedling project. <p>Teacher:</p> <ul style="list-style-type: none"> describes causes and signs of peach tree diseases. identifies ways of preventing diseases of peach trees. demonstrates how to plant peach trees seedlings. demonstrates pruning mature peach trees. demonstrates ways of fertilising peach trees. demonstrates application of chemicals on peach trees. <p>Learners:</p> <ul style="list-style-type: none"> prepare soil for planting peach trees seedlings. plant seedlings of peach trees. practise pruning of mature peach trees. record and present their findings from their findings. 	<p>name varieties of peach trees.</p> <p>state proper planting time for peach trees.</p> <p>state the importance of pruning.</p> <p>State the importance of fertilising peach trees.</p> <p>identify chemicals that control peach tree diseases.</p> <p>state safety measures and proper handling of chemicals.</p> <p>discuss proper storage conditions of chemicals and equipment.</p> <p>describe causes and signs of peach tree diseases.</p> <p>identify ways of preventing peach tree diseases.</p> <p>plant peach tree seedlings.</p> <p>prune mature peach trees.</p> <p>select different ways of fertilising peach trees.</p> <p>apply chemicals on peach trees.</p> <p>prepare soil for planting peach trees seedlings.</p>	<p>Peach trees seedlings</p> <p>Nursery</p> <p>Charts</p> <p>Resource person(s)</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
36. describe management of poultry.	<p>Concepts Types of poultry - layers - broilers - dual purpose Poultry management</p> <p>Skills Observation Drawing Manipulation Reporting</p> <p>Values and Attitudes Awareness Acceptance Appreciation Care Responsibility</p>	<ul style="list-style-type: none"> Teacher introduces the term <i>poultry</i>. <p>Teacher and learners:</p> <ul style="list-style-type: none"> discuss types of poultry. discuss the importance of rearing poultry. identify different systems of keeping poultry. discuss advantages and disadvantages of each system. discuss types of feed for layers and broilers. discuss external parts of a chicken. discuss the difference between a laying hen and a non-laying hen . take a field trip to a nearby poultry farm. <p>Teacher:</p> <ul style="list-style-type: none"> identifies breeds of layers. identifies breeds of broilers . defines the terms: <i>pullets, prolapse, litter, cannibalism, egg-pecking, feather – pecking, debeaking</i>. Describes management practices. demonstrates slaughtering of broilers. identifies diseases affecting poultry, their causes and prevention/ control methods. <p>Learners:</p> <ul style="list-style-type: none"> draw and label external parts of a chicken. practise slaughtering of poultry. carry out poultry project in the school. 	<p>identify use/ importance of keeping poultry.</p> <p>list types of poultry.</p> <p>describe different systems of keeping poultry.</p> <p>give advantages and disadvantages of each system.</p> <p>identify types of feeds for both broilers and layers.</p> <p>draw and label the external parts of a chicken.</p> <p>differentiate between a laying and a non- laying hen.</p> <p>identify breeds of both layers and broilers.</p> <p>describe management practices.</p> <p>slaughter a chicken.</p> <p>carry out a poultry project.</p> <p>record observations and report on the trip.</p>	<p>Chicks</p> <p>Pullets</p> <p>Charts</p> <p>Resource person(s)</p> <p>Protective clothing</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
37. describe economic importance of different breeds of fish.	<p>Concepts Breeds of fish: - trout - carp - tilapia - cat fish Economic importance of fish</p> <p>Skills Identification Manipulation Reporting Observation Decision-making</p> <p>Values and Attitudes Appreciation Awareness Acceptance Care Responsibility</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss economic importance and nutritional value of fish. • discuss fish breeds found in their locality. • locate where fish is grown and harvested in the country. • Identify fish market(s). • discuss different ways of harvesting fish. • visit a nearby pond to observe fish seedlings and/or mature fish. 	<p>state the economic importance of fish.</p> <p>identify fish breeds found in their locality.</p> <p>locate where fish is grown and harvested in the country.</p> <p>identify a fish market .</p> <p>identify various methods of harvesting fish.</p> <p>report on the field trip.</p>	<p>Fish (seedlings/mature)</p> <p>Pond</p> <p>Charts</p> <p>Protective clothing</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
38. describe common diseases and parasites in fish.	<p>Concepts Common diseases and parasites of fish Common parasites in fish:</p> <ul style="list-style-type: none"> - fish lice - tapeworms - gill flukes - rounworms <p>Skills Identification Manipulation Drawing Reporting Observation</p> <p>Values and Attitudes Appreciation Awareness Acceptance Care Responsibility</p>	<ul style="list-style-type: none"> • Teacher identifies signs of good health in fish. • Teacher identifies signs of ill-health in fish. • Teacher mentions different diseases in fish. • Teacher categorises diseases in fish. • Teacher explains signs of each category of disease in fish. • Teacher explains measures taken to control diseases in fish. • Teacher explains a parasite. • Teacher identifies parasites in fish. • Teacher explains effects of each parasite in fish. • Teacher explains measures taken to control fish parasite. • Learners revise the external parts of fish using a chart. 	<p>identify signs of good and ill-health in fish.</p> <p>identify different diseases and parasites that affect fish.</p> <p>categorise fish diseases according to viral, bacterial, protozoan and fungal.</p> <p>state the effects of each parasite in fish.</p> <p>identify control measures taken in fish diseases and parasites.</p> <p>draw and label external parts of fish.</p>	<p>Fish (seedlings/mature)</p> <p>Pond</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
39. describe deficiency diseases and their treatment.	<p>Concepts Rickets and scurvy</p> <ul style="list-style-type: none"> - causes - signs - symptoms - treatment - prevention <p>Skills Observation Identification Critical thinking Problem-solving</p> <p>Values and Attitudes Awareness Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners discuss causes, signs and symptoms of rickets. • Learners identify rickets from pictures, charts or posters. • Learners plan a special diet for children with rickets. • Teacher and learners discuss causes, signs and symptoms of scurvy. • Teacher and learners discuss prevention of scurvy. • With the help of the teacher, learners describe scurvy and rickets. 	<p>state sources of vitamin D, calcium and phosphorus.</p> <p>relate vitamin D, calcium and phosphorus to rickets.</p> <p>relate vitamin C to scurvy.</p> <p>list signs and symptoms of rickets and scurvy.</p> <p>describe causes of rickets.</p> <p>plan a special diet for children with rickets.</p>	<p>Teacher's Guide</p> <p>Charts</p> <p>Pictures</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>40. describe consequences of pregnancy on teen mothers and how it can be prevented.</p>	<p>Concepts Teenage pregnancy - likelihood of getting somebody pregnant (boy) - getting pregnant (girl) - myths and facts relating to pregnancy Consequences of teen pregnancy Protecting oneself Prevention of teenage pregnancy: - saying NO to sex - setting limits - methods of reducing the risk of pregnancy - peer support groups</p> <p>Skills Self-awareness Critical thinking Decision-making Assertiveness</p> <p>Values and Attitudes Responsibility Abstinence Self-control</p>	<ul style="list-style-type: none"> Learners play a debate game based on reproductive cycle (how pregnancy takes place in the human body). In groups, learners analyse a case study to find risk factors concerning early pregnancy. Teacher and learners discuss risk factors. Teacher and learners identify and discuss consequences of teenage pregnancy. Teacher and learners discuss disadvantages of early marriage. Learners practise refusal skills using skits. Learners practise different ways of saying NO! Learners write a quiz on myths and facts related to pregnancy. Learners discuss strategies to help one another not to get pregnant or to impregnate someone (in single gender groups). Teacher and learners discuss peer support groups that can help to prevent teenage pregnancy. 	<p>state situations that put teenagers at risk of pregnancy.</p> <p>list advantages of sexual abstinence.</p> <p>list disadvantages of early marriage.</p> <p>discuss consequences of teenage pregnancy.</p> <p>state different ways of avoiding pregnancy.</p>	<p>Resource person(s)</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
41. demonstrate two main methods of cooking.	<p>Concepts Methods of cooking: - moist heat - dry heat</p> <p>Skills Demonstration Observation Measuring Accuracy</p> <p>Values and Attitudes Awareness Cleanliness Caring</p>	<ul style="list-style-type: none"> • Teacher and learners discuss various cooking methods practised when cooking foods in previous grades. • Teacher describes moist and dry heat methods of cooking. • Learners identify moist and dry methods of cooking food. • Learners classify moist and dry methods. • Teacher demonstrates frying and roasting food as dry method of cooking. • Teacher demonstrates boiling of potatoes as an example of moist method of cooking. • Learners practise both moist and dry methods of cooking. • Learners clear utensils and clean them after cooking. • Teacher and learners taste and test dishes after cooking. 	<p>identify dry and moist methods of cooking.</p> <p>describe dry and moist methods of cooking.</p> <p>demonstrate frying and roasting of eggs and boiling of potatoes.</p> <p>evaluate dishes using sensory evaluation tool.</p>	<p>Chart / posters</p> <p>Kitchen equipment</p> <p>Protective clothing</p> <p>Teacher's Guide</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
42. describe water cycle.	<p>Concept Water cycle</p> <p>Skills Identification Observation Drawing Critical thinking</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher and learner revise, three states of matter: solid, liquid and gas. precipitation and elimination. Teacher describes different processes leading to water cycle. Learners define water cycle with the assistance of the teacher. Learners draw and label the water cycle. 	<p>list processes that take place at different stages of water cycle.</p> <p>define water cycle.</p> <p>describe each process.</p> <p>draw and label the water cycle.</p> <p>state the consequences of breaking the cycle at any point.</p>	<p>Charts</p> <p>Textbooks</p>
43. describe the formation of different types of rainfall.	<p>Concepts Types of rainfall:</p> <ul style="list-style-type: none"> - convectonal - frontal/cyclonic - relief/orographic <p>Skills Observation Drawing Interpretation Decision-making Critical thinking</p> <p>Values and Attitudes Awareness Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher and learners revise the water cycle. Learners identify conditions necessary for formation of rainfall. Teachers and learners describe formation of convectonal rainfall. Learners draw a diagram to illustrate convectonal rainfall. Teacher and learners describe formation of frontal/cyclonic rainfall. Learners draw a diagram to illustrate frontal/cyclonic rainfall. Teacher and learners describe formation of relief/orographic rainfall. Learners draw a diagram to illustrate formation of relief/orographic rainfall. Learners identify type of rainfall common in their locality. 	<p>explain formation of convectonal, frontal and relief rainfalls.</p> <p>draw diagrams showing formation of convectonal rainfall.</p> <p>draw diagrams showing formation of frontal rainfall.</p> <p>draw diagrams showing formation of relief rainfall.</p>	<p>Charts</p> <p>Videos</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
44. demonstrate the difference between physical and chemical changes.	<p>Concepts Types of changes: - physical - chemical</p> <p>Differences between physical and chemical changes</p> <p>Skills Observation Manipulation Identification Critical thinking Decision-making Analysis Recording Reporting</p> <p>Values and Attitudes Cooperation Curiosity Responsibility Patience Appreciation</p>	<p>Under the guidance of the teacher, learners:</p> <ul style="list-style-type: none"> • heat and cool ice, water, salt and candle wax. • burn paper, steel-wool, wood, flour and spirit. • observe and record what happens when each substance is heated and then cooled. • observe and record what happens when substances are burned. • discuss behaviour of substances when heated, burned and cooled. • make separate solutions of the following substances: salt, sugar, soil, flour with water (or any named solvent) and observe what happens. • in groups, investigate the process of rusting of steel-wool or a nail. 	<p>record observations during heating, burning , cooling and mixing substances.</p> <p>record observations when mixing substances with water.</p> <p>record observations when steel wool rusts.</p> <p>state conditions required for rusting.</p> <p>state the differences between physical and chemical changes.</p> <p>classify changes as either physical and/or chemical.</p> <p>identify physical and chemical changes.</p>	<p>Ice</p> <p>Water</p> <p>Salt</p> <p>Sugar</p> <p>Candle wax</p> <p>Wool</p> <p>Papers</p> <p>Steel wool</p> <p>Soil</p> <p>Textbooks</p> <p>Science kit</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>45. demonstrate how to use common map features and conventions.</p>	<p>Concepts Map reading Common map features:</p> <ul style="list-style-type: none"> - contour shading - use of key - scale <p>Skills Observation Manipulation Decision-making Critical thinking Creative thinking Interpretation Drawing</p> <p>Values and Attitudes Awareness Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss features of a map. • Teacher and learners study the map of Lesotho to identify the following physical and man-made features: districts, mountains, rivers and major dams. • Teacher and learners study the symbols used on the maps of Lesotho and Africa. • Teacher introduces simple map symbols: <i>contour shading for mountains and lowlands, key/index.</i> • Learners use contour shading for mountains and lowlands. • Learners find some features settlements, rivers, major dams and roads on the maps of Lesotho and Africa using the a key. • Learners draw a map of their local area using a key and map symbols. • Learners use maps to record routes and direction. • Teacher introduces scale. • Learners use scale to draw features found in their local area (classrooms, football grounds, houses, homes). 	<p>use contour shading when representing mountains and lowlands.</p> <p>use and follow key/index used in the map of Lesotho/Africa.</p> <p>use key and symbols when drawing their village maps.</p> <p>use scale to represent their drawings.</p>	<p>Charts</p> <p>Atlas</p> <p>Maps</p> <p>Globe</p> <p>World map</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
46. demonstrate proper cleaning of cast-iron utensils.	<p>Concepts Cast-iron utensils: - cleaning - storage</p> <p>Skills Observation Decision-making Problem-solving Manipulation</p> <p>Values and Attitudes Caring Responsibility Cleanliness</p>	<ul style="list-style-type: none"> • Teacher and learners revise rust formation. • Learners brainstorm cast-iron utensils. • Teacher and learners discuss cleaning of cast-iron. • Teacher demonstrates proper cleaning and storage of cast-iron utensils. • Learners practise cleaning and storage of cast-iron utensils. 	name cast-iron utensils. demonstrate steps in cleaning and storing cast-iron utensils.	Pots Frying pans News papers Cleaning agents / detergents Teacher's Guide

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>47. describe the particulate nature of matter.</p>	<p>Concepts States/phases of matter: - solid - liquid - gas Properties of : - solids - liquids - gases</p> <p>Particle Arrangement of particles for each state Effect of heat on state of matter Fixed points Temperature/time graphs</p> <p>Skills Observation Recording Manipulation Interpretation Drawing</p> <p>Values and Attitudes Cooperation</p>	<ul style="list-style-type: none"> • Teacher and learners revise the states of water. • Teacher and learners discuss properties of solids liquids and gases. • Teacher and learners relate these properties with those of water. • Teacher and learners discuss matter and its composition (particles). • Teacher and learners discuss water as matter. • Teacher and learners discuss arrangement of particles in each state of matter. • Learners draw an arrangement of particles in each state. • Learners carry out activities to show effect of heat on state of matter using different substances. • Learners, under the guidance of the teacher, heat given substances /common materials and observe the effect of temperature over a period of time. • Learners record temperature in intervals of ten minutes. • Learners draw temperature/time graphs. • Learners interpret temperature/time graphs. • Teacher and learners discuss fixed points using learners' graphs. 	<p>name three states of matter.</p> <p>differentiate between liquids, solids and gases.</p> <p>describe change of state in matter.</p> <p>describe arrangement of particles in each state of matter.</p> <p>draw particles arrangement in each state of matter.</p> <p>record their observations.</p> <p>define fixed points.</p> <p>draw temperature/time graphs using different substances.</p> <p>interpret temperature/time graphs.</p>	<p>Ice</p> <p>Water</p> <p>Common substances</p> <p>Science kit</p>

Learning Outcomes: At the end of Grade 6, learners should be able to:	Concepts , skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
48. investigate mixtures.	<p>Concepts Types of mixtures: - solution - suspension - emulsion - solid-solid - immiscible liquid - miscible liquid</p> <p>Separation methods Applications of separation methods</p> <p>Skills Manipulation Problem-solving Decision-making Critical thinking Observation Comparison Reporting Investigation Drawing</p> <p>Values and Attitudes Awareness Appreciation Cooperation Patience Tolerance Care</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise filtration of water. • demonstrate different mixtures in everyday life. • identify types of mixtures. • separate simple mixtures to solve problems. <p>Learners:</p> <ul style="list-style-type: none"> • investigate other mixtures which can be separated. • report their findings. • identify separation methods. • draw apparatus to separate mixtures. • compare different separation methods for different mixtures. • identify the best method for separation of a given mixture. 	<p>state types of mixtures and give examples of each.</p> <p>describe types of mixtures.</p> <p>match separations methods with mixtures.</p> <p>explain separation methods.</p> <p>apply separation methods in everyday life situations.</p> <p>draw apparatus used to separate mixtures.</p> <p>list apparatus used mixtures.</p> <p>suggest the best method for separating a given mixture.</p>	<p>Filter paper</p> <p>Evaporating dish</p> <p>Sieves</p> <p>Spirit lamp</p> <p>Liebig condenser</p> <p><i>Motlhotlo</i></p> <p>Teacher's Guide</p>

Personal, Spiritual and Social Learning Area

Overview

Learning Outcomes: at the end of Grade 6, learners should be able to:

1. describe Moshoeshoe I's early years from 1786 to 1824. TG
2. describe Moshoeshoe I's leadership qualities. TG
3. describe Lifaqane wars of 1821-1822. ???see activity plan TG
4. describe Moshoeshoe I's internal strategies in nation building.
5. outline Lesotho's chieftaincy in succession from Moshoeshoe I to date. TG
6. situate Lesotho within Southern African Development Community (SADC) Region. TG
7. situate Lesotho within African Union (AU). TG
8. describe ways of acquiring citizenship in Lesotho. TG
9. describe industrial activities in Lesotho. TG
10. describe causes and effects of urbanization. TG
11. describe the importance of tourism in Lesotho. TG
12. describe modes and means of transport in Lesotho.??? TG
13. describe means of communication in Lesotho. TG
14. describe impacts of gender discrimination on boys and girls. TG
15. apply ways of minimising gender-based violence and discrimination on boys and girls. TG
16. demonstrate understanding of the concept of kindness. TG
17. apply ways of resolving conflicts. TG
18. demonstrate understanding of friendship. TG
19. describe the importance of prayer. TG
20. describe management of shock. TG
21. describe types of wounds and their treatment. TG
22. demonstrate proper standing, walking, sitting and lifting postures. TG
23. use appropriate techniques for short and middle sprints. TG
24. use appropriate techniques in long jump. TG
25. use appropriate techniques of throwing javelin. TG
26. demonstrate proper gymnastic floor routines. TG

27. describe **the advantages and disadvantages** of different careers. TG
28. identify continents and oceans of the world. TG
29. perform **ballroom** dance. TG
30. demonstrate appropriate techniques in soccer game.

Personal, Spiritual and Social

Activity Plan

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>1. describe Moshoeshoe l's early years from 1786 to 1824.</p>	<p>Concepts Moshoeshoe l's early years: birth initiation Mohlomi's advice</p> <p>Skills Information finding Cooperation Map-reading</p> <p>Values and Attitudes Awareness Confidence Sharing</p>	<ul style="list-style-type: none"> • Learners find information about Moshoeshoe's birth, initiation and Mohlomi's advice. • Teacher and learners discuss Moshoeshoe's birth and initiation. • Learners locate Moshoeshoe's place of birth on the map. • Teacher and learners discuss Moshoeshoe's names and their meanings. • Teacher and learners discuss the significance of Mohlomi's advice to Moshoeshoe. • Learners role-play Mohlomi's meeting with Moshoeshoe. 	<p>describe Moshoeshoe's birth and initiation.</p> <p>locate Moshoeshoe's place of birth.</p> <p>explain Moshoeshoe's names.</p> <p>state Mohlomi's pieces of advice.</p> <p>State the significance of Mohlomi's pieces of advice.</p> <p>role-play Mohlomi's meeting with Moshoeshoe.</p>	<p>Teacher's Guide</p> <p>Internet</p> <p>History books</p> <p>Map of Lesotho</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
2. describe Moshoeshoe 1's leadership qualities.	<p>Concepts Leadership Moshoeshoe 1's leadership qualities</p> <p>Skills Discussion</p> <p>Values and Attitudes Awareness Patriotism Appreciation</p>	<ul style="list-style-type: none"> Teacher explains the concept of leadership. Learners identify leaders in their schools and villages. Teacher and learners discuss leadership qualities. Teacher and learners discuss Moshoeshoe's leadership qualities. 	<p>define the concept of leadership.</p> <p>identify leaders in their school and villages.</p> <p>describe qualities of a leader.</p> <p>state Moshoeshoe's leadership qualities.</p>	<p>Teacher's Guide</p> <p>Internet</p>
3. describe causes and results of Lifaqane of 1821-1822. See overview	<p>Concepts <i>Lifaqane</i> Causes of <i>Lifaqane</i> Results of <i>Lifaqane</i></p> <p>Skills Discussion Information-finding</p> <p>Values and Attitudes Awareness Patriotism Appreciation</p>	<ul style="list-style-type: none"> Teacher explains the concept of <i>Lifaqane</i>. Learners find out information on causes and results of <i>Lifaqane</i>. Teacher and learners discuss the causes of <i>Lifaqane</i>. Teacher and learners discuss the results of <i>Lifaqane</i>. Teacher and learners discuss people and places which were affected by <i>Lifaqane</i>. 	<p>define the concept of <i>Lifaqane</i>.</p> <p>describe the causes of <i>Lifaqane</i>.</p> <p>describe the results of <i>Lifaqane</i>.</p> <p>state people who were affected by <i>Lifaqane</i>.</p> <p>locate places which were affected by <i>Lifaqane</i> on the map.</p>	<p>Teacher's Guide</p> <p>Internet</p> <p>History textbooks</p> <p>Atlas</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>4. describe Moshoeshoe I's internal strategies of nation building. See overview</p>	<p>Concepts Nation building strategies:</p> <ul style="list-style-type: none"> - movement from Botha-Bothe to Thaba-Bosiu. - incorporation of cannibals - <i>mafisa</i> - <i>matsema</i> - <i>pitso</i> - marriage alliances - <i>bohlanka</i> - tribute/<i>sethaba-thaba</i> - <i>lebollo</i> <p>Skills Analysis Information-finding Problem-solving</p> <p>Values and Attitudes Awareness Patriotism Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss reasons that forced Moshoeshoe to move from Botha-Bothe to Thaba-Bosiu. • Teacher and learners discuss Moshoeshoe's journey to Thaba-Bosiu. • Learners locate Moshoeshoe's route from Botha-Bothe to Thaba-Bosiu on the map. • Learners find out names of cannibals. • Teacher and learners discuss nation building strategies and their importance. • Learners role-play <i>matsema</i>, <i>pitso</i> and marriage alliance. 	<p>state reasons which forced Moshoeshoe to move from Botha- Bothe to Thaba-Bosiu.</p> <p>outline Moshoeshoe's journey to Thaba-Bosiu.</p> <p>locate significant places of Moshoeshoe's journey to Thaba-Bosiu on the map.</p> <p>list names of cannibals.</p> <p>describe Moshoeshoe's nation building strategies.</p> <p>outline the importance of Moshoeshoe's nation building strategies.</p> <p>role-play <i>matsema</i>, <i>pitso</i> and marriage alliance.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>Atlas</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
5. outline Lesotho's chieftaincy in succession from Moshoeshoe I to date.	<p>Concepts Chieftaincy in succession The reign of Moshoeshoe's successors</p> <p>Skills Information-finding Reporting Discussion</p> <p>Values and Attitudes Awareness Patriotism</p>	<ul style="list-style-type: none"> Learners find out information about chieftaincy in succession in Lesotho. Learners report their findings. Teacher and learners discuss Lesotho's chieftaincy in succession. Teacher and learners discuss Moshoeshoe's relationship to his successors. Teacher and learners discuss significant events which occurred during different reigns. 	<p>name paramount chiefs of Lesotho in succession.</p> <p>state Moshoeshoe's relationship to his successors.</p> <p>describe significant events which occurred during different reigns.</p>	<p>Teacher's Guide</p> <p>Internet</p> <p>History books</p> <p>Map of Lesotho</p>
6. situate Lesotho within Southern African Development Community (SADC) Region.	<p>Concepts Origin of SADC SADC member states Aims of SADC Relationship between Lesotho and SADC</p> <p>Skills Critical thinking Discussion</p> <p>Values and Attitudes Awareness Appreciation Self-confidence</p>	<ul style="list-style-type: none"> Teacher explains the concept of SADC and its origin. Teacher and learners discuss the aims of SADC. Learners identify SADC member states on the map. Teacher and learners discuss responsibilities of SADC member states. Learners locate Lesotho on the SADC map. Teacher and learners the discuss relationship between Lesotho and SADC. 	<p>describe SADC and its origin.</p> <p>state the aims of SADC.</p> <p>identify SADC member states.</p> <p>describe responsibilities of SADC member states.</p> <p>locate Lesotho on the map of SADC.</p> <p>Describe the relationship between Lesotho and SADC.</p>	<p>Teacher's Guide</p> <p>History textbooks</p> <p>SADC map</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
7. situate Lesotho within African Union (AU).	<p>Concepts Origin of AU Aims of AU Relationship between Lesotho and AU</p> <p>Skills Discussion Critical thinking Drawing</p> <p>Values and Attitudes Awareness Appreciation Self-confidence</p>	<ul style="list-style-type: none"> Teacher and learners discuss the origin of AU. Teacher and learners discuss the aims of AU. Teacher and learners discuss responsibilities of AU member states. Learners identify AU member states from the map of Africa. Learners locate Lesotho on the map of Africa. Teacher and learners discuss the relationship between Lesotho and AU. 	<p>describe AU and its origin.</p> <p>state the aims of AU.</p> <p>identify AU member states on the map.</p> <p>describe responsibilities of AU member states.</p> <p>locate Lesotho on the map of Africa.</p> <p>State the relationship between Lesotho and AU.</p>	<p>Teacher's Guide</p> <p>Map of Africa</p> <p>Internet</p>
8. describe ways of acquiring citizenship in Lesotho .	<p>Concepts Citizenship Ways of acquiring citizenship by: birth blood naturalization</p> <p>Skills Discussion Role-play Self-awareness</p> <p>Values and Attitudes Awareness Patriotism Appreciation</p>	<ul style="list-style-type: none"> Teacher explains the concept of citizenship. Learners find out information about acquiring citizenship. Learners report their findings. Teacher and learners discuss ways of acquiring citizenship in Lesotho. 	<p>define citizenship.</p> <p>report their findings on acquiring citizenship.</p> <p>state ways of acquiring citizenship.</p> <p>state different ways of acquiring citizenship in Lesotho.</p>	<p>Teacher's Guide</p> <p>Internet</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
9. describe industrial activities in Lesotho.	<p>Concepts Industry Industrial estates Types of industries: primary secondary tertiary</p> <p>Skills Map-reading Discussion</p> <p>Values and Attitudes Awareness Confidence</p>	<ul style="list-style-type: none"> Teacher explains the concept of industry and industrial estate. Learners find out information about industries in Lesotho. Learners name and locate industrial estates in Lesotho on the map. Teacher and learners discuss types of industries. Learners match industries with their districts. Learners locate industries in different districts. 	<p>define the concept of industry.</p> <p>match industries with their districts.</p> <p>locate industries in different districts of Lesotho.</p> <p>state types of industries.</p> <p>name industrial estates in Lesotho.</p> <p>locate industrial estates in Lesotho.</p>	<p>Teacher's Guide</p> <p>Map of Lesotho</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
10. describe causes and effects of urbanization.	<p>Concepts Urbanization Causes of urbanization Effects of urbanization: positive effects negative effects</p> <p>Skills Discussion</p> <p>Values and Attitudes Awareness Acceptance</p>	<ul style="list-style-type: none"> • Teacher explains the concept of urbanization. • Learners identify urban areas in Lesotho. • Learners locate urban areas on the map. • Learners brainstorm causes of urbanization. • Teacher and learners discuss causes of urbanization. • Teacher and learners discuss positive and negative effects of urbanization. 	<p>define the concept of urbanization.</p> <p>state causes of urbanization.</p> <p>identify urban areas in Lesotho.</p> <p>Locate, on the map, the urban areas in Lesotho.</p> <p>state positive effects of urbanization.</p> <p>state negative effects of urbanization.</p>	<p>Teacher's Guide</p> <p>Map of Lesotho</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
11. describe the importance of tourism in Lesotho.	<p>Concepts Tourism Tourist Tourist attractions Importance of tourism</p> <p>Skills Map-reading Discussion</p> <p>Values and Attitudes Awareness Appreciation Patriotism</p>	<ul style="list-style-type: none"> • Teacher explains the concepts of tourism and tourist. • Teacher and learners discuss tourist attractions and their locations in Lesotho. • Learners locate tourist attractions. • Teacher and learners discuss the importance of tourism in Lesotho. • Learners identify Lesotho border posts. • Learners locate border posts. • Learners collect pictures showing tourist attractions. 	<p>define the concepts of tourism and tourist.</p> <p>list tourist attractions in Lesotho.</p> <p>locate tourist attractions in Lesotho.</p> <p>state the importance of tourism in Lesotho.</p> <p>identify border posts in Lesotho.</p> <p>locate border posts on the map of Lesotho.</p>	<p>Teacher's Guide</p> <p>Map of Lesotho</p> <p>Tourists attraction pictures</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
12. describe modes and means of transport in Lesotho.????	<p>Concepts Modes of transport: air land water Means of transport: vehicles horse train ?????? airplane ship / boat??????</p> <p>Skills Drawing Critical thinking Decision-making Problem-solving</p> <p>Values and Attitudes Awareness Confidence</p>	<ul style="list-style-type: none"> • Teacher defines transport. • Teacher explains mode of transport. • Learners brainstorm means of transport. • Teacher and learners discuss means of transport. • Learners compare modes of transport in terms of cost, speed and safety. • Learners match mode of transport with means of transport. • Learners collect pictures/toys showing means of transport. • Learners draw pictures showing means of transport. 	define transport. state different modes of transport. list means of transport. compare modes of transport in terms of cost, time and safety. match modes with means of transport. draw pictures showing different means of transport.	Teacher's Guide Pictures Toys

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
13. describe means of communication in Lesotho.	<p>Concepts Communication Types of communication: verbal nonverbal written visual Means of communication</p> <p>Skills Role-play Drawing Modeling</p> <p>Values and Attitudes Awareness Appreciation Confidence Acceptance Respect Responsibility</p>	<ul style="list-style-type: none"> • Teacher explains the concept of communication. • Teacher and learners discuss types of communication. • Learners brainstorm means of communication. • Teacher and learners discuss means of communication • Learners classify means of communication according to types. • Learners collect and draw pictures of means of communication. • Learners model means of communication. 	<p>define the concept of communication.</p> <p>state types of communication.</p> <p>list means of communication.</p> <p>classify means of communication according to types.</p> <p>draw means of communication.</p> <p>model means of communication.</p>	<p>Teacher's Guide</p> <p>Pictures</p> <p>Internet</p> <p>Models</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
14. describe impacts of gender discrimination on boys and girls.	<p>Concepts Gender Gender discrimination Impacts of gender discrimination</p> <p>Skills Self-awareness Analysis Critical thinking Creativity Discussion</p> <p>Values and Attitudes Assertiveness Self-esteem Appreciation Acceptance Tolerance Respect Love</p>	<ul style="list-style-type: none"> • Teacher explains gender discrimination. • Learners share situations in which they were unfairly treated on the basis of gender. • Learners analyse scenarios on gender discrimination. • Learners collect posters or pictures showing gender discrimination. • Teacher and learners discuss impacts of gender discrimination. 	<p>define gender discrimination.</p> <p>share situations in which they were unfairly treated on the basis of gender.</p> <p>state impacts of gender discrimination.</p> <p>analyse scenarios on gender discrimination.</p>	<p>Teacher's Guide</p> <p>Pictures</p> <p>Internet</p> <p>Posters</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
<p>15. apply ways of minimising gender- based violence and discrimination on boys and girls.</p>	<p>Concepts Gender-based violence Ways of minimising gender-based violence and discrimination</p> <p>Skills Self-awareness Critical thinking Drawing Application Role-play Analysis</p> <p>Values and Attitudes Caring Appreciation Acceptance Tolerance Respect Love Awareness Sharing</p>	<ul style="list-style-type: none"> • Teacher explains gender-based violence. • Learners share stories of gender-based violence. • Learners draw and collect pictures showing gender-based violence. • Teacher and learners analyse drawings and pictures showing gender-based violence. • Teacher and learners discuss ways of reducing gender-based violence and discrimination on boys and girls. • Learners role-play ways of reducing gender-based violence and discrimination on boys and girls. • Learners design posters on reducing gender-based violence and discrimination. 	<p>draw and collect appropriate pictures showing gender-based violence.</p> <p>analyse drawings and pictures showing gender-based violence.</p> <p>state ways of reducing gender-based violence and discrimination.</p> <p>role-play ways of reducing gender-based violence and discrimination on boys and girls.</p> <p>design posters on reducing gender-based violence and discrimination.</p>	<p>Teacher's Guide</p> <p>Pictures</p> <p>Internet</p> <p>Posters</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
16. demonstrate understanding of the concept of kindness.	<p>Concepts Kindness</p> <p>Skills Analysis Self-awareness Discussion</p> <p>Values and Attitudes Love Kindness Acceptance Patience Awareness Tolerance Sharing</p>	<ul style="list-style-type: none"> • Teacher explains the concept of kindness. • Learners share situations in which they have shown and have been shown kindness. • Teacher and learners read the parable of Good Samaritan (Luke 10:25-37). • Teacher and learners discuss the parable of Good Samaritan. • Under the guidance of the teacher, learners analyse the concept of kindness from the parable of Good Samaritan. • Learners role-play the parable of Good Samaritan. 	<p>define the concept of kindness.</p> <p>state situations which show kindness.</p> <p>read the parable of Good Samaritan.</p> <p>analyse the concept of of kindness from the parable of Good Samaritan.</p> <p>role-play the parable of Good Samaritan.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary books</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
17. demonstrate ways of resolving conflicts.	<p>Concepts Conflict Causes of conflicts Ways of resolving conflict: communication mediation</p> <p>Skills Conflict management Decision-making Problem-solving Analysis Discussion</p> <p>Values and Attitudes Awareness Caring Appreciation Tolerance Confidence Assertiveness</p>	<ul style="list-style-type: none"> Teacher explains the concepts of conflict and conflict resolution. Teacher and learners discuss causes of conflicts. Teacher and learners discuss ways of resolving conflicts. Teacher and learners read the stories of 1 Kings 3:16-28 and II Timothy 2:22-25, from the Bible, that deal with conflict resolutions. Learners analyse conflicts in the chapters they have read. Learners analyse conflict resolution from the chapters. Teacher creates a scenario where learners can resolve a conflict. 	<p>define the concepts of conflict and conflict resolution.</p> <p>state causes of conflicts.</p> <p>state ways of resolving conflicts.</p> <p>analyse conflicts in the chapters they have read.</p> <p>analyse conflict resolution from those chapters.</p> <p>resolve conflicts.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary books</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
18. demonstrate understanding of friendship.	<p>Concepts Friendship</p> <p>Skills Discussion Role-play Analysis Writing</p> <p>Values and Attitudes Love Caring Appreciation Passion Affection</p>	<ul style="list-style-type: none"> • Teacher defines the concept of friendship. • Teacher and learners discuss qualities of friendship. • Learners share situations in which friendship has been shown. • Learners role-play a situation in which a conflict or a problem is solved and friendship is restored. • Teacher and learners read the story of Jesus and Lazarus (John 11:1-4, 11-17-37, 38-44), from the Bible, that deals with friendship. • Learners analyse friendship from the chapter they have read. • Learners write stories, of their own, that depict friendship. 	<p>define the concept of friendship.</p> <p>list qualities of friendship.</p> <p>share situations in which friendship has been shown.</p> <p>role-play situations in which friendship is restored.</p> <p>analyse the story of Jesus and Lazarus.</p> <p>write a story about friendship.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary books</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
19. describe the importance of prayer.	<p>Concepts Prayer Types of prayer: private/ individual community prayer Importance of prayer</p> <p>Skills Discussion Analysis Self-awareness Cooperation</p> <p>Values and Attitudes Awareness Respect Appreciation Love</p>	<ul style="list-style-type: none"> • Teacher explains the concept of prayer. • Teacher and learners discuss types of prayer. • Learners identify. situations where types of prayer can be conducted. • Teacher and learners identify four Biblical texts where types of prayer have been conducted. • Teacher and learners say the Lord's Prayer. • Teacher and learners analyse the Lord's Prayer (Mt 6: 9-13). • Teacher and learners discuss the importance of prayer. 	<p>define the concept of prayer.</p> <p>state different types of prayer.</p> <p>identify life situations where types of prayer are conducted.</p> <p>identify four Biblical texts where types of prayer are conducted.</p> <p>analyse the Lord's Prayer.</p> <p>explain importance of prayer.</p>	<p>Teacher's Guide</p> <p>Bible</p> <p>Commentary books</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
20. describe management of shock.	<p>Concepts Shock causes of shock signs and symptoms of shock management of shock</p> <p>Skills Discussion Decision-making Critical thinking</p> <p>Values and Attitudes Awareness Responsibility Caring</p>	<ul style="list-style-type: none"> • Teacher defines the concept of shock • Teacher and learners discuss causes of shock • Teacher and learners discuss signs and symptoms of shock • Teacher and learners discuss management of shock • Teacher demonstrates how to manage person with shock using a doll • Learners practise how to manage person with shock using a doll. 	<p>define the concept of shock.</p> <p>state causes of shock.</p> <p>state signs and symptoms of shock.</p> <p>demonstrate how to manage shock.</p>	<p>Teacher's Guide</p> <p>Doll</p> <p>First Aid kit</p> <p>Pillows/cushions</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
21. describe types of wounds and their treatment.	<p>Concepts Wound Types of wounds: Open wounds Close wounds Treatment of wounds</p> <p>Skills Decision-making Critical thinking Manipulation</p> <p>Values and Attitudes Awareness Responsibility Caring</p>	<ul style="list-style-type: none"> • Teacher defines the concept of wound. • Learners, in groups discuss causes of wounds. • Teacher explains types of wounds. • Teacher and learners classify wounds according to types. • Teacher and learners discuss precautions and treatment of wounds. • Teacher demonstrates how to treat different types of wounds using a doll. • Learners practise how to treat different wounds using dolls. 	<p>define the concept of wound.</p> <p>list causes of wounds.</p> <p>name types of wounds.</p> <p>classify wounds according to types.</p> <p>state precautions for handling wounds.</p> <p>demonstrate how to treat different types wounds.</p>	<p>Teacher's Guide</p> <p>Internet</p> <p>First aid kit</p> <p>Dolls</p> <p>Pillows</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
22. demonstrate proper standing, walking, sitting and lifting postures.	<p>Concepts Posture: walking sitting sleeping lifting</p> <p>Skills Movement Observation</p> <p>Values and Attitudes Confidence Appreciation Responsibility Caring Awareness</p>	<ul style="list-style-type: none"> • Teacher defines concept posture. • Teacher and learners discuss good and bad posture. • Teacher demonstrates bad and good posture while sitting, standing, walking and lifting objects. • Learners practise good posture while standing, sitting, walking and lifting. • Teacher and learners discuss the importance of correct posture. 	<p>define concept posture</p> <p>state bad and good posture while standing, sitting, walking and sleeping.</p> <p>perform good posture while standing, sitting, walking and lifting.</p> <p>state importance of correct posture.</p>	Teacher's Guide

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
23. use appropriate techniques for short and middle sprints.	<p>Concepts Running techniques Short and middle sprints</p> <p>Skills Sprinting recording</p> <p>Values and Attitudes endurance awareness appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss running techniques for short and middle sprints • Teacher and learners discuss the importance of time in running short sprints. • Teacher demonstrates running techniques for short and middle sprints • Learners run 100m, 200m,400m and 800m race 	<p>apply running techniques.</p> <p>run 100m, 200m, 400m and 800m race.</p> <p>record time taken by an athlete for each race.</p>	<p>Teacher's Guide</p> <p>Start block Whistle Stop watch Finishing line Marking spray/ash/lime Suitable attire Clip board</p>
24.use appropriate techniques in long jump.	<p>Concepts Long jump</p> <p>Skills Jumping Measuring recording</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains long jump • Teacher demonstrates jumping techniques for long jump. • Learners jump long jump. • Learners measure and record distance jumped. • Teacher and learners discuss rules regulating the long jump. • Learners jump long following the rules. 	<p>apply jumping techniques.</p> <p>jump long and triple jump.</p> <p>measure and record distance jumped.</p>	<p>Teacher's Guide</p> <p>Marking spray/ash/lime</p> <p>Tape measure</p> <p>Clip board</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
25. use appropriate techniques of throwing javelin.	<p>Concepts Javelin Ways of griping javelin: american grip finish grip "v" grip Phases in javelin throw: start approach run transition withdrawal delivery discovery</p> <p>Skills Throwing</p> <p>Values and Attitudes Awareness Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains concept Javelin. • Teacher and learners discuss different ways of griping javelin. • Learners practise how to grip javelin. • Teacher and learners discuss phases in javelin throw. • Learners practise phases in javelin throw. 	<p>define javelin.</p> <p>state ways of griping.</p> <p>grip javelin.</p> <p>state phases in javelin throw.</p> <p>perform phases in javelin throw.</p>	<p>Teacher's Guide Javelins</p> <p>Improvised javelins (stick)</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
26. demonstrate proper gymnastic floor routines.	<p>Concepts Floor routine gymnastics: forward roll backward roll</p> <p>Skills Discussion Coordination Balancing</p> <p>Values and attitudes Awareness confidence</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of doing gymnastics. • Learners perform headstand, cartwheel and handstand done in Grade 5. • Teacher and learners discuss the floor routine gymnastics forward roll and backward roll. • Learners, in groups, practise forward roll and backward roll. • Learners perform forward roll and backward roll in succession. 	<p>state the importance of doing gymnastics.</p> <p>state two floor routines gymnastics.</p> <p>perform forward roll and backward roll.</p> <p>perform forward roll and backward roll in succession</p>	<p>Teacher's Guide</p> <p>Resource person(s)</p> <p>Suitable attire</p>
27. describe the advantages and disadvantages of different careers.	<p>Concepts pros and cons of different careers: teaching nursing policing doctor hairdressing</p> <p>Skills Information-finding Decision-making Critical thinking Self-awareness</p> <p>Values and Attitudes Awareness Appreciation Respect Acceptance</p>	<ul style="list-style-type: none"> • Learners revise different types of careers. • Teacher explains pros and cons of being a teacher. • Learners find information about pros and cons of different careers. • Teacher and learners discuss pros and cons of different careers. . • Teacher and learners take excursion to the places of work. • Learners role-play different careers. 	<p>find information on pros and cons of different careers.</p> <p>describe pros and cons of different careers.</p> <p>role-play different careers.</p>	<p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
28. identify continents and oceans of the world.	<p>Concepts Continents Oceans</p> <p>Skills Map-reading Identification</p> <p>Values and Attitudes Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss different continents and oceans of the world. • Learners identify continents and oceans of the world map. • Learners locate oceans and continents on the world map. • Learners use different colours to show continents and oceans. • Learners discuss the descendants or peoples from different continents. 	<p>name continents and oceans of the world.</p> <p>identify continents and oceans in the world map.</p> <p>locate oceans and continents on the world map.</p> <p>use appropriate colours to show oceans and continents of the world.</p> <p>state the descendants or peoples from different continents.</p>	<p>Teacher's Guide</p> <p>World map</p>

Learning Outcomes: at the end of Grade 7, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
29. perform ballroom dance.	<p>Concepts Ballroom dances: samba mambo</p> <p>Skills Handling Positioning Stepping flexibility Changing direction</p> <p>Values and Attitudes Cooperation Self-control Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners revise and perform samba dance. • Teacher and learners discuss basic steps in mambo dance. • Teacher demonstrates the mambo. • Learners practise mambo dance. • Learners perform the mambo. • Learners perform samba and mambo in competitions. 	<p>perform samba dance.</p> <p>state basic steps in mambo.</p> <p>perform mambo.</p>	<p>Teacher's Guide Music player Resource person(s)</p>
30. demonstrate appropriate techniques in soccer game.	<p>Concepts Soccer techniques: passing dribbling shooting tackling heading Rules</p> <p>Skills Team-work</p> <p>Value and Attitudes Confidence Awareness</p>	<ul style="list-style-type: none"> • Teacher explains the concept of soccer. • Teacher and learners discuss the basic techniques in soccer. • Learners practise techniques applied in soccer game. • Teacher and learners discuss rules in soccer. • Learners play soccer. 	<p>define soccer.</p> <p>state basic techniques in soccer.</p> <p>perform passing, dribbling, heading, tackling, shooting.</p> <p>State rules in soccer.</p> <p>play soccer.</p>	<p>Balls.</p> <p>Resource person(s)</p>

Creativity and Entrepreneurial Learning Area

Overview

Learning Outcomes: at the end of Grade 6, learners should be able to:

1. draw still life reflecting household items. TG
2. make a template to produce patterns. TG
3. make wax resistant painting. TG
4. model objects using available materials. TG
5. use lettering to aid communication. TG
6. construct stage set. TG
7. practise Conservation agriculture. (TG) transferred to ST
8. use different forms of advertising to market goods and services. TG
9. undertake market research. TG
10. make portraits applying different shades.
11. use colours to express different moods. TG
12. design signs and symbols for different purposes.
13. perform basic functions of graphics in a painting programme. TG
14. construct three major scales with sharps. TG
15. construct three major scales with flats. TG
16. identify simple time signatures. TG
17. compose simple musicals. TG
18. create stories depicting various morals. TG
19. make utensils of different ethnic groups within Basotho. TG
20. design and make costumes of different ethnic groups within Basotho according to age and occasions. TG
21. design word puzzles. TG
22. design different types of landscaping. TG
23. use natural resources to produce usable goods. TG
24. reuse locally available items to promote sustainable use of resources and generate income.
25. demonstrate reuse of offcuts and old clothing. TG
26. recycle locally available items to promote sustainable use of resources and generate income.
27. use beads to make crafts. See LO 36

28. produce knitted items using simple patterns.
29. **make** crocheted items using simple patterns.
30. embroider household items and garments.
31. undertake a mini-project that involves stages of production. TG
32. determine the price of goods and services. TG
33. describe intellectual property. TG **this one one is missing in the activity plan**
34. **organise events for different activities.** TG
35. identify effects of vandalism on socio-economic growth/development. TG
36. use different materials to make crafts. TG **See LO 27**

Creativity and Entrepreneurial Learning Area

Activity Plan

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
1. draw still life reflecting household items.	<p>Concepts Still life</p> <p>Skills Drawing Observation Sketching Effective communication Critical thinking Shading</p> <p>Values and Attitudes Patience Competence Aesthetics Appreciation Workmanship Accuracy Tolerance Awareness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss still life. • Teacher and learners discuss household items. • Teacher arranges household items on the table. • Teacher demonstrates how to sketch the items on the table. <p>Learners:</p> <ul style="list-style-type: none"> • practise sketching the household items. • draw the displayed household items. • apply different tones. • display their work on the wall. 	<p>sketch still life objects.</p> <p>draw still life objects.</p>	<p>Household items</p> <p>Drawing instruments</p> <p>Charcoal</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
2. make a template to produce patterns.	<p>Concepts Template making Pattern production Shapes</p> <p>Skills Critical thinking Creativity Observation Authenticity Workmanship Cutting</p> <p>Values and Attitudes Competence Accuracy Patience Aesthetics Appreciation</p>	<ul style="list-style-type: none"> • Teacher explains template making. • Teacher demonstrates how to produce templates. • Learners select shapes to use for template making. • Learners measure desired shapes. • Learners cut out different shapes. • Learners practise making templates. • Teacher demonstrates how to make patterns using stiff paper. <p>Learners:</p> <ul style="list-style-type: none"> • cut out various shapes using stiff paper. • trace the shapes to make patterns. • use different templates to produce patterns. • display their work. 	<p>measure desired shapes.</p> <p>cut out various shapes and patterns.</p> <p>trace their shapes for making patterns accurately.</p> <p>produce patterns using different templates.</p>	<p>Pair of scissors</p> <p>Cutting knives</p> <p>Stiff paper</p> <p>Tracing paper</p> <p>Chalk</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>3. make wax resistant painting.</p>	<p>Concepts</p> <p>Wax resistant painting: -steps in making wax resistant painting -materials used</p> <p>Decoration of objects using water paint</p> <p>Skills Painting Observation Creativity Critical thinking Waxing Problem –solving Workmanship</p> <p>Values and Attitudes Competence Aesthetics Appreciation Patience</p>	<ul style="list-style-type: none"> • Teacher and learners discuss wax resistant painting. • Teacher and learners discuss steps and materials required when making wax resistant painting. • Teacher demonstrates how wax resistant painting is done on paper. • Learners practise wax resistant painting. • Learners display their final products. • Teacher and learners discuss decoration of objects using paint. • Teacher shows learners specimen of decorated objects. • Teacher demonstrates how to decorate objects using paint. • Learners use different techniques to decorate. 	<p>state material required.</p> <p>explain the steps followed when making wax resistant painting.</p> <p>use different techniques to decorate objects using paint.</p> <p>make wax resistant painting.</p>	<p>Wax crayons</p> <p>Paint</p> <p>Cloth</p> <p>Candle</p> <p>Newspaper</p> <p>Brush</p> <p>Bucket</p> <p>Water colour paper</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
4. model objects using available materials.	<p>Concepts Modelling Steps in making Models</p> <p>Materials:</p> <p>Skills Modelling Critical thinking Creativity Manipulation Problem-solving Observation Drawing Designing Measuring</p> <p>Values and Attitudes Aesthetics Patience Tidiness Competence Awareness Appreciation Workmanship</p>	<ul style="list-style-type: none"> • Teacher and learners discuss appropriate materials for model making. • Learners brainstorm different models they wish to make. • Teacher and learners discuss steps to be followed when making different models. • Learners make models using different materials. • Teacher displays specimen models for observation/ for learners to observe. <p>Learners:</p> <ul style="list-style-type: none"> • select appropriate materials for their models. • design their own models. • create their own designed models using available materials. • display their models. 	<p>name materials for models they have made.</p> <p>select appropriate materials for various models.</p> <p>explain steps followed when making different models.</p> <p>resemble the desired objects.</p> <p>create models using available materials.</p>	<p>Wire</p> <p>Clay</p> <p>Wood</p> <p>Cloth</p> <p>Cut box / Cardboard box???</p> <p>Match box</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
5. use lettering to aid communication.	<p>Concepts Lettering Forms of lettering: printing cursive italics calligraphy</p> <p>Skills Writing Creativity Effective communication Observation Accuracy</p> <p>Values and Attitudes Competence Appreciation Patience Aesthetics</p>	<ul style="list-style-type: none"> • Teacher and learners discuss lettering. • Teacher and learners discuss different forms of lettering. • Teacher demonstrates different forms of lettering. • Learners practice different forms of lettering. • Learners use lettering to make posters and banners. • Learners display their work. at appropriate places. 	<p>name different forms of lettering.</p> <p>make posters and banners using different forms of lettering.</p>	<p>Cloth</p> <p>Paint</p> <p>Boxes</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
6. construct stage set.	<p>Concepts Stage set</p> <p>Skills Designing Creativity Construction Critical thinking Workmanship Interpretation Observation Manipulation Measuring Accuracy</p> <p>Values and Attitudes Patience Competence Aesthetics</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the difference between set and setting. • Teacher and learners discuss elements of set construction and stage craft. • Learners design stage set. • Learners construct stage set. • Learners device appropriate elements for stage craft. • Teacher and learners discuss stage geography. 	<p>differentiate set from setting.</p> <p>list elements of set construction and stage craft.</p> <p>design stage set.</p> <p>construct stage set.</p> <p>device stage craft elements.</p> <p>list parts of the stage.</p>	<p>Available materials</p> <p>Props</p> <p>Teacher's Guide</p>

LO 7 missing

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>8. use different forms of advertising to market goods and services.</p>	<p>Concepts Advertising Forms of advertising: print drama voice over exhibition door to door</p> <p>Skills Advertising Critical thinking Creativity Problem-Solving Workmanship Effective communication</p> <p>Values and Attitudes Patience Aesthetics Competence Appreciation Assertiveness</p>	<ul style="list-style-type: none"> Teacher and learners revise the concept of marketing. Teacher and learners discuss different forms of advertising. Teacher illustrates writing an advert in a creative manner. Learners practise advertising using print. Teacher demonstrates how drama as a form of advertising. Learners practise dramatising as a form of advertising. Teacher demonstrates voice over as a form of advertising. <p>Learners:</p> <ul style="list-style-type: none"> practise advertising using voice over. role-play door to door form of advertising. in groups, match strategies with suitable goods and services produced and provided. organise an exhibition for their goods and sell them. 	<p>write an advert.</p> <p>dramatise adverts.</p> <p>make voice over adverts.</p> <p>display their work attractively.</p> <p>role-play strategies that can be used in marketing.</p> <p>develop suitable strategies for marketing goods and services.</p>	<p>Boxes</p> <p>Costumes</p> <p>Pair of scissors</p> <p>Marking pens</p> <p>Cloth</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
9. undertake market research.	<p>Concepts Market research Data collection tools: questionnaire interview</p> <p>Skills Effective communication Critical thinking Problem-solving Creativity Cooperation Elaboration Collaboration Analysis</p> <p>Values and Attitudes Competence Patience Appreciation Tolerance Self-esteem</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss market research. • discuss steps to be followed in market research. • construct questionnaire and interview questions. • visit a nearby village to issue their questionnaires and to interview local people. • analyse information gathered through questionnaires and interviews undertaken. 	<p>construct questionnaires and interview questions.</p> <p>conduct interviews.</p> <p>analyse information gathered during the interviews.</p> <p>analyse information gathered through questionnaires.</p>	<p>Human resource</p> <p>Specimen questionnaire</p> <p>Interview questions</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
10. make portraits applying different shades.	<p>Concepts Portraits Shading</p> <p>Skills Creativity Drawing Observation Sketching Manipulation Shading</p> <p>Values and Attitudes Appreciation Patience Aesthetics Workmanship Competence Tidiness</p>	<ul style="list-style-type: none"> • Teacher and learners revise four steps to be followed when producing a portrait. • Learners practise making a portrait following the four steps. • Teacher demonstrates applying shades on a portrait. • Learners practise applying shades on a portrait. • Learners make a portrait with different shades. • Learners display their work. 	<p>follow four steps when making a portrait.</p> <p>apply different shades on a portrait.</p> <p>make a portrait with different shades.</p>	Drawing instruments

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
11. use colours to express different moods.	<p>Concepts Moods: -happiness -sadness -love -danger Variety of colours</p> <p>Skills Colouring Observation Manipulation Critical thinking Interpretation Workmanship</p> <p>Values and Attitudes Aesthetics Competence Tidiness Patience Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners differentiate between primary and secondary colours. Teacher and learners discuss the relationship between colour and mood. match colours with appropriate moods. 	<p>differentiate between primary and secondary colours.</p> <p>match colour with appropriate mood.</p>	<p>Colour wheel</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested Resources
12. design signs and symbols for different purposes.	<p>Concepts Signs and symbols</p> <p>Skills Creativity Craftsmanship Manipulation Critical thinking Design Observation</p> <p>Values and Attitudes Aesthetics Competence Patience</p>	<ul style="list-style-type: none"> Teacher and learners explore signs and symbols for different purposes in existing equipment. <p>Learners :</p> <ul style="list-style-type: none"> design signs and symbols for equipment labels. design care labels. design product labels. design signs for important places in their locality. 	<p>design their own signs and symbols for equipment.</p> <p>create their own care labels.</p> <p>make their own product labels.</p>	<p>Equipment</p> <p>Care labels</p> <p>Product labels</p>
13. perform basic functions of graphics in a painting programme.	<p>Concepts Graphics painting</p> <p>Skills Painting Drawing Manipulation Creativity Critical thinking Observation Interpretation</p> <p>Values and Attitudes Aesthetics Competence Patience Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners revise different graphics painting programmes. <p>Learners:</p> <ul style="list-style-type: none"> practise functions. draw pictures and shapes. colour pictures and shapes. edit colours. add text and edit it. add font and change direction to added text. 	<p>list functions of graphics in a painting programme.</p> <p>practise functions.</p> <p>draw pictures and shapes.</p> <p>colour pictures and shapes.</p> <p>edit colours.</p> <p>add text and edit it.</p> <p>add font and change direction to added text.</p>	<p>Computer</p> <p>Human resource</p> <p>Graphics painting programme</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested Resources
<p>14. construct three sharp scales to compose music.</p> <p>See overview</p>	<p>Concepts Sharp scales: D A E</p> <p>Skills Composing Creativity Observation Listening Notation</p> <p>Values and Attitudes Cooperation Patience</p>	<ul style="list-style-type: none"> Teacher and learners discuss construction of major scales. Teacher and learners discuss cycle of fifths to construct major scales with sharps using Grade 5 Teacher's Guide. Teacher and learners discuss key cycle statement (Father Charles goes down and ends battle). Learners practise applying the key cycle statement to construct keys with sharps. 	<p>construct major scales.</p> <p>construct major scales with sharps.</p> <p>apply the key circle statement to construct keys with sharps.</p>	<p>Keyboard</p> <p>Grade 5 Teacher's Guide</p> <p>Key cycle statement chart</p>
<p>15. construct three flat scales to compose music.</p> <p>See overview</p>	<p>Concepts Flat scales : F B\flat E\flat</p> <p>Skills Composing Creativity Observation Listening Notation</p> <p>Values and Attitudes Cooperation Patience</p>	<ul style="list-style-type: none"> Teacher and learners revise construction of major scales. Teacher and learners discuss cycle of fourths to construct major scales with flats using Grade 5 Teacher's Guide. Teacher and learners discuss key cycle statement (Father Charles goes down and ends battle). Learners practise applying the key cycle statement to construct keys with flats. 	<p>construct major scales.</p> <p>construct major scales with flats.</p> <p>apply the key circle/cycle. ???.</p> <p>statement to construct keys with flats.</p>	<p>Grade 5 Teacher's Guide</p> <p>Keyboard</p> <p>Chart</p> <p>Resource person(s)</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>16. use notation to compose music in tonic sol-fa and staff notations.</p> <p>See overview</p>	<p>Concepts Notation: notes and rests</p> <p>Skills Composing Creativity Listening Notating</p> <p>Values and Attitudes Cooperation Patience Appreciation Competence</p>	<ul style="list-style-type: none"> • Teacher and learners discuss notation: notes and rests. • Teacher and learners discuss note value in terms of length (whole note, half note, one-third note, quarter note, three-quarter note). • Teacher and learners clap rhythm according to the above note values and time signature. • Teacher introduces French time names for the above note values. • Teacher and learners sing out various rhythms using time names. • Learners compose short rhythms of three bars. 	<p>identify various note values.</p> <p>clap rhythm according to various time signatures and note values.</p> <p>use time names to sing out short rhythm of three bars.</p>	<p>Keyboard</p> <p>Chart</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
17. compose simple musicals.	<p>Concepts Musical Choreography</p> <p>Skills Dancing Singing Jiving Movement Creativity Critical thinking Imitating Composing Craftsmanship</p> <p>Values and Attitudes Appreciation competence Commitment Tolerance Confidence Patience Self-esteem Assertiveness Competitiveness Aesthetics</p>	<ul style="list-style-type: none"> • Teacher and learners discuss musicals and choreography. • Teacher and learners discuss divisions of musicals into scenes. • Teacher shows learners musicals playing on DVDs, tablets and cell phones. • Learners imitate what appears on DVDs, tablets and cell phones. • Learners compose their own simple choreographed musicals in not more than ten minutes. • Teacher organises class competitions on learners' composed choreographed musicals. in not more than ten minutes. 	<p>imitate musicals from DVDs, tablets and cell phones.</p> <p>compose choreographed musicals.</p> <p>perform choreographed musicals and compete.</p>	<p>DVDs</p> <p>Tablets</p> <p>Cell phones</p> <p>Available musical instruments</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
18. create stories depicting various morals.	<p>Concepts Morals Stories</p> <p>Skills Composing Creativity Observation Interpretation Writing Dramatising</p> <p>Values and Attitudes Perseverance Assertiveness Responsibility Risk-taking Loyalty</p>	<ul style="list-style-type: none"> Teacher and learners discuss morals learnt from previous grades. In groups, learners create stories depicting various morals listed above. Learners share stories and let others depict morals in those stories. Learners dramatisise some of the stories. Learners create stories individually. 	<p>list morals learnt from different stories.</p> <p>create stories.</p> <p>share stories.</p> <p>dramatise stories.</p> <p>depict morals in stories.</p>	Teacher's Guide
19. make utensils of different cultures.	<p>Concepts Utensils of different cultures Materials to be used</p> <p>Skills Modelling Creativity Critical thinking Manipulation Design Investigation</p> <p>Values and Attitudes Aesthetics Patience</p>	<ul style="list-style-type: none"> Teacher and learners discuss utensils of different cultures. Teacher displays utensils of different cultures. <p>Learners:</p> <ul style="list-style-type: none"> explore different utensils and spot the differences. find materials to be used for different utensils. match different utensils with their cultures. find out, from community members, about the process of making different utensils. 	<p>list utensils of different cultures.</p> <p>match utensils with appropriate cultures.</p> <p>make different utensils from various cultures.</p>	<p>Pictures</p> <p>Charts</p> <p>Locally available materials</p> <p>Teacher's Guide</p> <p>Resource person(s)</p>

	Competence Workmanship	<ul style="list-style-type: none"> • make utensils using available materials. • display their utensils. 		
Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
20. design and make costumes of different ethnic groups within Basotho according to age and occasions.	<p>Concepts Costume design Different cultures Cultural occasions Ages</p> <p>Skills Design Critical thinking Creativity Observation Manipulation Investigation</p> <p>Values and Attitudes Aesthetics Patience Competence Workmanship</p>	<ul style="list-style-type: none"> • Teacher and learners discuss costumes of different ethnic groups. • Teacher and learners explore costumes of different ethnic groups. <p>Learners :</p> <ul style="list-style-type: none"> • perform fashion parade of different ethnic groups. • match costumes with appropriate ethnic groups. • find out about designs of different outfits from community members. • make costumes, of their own choice, of different ages and occasions in their ethnic groups. • display the costumes. 	<p>identify costumes of different ethnic groups.</p> <p>match costumes with appropriate ethnic groups.</p>	<p>Pictures of costumes from different ethnic groups</p> <p>Available materials</p> <p>Teacher's Guide</p> <p>Resource person(s)</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested Resources
21. design word puzzles.	<p>Concepts Adolescent problems Word puzzles</p> <p>Skills Critical thinking Designing Effective communication Creativity Problem-solving</p> <p>Values and Attitudes Assertiveness Patience Competence Tolerance Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher and learners revise word puzzles they know. <p>Learners:</p> <ul style="list-style-type: none"> choose themes. select key words in a content. design directions of words. placement of letters. write glue as a guidance. design their own word puzzles addressing adolescent problems. 	<p>name word puzzles they know.</p> <p>state themes for different puzzles.</p> <p>explain steps taken in creating word puzzles.</p> <p>write glue for puzzles.</p> <p>create word puzzles.</p>	<p>Teacher's Guide</p> <p>Magazines</p> <p>Textbooks</p> <p>Internet</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>22. design different types of landscaping.</p>	<p>Concepts Landscaping Types of landscapings: -natural -man-made</p> <p>Skills Creativity Design Observation Manipulation Decision-making Critical thinking</p> <p>Values and Attitudes Aesthetics Workmanship Patience</p>	<ul style="list-style-type: none"> • Teacher defines landscaping. • Learners brainstorm different types of landscaping. • Teacher and learners discuss different types of landscaping as natural and man-made. • Teacher and learners discuss differences between natural and man-made landscapings. • Teacher displays different types of landscapings using pictures. • Teacher arranges a field trip to learn about both natural and man-made landscapings. • Learners design different types of landscaping using pictures. • Learners design landscaping within the school grounds and the 	<p>define landscaping.</p> <p>identify different types of landscapings.</p> <p>differentiate between man-made and natural landscapings.</p> <p>design landscaping within the school ground and nearby community.</p>	<p>Drawing kit</p> <p>Garden tools</p> <p>Landscaping pictures</p> <p>Teacher's Guide</p>

		nearby community.		
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Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>23. use natural resources to produce usable goods.</p>	<p>Concepts Resources Goods Stages of production: primary secondary tertiary</p> <p>Skills Creativity Entrepreneurship Critical thinking Problem-solving Risk-taking</p> <p>Values and Attitudes Bravery Patience Discipline Awareness Tolerance Responsibility</p>	<ul style="list-style-type: none"> • Teacher and learners revise different types of resources. • Learners brainstorm resources found in their environment. • Teacher illustrates how natural resources can be transformed into goods. • Learners identify natural resources that can be transformed into goods. • Learners, in groups, use natural resources to produce goods. • Learners display their produced goods for ?????? 	<p>list different types of resources.</p> <p>identify natural resources that can be transformed into goods.</p> <p>use natural resources to produce goods.</p>	<p>Pictures</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>24. reuse locally available items to promote sustainable use of resources and generate income.</p>	<p>Concepts Reuse Income generation</p> <p>Skills Manipulation Creativity Problem-solving Critical thinking</p> <p>Values and Attitudes Workmanship Tidiness Entrepreneurship</p>	<ul style="list-style-type: none"> • Teacher and learners discuss locally available items that can be reused. • Teacher and learners discuss items that can be reused. • Learners collect locally available items that can be reused. • Learners identify items that can be reused to generate income. • Learners identify items that can be reused to save money. • Learners use locally available items to develop new materials. 	<p>demonstrate how collected items can be reused.</p> <p>identify items that can be reused to generate income.</p> <p>identify items that can be reused to save money.</p>	<p>Locally available items to be reused</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>25. demonstrate reuse of offcuts and old clothing.</p>	<p>Concepts Reuse of offcuts and old clothing Stitches: -permanent -decorative/embroidery</p> <p>Skills Manipulation Creativity Workmanship Effective communication Recording Decision-making</p> <p>Values and Attitudes Tidiness Awareness Cooperation Responsibility Appreciation Caring</p>	<ul style="list-style-type: none"> Learners brainstorm what they can do with offcuts and old clothing. Teacher and learners discuss ways of reusing offcuts and old clothing. Teacher guides learners through selection of items they can construct using offcuts and old clothing. Teacher and learners discuss decorative stitches. Teacher guides learners through sewing items using permanent and decorative stitches. Learners construct items using offcuts and old clothing. Learners display their work. 	<p>identify ways of reusing offcuts and old clothing.</p> <p>state permanent and decorative stitches used in constructing items.</p> <p>make items using offcuts and old clothing.</p>	<p>Old clothing</p> <p>Offcuts</p> <p>Sewing tools</p> <p>Teacher's Guide</p> <p>Protective clothing</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>27. use beads to make crafts.</p> <p>26. recycle locally available items to promote sustainable use of resources and generate income.</p> <p>See I.O. 36</p>	<p>Concepts</p> <p>Bead work Recycle Income generation Observation</p> <p>Skills</p> <p>Creativity Manipulation Imagination Decision-making Critical thinking</p> <p>Values and Attitudes</p> <p>Workmanship Workmanship Entrepreneurship</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss crafts they made in the previous grades. • visit different areas to explore available materials that can be recycled. <p>Learners:</p> <ul style="list-style-type: none"> • seek help from community members to guide through bead work. • in groups, practise making craft items using a variety of heads. • select items to make using beads. • display their work for sale . 	<p>select items to make with a variety of heads</p> <p>identify locally available materials that can be recycled.</p> <p>use locally available materials to design new items.</p>	<p>Beads</p> <p>Locally available materials for recycling</p> <p>Hand, needles, threads</p> <p>Container</p> <p>Resource person(s)</p> <p>Teacher's Guide</p>

	Cooperation Appreciation			
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Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>28. produce knitted items using simple patterns.</p>	<p>Concepts Knitting abbreviations Knitting tools and their uses</p> <p>Skills Knitting Reading Creativity Critical thinking Manipulation Decision-making Communication</p> <p>Values and Attitudes Appreciation Patience Cleanliness</p>	<ul style="list-style-type: none"> Teacher and learners discuss knitting abbreviations and knitting tools as well as their uses. Teacher demonstrates simple techniques in knitting. Learners practise simple techniques. Teacher guides learners through reading and following a pattern using abbreviations. <p>Learners:</p> <ul style="list-style-type: none"> practise reading and following patterns. produce simple knitted items (glove, headband, dish cloth, hat, leg warmers). wash and finish the items. display their work. 	<p>write knitting abbreviations in full.</p> <p>list knitting tools and their uses.</p> <p>demonstrate simple knitting abbreviations.</p> <p>make simple knitted items.</p>	<p>Knitting tools</p> <p>Patterns</p> <p>Yarns</p> <p>Washing powder</p> <p>Pressing equipment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
<p>29.make crocheted items using simple patterns.</p>	<p>Concepts Crocheting symbols and abbreviations Crocheting tools and their uses</p> <p>Skills Crocheting Reading Creativity Critical thinking Manipulation Communication</p> <p>Values and Attitudes Appreciation Patience Cleanliness</p>	<ul style="list-style-type: none"> Teacher and learners discuss symbols and abbreviations used in crocheting. Teacher and learners discuss tools and their uses. Teacher guides learners through reading and following patterns. <p>Learners:</p> <ul style="list-style-type: none"> practise reading and following patterns. produce simple items using patterns. wash, starch and finish items. (<i>if wool is used, starching should not be used</i>). display their work for sale. 	<p>state abbreviations and symbols used in crocheting.</p> <p>produce simple crocheted items using patterns.</p>	<p>Yarns</p> <p>Crocheting tools</p> <p>Patterns</p> <p>Washing powder</p> <p>Ironing and pressing equipment</p> <p>Corn starch</p> <p>Teacher's Guide</p> <p>Water</p>

Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
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<p>30.embroider household items and garments.</p>	<p>Concepts Embroidery Decorative stitches: lazy daisy chain stem overcasting satin Designs</p> <p>Skills Creativity Drawing Manipulation Critical thinking</p> <p>Values and Attitudes Appreciation Patience Cleanliness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss embroidery and embroidery/ decorative stitches. • Teacher demonstrates decorative stitches. <p>Learners :</p> <ul style="list-style-type: none"> • practise stitches. • apply stitches decoratively on items or garments. • draw different designs to embroider. • produce embroidered items. • wash and finish embroidered items. • display their work for sale. 	<p>list decorative stitches.</p> <p>produce embroidered items.</p> <p>wash and finish embroidered items.</p>	<p>Fabrics and garments</p> <p>Sewing tools</p> <p>Filo sheens</p>
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Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
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<p>31. undertake a mini-project that involves stages of production.</p>	<p>Concepts Mini-project Steps on project designing</p> <p>Skills Design Creativity Problem-solving Risk-taking Critical thinking Decision-making Effective communication Workmanship</p> <p>Values and Attitudes Bravery Tolerance Patience Workmanship Aesthetics Awareness Appreciation Competence Responsibility Discipline</p>	<ul style="list-style-type: none"> • Teacher and learners discuss three stages of production. • Learners explore each stage of production for better understanding. • Teacher explains steps to be followed in designing a project. • In groups, learners design mini-projects showing three stages of production. • Learners present their projects plans to the class. • Teacher meets individual groups to approve their designed plans. • Learners organise all required resources for the project. • Learners, in groups, allocate tasks to members. • Learners undertake their roles within a specified time. • Teacher supervises learners' activities per group agreement. • Each group reports its progress at the end of every stage for approval. 	<p>list three stages of production.</p> <p>explain steps followed when designing a project.</p> <p>design mini-projects showing three stages of production.</p> <p>present their mini-project plans.</p> <p>organise all required resources for the project.</p> <p>undertake individual roles assigned to them within a specified period.</p> <p>report their progress at the end of each stage of production.</p>	<p>Teacher's Guide</p> <p>Locally available resources</p>
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Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learners' ability to:	Suggested resources
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<p>32. determine the price of goods and services.</p>	<p>Concepts Pricing Factors in pricing goods and services: -production -demand -supply</p> <p>Skills Risk-taking Entrepreneurship Decision-making Problem-solving Valuation</p> <p>Values and Attitudes Awareness Honesty Responsibility</p>	<p>Learners:</p> <ul style="list-style-type: none"> • revise factors that are considered when producing goods and providing services. • identify any good and draw its production line. • identify services available in their locality. <p>Teacher and learners:</p> <ul style="list-style-type: none"> • ...factors to consider when pricing goods and services. • decide and agree on prices of different goods and services. • visit nearby service providers and find out how services are priced. 	<p>name factors that determine the prices of goods and services.</p> <p>price their goods and service.</p>	<p>Teacher's Guide</p>
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<p>Learning Outcomes: at the end of Grade 6, learners should be able to:</p>	<p>Concepts, skills, values and attitudes</p>	<p>Suggested learning experiences</p>	<p>What to assess: teacher should assess learners' ability to:</p>	<p>Suggested resources</p>
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<p>34. organise events for different activities.</p>	<p>Concepts Events organisation Event categories</p> <p>Skills Effective communication Creativity Critical thinking Problem-solving Risk-taking Organisation Negotiation</p> <p>Values and Attitudes Assertiveness Appreciation Responsibility Discipline Self-esteem Cooperation Patience Respect Honesty Loyalty Integrity</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • discuss different kinds of events. • categorise events into indoor and outdoor activities. • discuss factors to consider when organising events. • jointly select one event to organise. <p>Learners:</p> <ul style="list-style-type: none"> • in groups, are allocated events to organise. • in groups, present their plans to the class. • rehearse the events in class. • perform one or two planned events. 	<p>name different types of events.</p> <p>categorise events into outdoor and outdoor activities.</p> <p>organise events allocated to them.</p> <p>Present their plans to the class.</p>	<p>Resource person(s)</p> <p>Teacher's Guide</p>
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Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
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<p>35. identify effects of vandalism on socio-economic growth/development.</p>	<p>Concepts Vandalism</p> <p>Skills Problem-solving Effective communication Identification Critical thinking Decision-making Observation</p> <p>Values and Attitudes Cooperation Patriotism Responsibility Awareness Integrity Discipline Respect Honesty</p>	<p>Teacher and learners:</p> <ul style="list-style-type: none"> • revise the effects of vandalism on public property and methods of combating it. • identify acts of vandalism. • discuss how vandalism affects socio-economic development of the country. <p>Learners:</p> <ul style="list-style-type: none"> • in groups, role-play how to combat vandalism. • role-play ways of combating vandalism. • identify places where they can report vandalism. 	<p>identify acts of vandalism that impact on socio-economic development.</p> <p>role-play how to combat vandalism.</p>	<p>Teacher's Guide</p>
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Learning Outcomes: at the end of Grade 6, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teacher should assess learner's ability to:	Suggested resources
36. use different materials to make crafts.	<p>Concepts Crafts making</p>	<ul style="list-style-type: none"> • Teacher and learners revise crafts making and discuss 	describe items made of wire, clay, wood, plastic	Wire

<p>See LO 27</p>	<p>Skills Observation Creativity Cutting Measuring Decision-making Crafting</p> <p>Values and Attitudes Tidiness Workmanship Competence Cooperation Appreciation</p>	<p>crafts they made in the previous grades.</p> <ul style="list-style-type: none"> • Teacher displays advanced craft items or pictures sourced from the market. • In groups, learners practise making craft items using different materials (wire, clay, wood, plastic and grass). • Learners display their work. 	<p>and grass.</p> <p>make items using wire, clay, wood, plastic and grass.</p>	<p>Wood Grass Plastic Clay Water Pliers Container Resource person(s) Teacher's Guide</p>
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