

## ACTIVITIES for 6<sup>th</sup> GRADE

MONTH	UNIT	FUNCTIONS	ACTIVITY NAME	METHOD	MATERIALS
September	1 LIFE	E6.1.SI.1. Students will be able to talk about repeated actions.	TOILET PAPER	The teacher takes a roll of toilet paper and hand it to her/his students. And the teacher asks them to tear off sheets. They can tear off as many sheets as they want. After every students do that, they count the number of the sheets. Lastly, the students make sentences about their daily routines as many sheets as they have in their hands.	● A full roll of toilet paper
October	2 YUMMY BREAKFAST	E6.2.SP1. Students will be able to express their opinions about food they like and don't like.	FEED THE ELEPHANT	The students feed the puppet by giving it either a food picture they drew or a flashcard, the puppet can either eat it and say that it likes the food or spit it out.	● a big elephant puppet (or any kind of animal puppet)
November	3 DOWNTOWN	E6.3.SP1. Students will be able to describe people doing different actions.	GET THE PICTURE	The teacher prepares present continuous affirmative sentences cards beginning with 'He/She is or They are ...' and divides the students into two teams (A and B). One student from Team A comes up to the board and draws the picture about present continuous sentence card that the teacher gives her or him. Team A tries to guess the sentence. If Team A hasn't guessed correctly after one minute, Team B can try to answer. The student guessing the sentence on the card correctly scores a point for her or his team. Then, a student from Team B comes to the board and so on. The game continues until all the cards have been used. The team with the most points at the end of the game wins.	● sentence cards about the present continuous tense
December	4 WEATHER and EMOTIONS	E6.4.SP1. Students will be able to talk about the weather and their emotions in a simple way.	EMOTIONAL BALL	The teacher walks around the classroom throwing the weather ball to the students. Once a student catches the ball, the teacher asks the question "HOW DO YOU FEEL?" to the student. The student looks the weather condition on the ball, and mimes how she/he feels on this kind of weather. The teacher tries to guess how the student feels.	● A ball with weather words on it

January	5 AT THE FAIR	E6.5.SI1. Students will be able to talk about and express the feelings and personal opinions about places and things.	LET'S GO TO THE FUNFAIR!	Virtual reality is a kind of digital reality. The teacher can use this technology to create funfair environments for the students. Students wear the virtual reality glasses and watch the VR Funfair 360 Virtual reality rides film. The teacher asks the students how they feel while watching the film.	<ul style="list-style-type: none"> <li>● Virtual reality glasses ( Teachers and students can make it with their own materials.)</li> </ul>
February	6 OCCUPATIONS	E6.6.L1. Students will be able to understand familiar words and simple phrases concerning people's occupations in clear oral texts.	DREAM JOB	Before the activity, the teacher prepares cards and writes the jobs (such as Teacher, Doctor, Farmer, Pilot, Bus Driver, Lawyer, Cook, Actor) and questions about jobs (such as Do you want to be outside?, Do you help people?, Are you outgoing?, Do you like meeting new people?) on them. Then, the teacher divides students into pairs. In pairs, the students ask each other the list of questions on the card. After answering all the questions, everyone can find out their friend's perfect job by counting "YES" answers.	<ul style="list-style-type: none"> <li>● Cards</li> </ul>
March	7 HOLIDAYS	E6.7.SI1. Students will be able to talk about their holidays. E6.7.SP1. Students will be able to describe past activities and personal experiences.	ON HOLIDAY	The teacher prepares three stations and put holiday pictures at each station. After that, the teacher divides the students into the three groups. The students have 15 minutes to work at each station. First, the students prepare a poster according to the holiday pictures at the station. Then the teacher asks the groups to move to the next station. The students write a holiday memory by using the past tense at the second station. Finally, the students move to the last station and prepare questions about the poster and the holiday memory. In the following lesson, the students answer the questions together. (Station Teaching Method)	<ul style="list-style-type: none"> <li>● Holiday pictures</li> <li>● Some papers</li> <li>● Colour pencils and pens</li> </ul>
April	8 BOOKWORMS	E6.8.SI1. Students will be able to talk about the locations of people and things.	LOOK OUT!	Before the activity, the teacher wants the students to take photos of the public buildings around their house and bring these photos to the class. Each student comes up to the board and shows the pictures to their friends. Other students tries to tell the locations by using prepositions of place.	<ul style="list-style-type: none"> <li>● A camera or mobile phone (for students)</li> </ul>

May	9 SAVING THE PLANET	E6.9.L1. Students will be able to recognize appropriate attitudes to save energy and to protect the environment.	GARBAGE WALK	Before the activity, the teacher prepares recycling bins or boxes in different colours. The teacher gives the gloves and bags to the students collect waste while walking outside the school. (The teacher may give a reward to the student collecting most garbage.) Each student removes the waste from her/his bag one by one and tries to say the names of them. After that, the student tries to throw the waste into the correct recycle bin.	<ul style="list-style-type: none"> <li>● Recycling bins or boxes</li> <li>● Bags,</li> <li>● Gloves</li> </ul>
June	10 DEMOCRACY	E6.10.L1. Students will be able to recognize some key features related to the concept of democracy.	DEMOCRACY FOR THE FUTURE	The teacher plans a field trip to a local town government meeting (like municipal council meeting). The students witness how important decisions are made for their city or town and how votes are collected. Then the teacher asks the students to have a class discussion about how the decisions made by these governing bodies affect their daily lives and why voting is so important.	<ul style="list-style-type: none"> <li>● Notebook (for students to take note at the meeting)</li> </ul>

