



Rwanda Education Board

English

Teacher's Guide

Primary 4



USAID
FROM THE AMERICAN PEOPLE

EDC Learning
transforms
lives.

ENGLISH

Teacher's guide

Primary 4

Authors

Catherine Katuura

Maureen Mutesi

Mary Assumpta Kayirangwa

Advisors

Nehemiah Bacumuwenda

Emeritha Muhongwansoko

Illustrations

Dolph Banza

Desktop Publishers

Jean Pierre Twizeyimana

Eric M. Sibomana

Textbook Approval Committee (TAC)

Dr. Joyce Musabe

François Rwambonera

Dr. Faustin Habineza

Dr. Jacques Kayigema

Others who attended the TAC session

Alexis Nshimiyimana

Immaculate Gahongayire

© 2015 Rwanda Education Board.

The Rwanda Education Board holds the copyright for the materials in this collection.

This publication is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Education Development Center (EDC) and do not necessarily reflect the views of USAID or the United States Government.

Foreword

This English teacher's guide has been designed for teachers of English in Primary 4. It was developed in 2015 by the Literacy, Language and Learning Initiative (L3) in collaboration with the Rwanda Education Board (REB) and was funded by USAID.

This teacher guide is aligned with the Competence-based Curriculum produced by REB in 2015. The Rwandan educational philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes the importance of aligning the syllabus, teaching, learning and assessment approaches to ensure that the system is producing the type of citizens the country needs. Many factors influence what children are taught, how well they learn and the competences they acquire, including the relevance of the syllabus, the quality of teachers' pedagogical approaches, assessment strategies and the instructional materials available.

The need to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated a shift to a competence-based syllabus. With the help of teachers, whose role is central to the success of the syllabus, learners will gain appropriate skills and develop the ability to apply what they have learned to real-life situations. Hence, these learners will make a difference in not only their own lives but also the success of the nation.

I want to extend my appreciation to the people who contributed to the development of this document, particularly REB and its staff, who organized the entire process from its inception. Any comments or contributions regarding improvements to this document are welcome.

Gasana I. Janvier

Director General, Rwanda Education Board (REB)

Table of Contents

Foreword	iii
Introduction.....	v
Lesson planning and preparation	vi
Creating positive language learning experiences for pupils	vii
Developing Vocabulary.....	ix
Games and puzzles	xi
Sample Read Aloud Lesson Plan.....	xiii
Sample Level Text Lesson Plan	xvii
Sample Writing Lesson Plan	xix
Low cost teaching resources	xxi
Creating Instructional Objectives	xxiii
Integrating cross cutting issues into teaching and learning.....	xxiv
Assessment.....	xxv
UNIT 1: OUR SCHOOL	2
Attitudes and values: appreciate how our school community helps us learn	2
Lesson 1 - 28.....	3 - 23
ANNEX 1: Unit 1 Assessment Activities	25
UNIT 2: DESCRIBING FRIENDS	26
Attitudes and values: value the importance of friendship in our daily lives, both in the community and in our families .	28
Lesson 1 - 25.....	29-47
Unit 2 Assessment Activities	49
UNIT 3: OUR DISTRICT	50
Attitudes and values: all individuals' contributions to the District's success.....	51
Lesson 1 - 18.....	52 - 64
Unit 3 Assessment Activities	66
UNIT 4: WEATHER	67
Attitudes and values: Appreciate the role of the weather in our daily lives.....	68
Lesson 1 - 16.....	69 - 80
Unit 4 Assessment Activities	82
UNIT 5: JOBS AND ROLES IN THE COMMUNITY	83
Attitudes and values: Appreciate the jobs and occupations of people in the community	84
Lesson 1 - 14.....	85 - 95
Unit 5 Assessment Activities	97
UNIT 6: WILD ANIMALS	98
Attitudes and values: Appreciate the Contribution of Rwanda's Wildlife to Rwanda's Economy, appreciate the Beauty and Uniqueness of Rwanda's Flora and Fauna	99
Lesson 1 - 16.....	100 - 111
Unit 6 Assessment Activities	113
UNIT 7: RIGHTS, RESPONSIBILITIES AND NEEDS	114
Attitudes and values: Respect that Everyone has Rights and Responsibilities	115
Lesson 1 - 13.....	116 - 126
Unit 7 Assessment Activities	127
UNIT 8: TALKING ABOUT THE PAST.....	128
Attitudes and values: Appreciate how our past has contributed to today's society. Respect Rwanda's culture and heritage. ...	129
Lesson 1 - 16.....	130 - 141
Unit 8 Assessment Activities	143
UNIT 9: COUNTRIES, RIVERS AND BUILDINGS OF THE WORLD.....	144
Attitudes and values: Appreciate the value of working in groups and keeping time; Appreciate that the world is a big place of many countries and cultures.....	145
Lesson 1 - 14.....	146 - 156
Unit 9 Assessment Activities	158
UNIT 10: CLIMATE CHANGE.....	159
Attitudes and values: Respect the local environment; Appreciate the importance of caring for the environment.....	160
Lesson 1 - 16.....	161 - 171
Unit 10 Assessment Activities	174

Introduction

The Primary 4 English Programme

The Rwanda Education Board (REB) has developed printed materials for Primary 4 aligned to the Rwanda Competence-based Curriculum. These materials are designed to provide teachers with practical approaches and resources for delivering an effective English language and literacy programme. To deliver the Primary 4 English programme, schools will receive the following:

- *Primary 4 English Teacher's Guide*
- *Primary 4 English Read Aloud Story Collection*
- *Primary 4 English Pupil's Daily Reader*



The Primary 4 Teacher's Guide

The *Primary 4 Teacher's Guide* contains guidelines to support lesson planning including sample lesson plans. The introduction provides suggestions for classroom methodologies, activities and resources. The lesson plans outline how the teacher may use the *Primary 4 English Read Aloud Story Collection* and the *Primary 4 English Pupil's Daily Reader*. A teacher may teach the lesson as written in the manual. However, this will depend on the size of the class, the level of the pupils and the difficulty of the lesson. It is up to each teacher to plan each lesson appropriately, using the guide, to develop lessons and activities as appropriate.



Read Aloud Story Collection

The *Primary 4 English Read Aloud Story Collection* offers stories with colourful pictures, strong story lines, engaging characters, and rich vocabulary and language structures. The lesson plans in the *Teacher's Guide* model how to use the stories to implement effective English language lessons.

The Pupil's Daily Reader

The *Primary 4 English Pupil's Daily Reader* contains simple stories and exercises linked to the vocabulary and language structures in the Primary 4 curriculum. The book contains reading texts that pupils are expected to be able to read on their own, with some support from the teacher, an adult or an older sibling. The lesson plans in the *Teacher's Guide* model how to use the *Daily Reader*.

Lesson planning and preparation

A lesson plan is the teacher's road map of what pupils need to learn and how this will be achieved effectively during the lesson. Before planning a lesson, the teacher will first need to identify the learning objectives for the class period. Then, the teacher can design appropriate learning activities and develop strategies to obtain feedback on pupils' learning.

Specifying concrete objectives for pupils' learning will help the teacher determine the kinds of teaching and learning activities to be used in class. These learning activities should be organised in a way that encourages pupils to construct their knowledge, either individually or in groups, in an active and engaging way. When planning lessons, the teacher must ensure that pupils with Special Educational Needs have equal access to learning. The feedback strategies outlined in the lesson plan will define how the teacher will assess whether the learning objectives have been accomplished.

A successful lesson plan addresses and integrates these three key components:

- Objectives for pupils learning
- Teaching and learning activities
- Strategies to assess pupil understanding.

Sample lesson plans

This guide provides sample lesson plans on how to develop pupils' listening, speaking, reading and writing competences. The sample lesson plans provide detailed templates on how to teach vocabulary, comprehension, reading fluency and writing skills. They demonstrate how to use the *Primary 4 Read-Aloud Story Collection* and the *Pupil's Daily Reader* effectively in English language classes.



Teaching Tip

IMPROVE

Interest pupils by making lessons stimulating and enjoyable

Motivate by giving positive help and praise

Plan a variety of methods and activities that involve pupils in their own learning

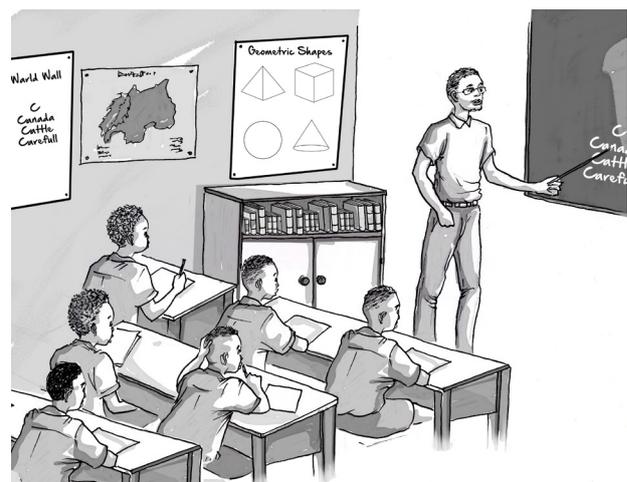
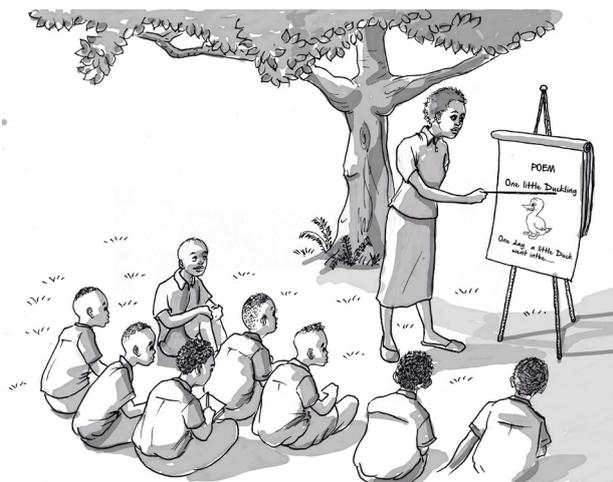
Reinforce learning by building on existing knowledge and understanding and linking to new knowledge

Offer opportunities for success

Verify How much pupils have learned by monitoring progress.

Evaluate Your performance through observation and reflection.

Creating positive language learning experiences for pupils



Classroom organisation

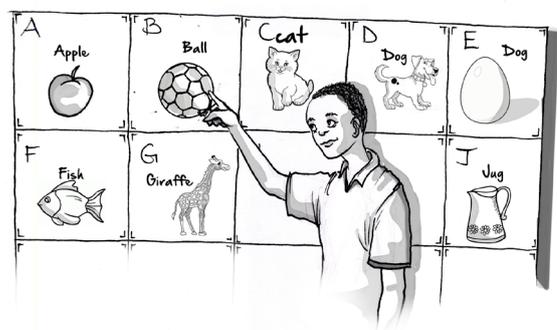
Teaching a large group of pupils requires good organisation. Teachers need to be well prepared to enable them to monitor and help pupils and groups. A well-organised classroom is achieved by working together. Establishing rules and routines helps ensure that activities like independent reading and writing are positive experiences. The curriculum notes that it is the responsibility of each teacher to ensure that pupils' learning is fostered through a rich and varied process. Teachers are expected to provide different forms of classroom organization that complement the variety of learning the curriculum has to offer, including pupils working collaboratively in groups, individually and as a whole class in order to achieve the learning goals. The teacher is regarded as the facilitator and guide for pupils' learning, and is responsible for assessing the individual needs of each pupil and responding appropriately to these needs by providing pupils with a range of effective learning experiences. Teachers are expected to bring a rich, imaginative and innovative range of teaching strategies and resources to the learning process.

Collaborative learning

Pupils are motivated by hearing the ideas and opinions of others, and by having the opportunity to react to them. The experience of collaborative learning helps facilitate a pupil's social and personal development, and the practice of working with helps pupils to develop an early appreciation of the benefits to be gained from co-operative effort. It also exposes pupils to different opinions. Indeed, group problem-solving activities involve an interactive exchange that will help to broaden and deepen individual pupil's understanding.

A print-rich environment

It is important that, from the first day at school, pupils are encouraged to see books and reading materials as exciting, pleasurable and interesting. The classroom should be organised in a way that facilitates interaction between pupils and books and develops their interest in literacy, language and learning. The regular use of word wall charts and posters, in which words, phrases or even sentences change regularly will help to focus pupils' attention on the written word and can be used to encourage pupils to respond appropriately. An important element of the print environment in the classroom is the regular display of the pupils' writing, either on the classroom walls or as items



in the classroom library. As such, this writing display becomes part of the pupils' reading material and provides stimulation to the reader and encouragement for the writer.

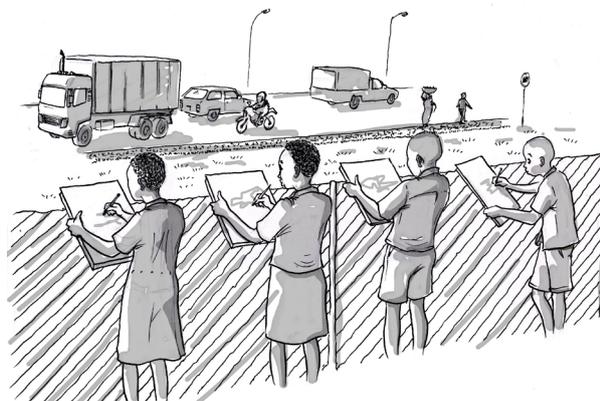
Independent reading time

Independent reading time, or sustained silent reading, is a critical component of a well-designed literacy programme. Teachers should provide at least fifteen minutes every day for pupils to practise reading a book they've selected. By doing this, pupils develop their vocabulary, fluency, comprehension, word identification skills and stamina, as well as developing a love of reading. Pupils should have access to a wide range of reading materials throughout the day, for example, fiction, non-fiction, magazines, personalised books and class books. They should have regular opportunities as a whole class, in small groups and individually to see modelled reading and to participate in shared reading. They should have opportunities to read individually or in small groups with teacher guidance. Where possible, reading experiences should be informal and enjoyable, with pupils learning in an environment where print is all around them, for example, in captions, labels and instructions.



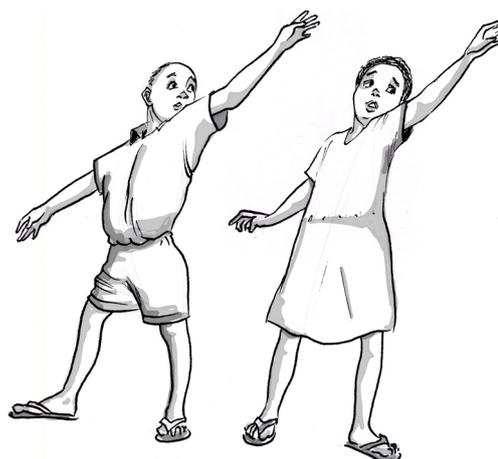
Active learning

Active learning is learning by doing. It includes role-play, project work, investigation and problem solving. Active learning helps motivate pupils and helps them to develop greater levels of skills and understanding and a positive attitude to learning.



Gender equality

Girls and boys have an equal right to a quality education. The English Primary 4 materials provide positive images of gender equality and portray both men and women playing important roles in the community. It is important to choose boys and girls equally when asking questions, perhaps by asking a boy then a girl in turn. Teachers can further promote gender equality in their classroom by changing seating and groups regularly and by asking boys and girls to take responsibility for tasks in turn.



Homework

At the end of the lesson, write the homework clearly on the board and make sure that all the pupils have understood what they to do and have copied it into their notebooks. Start the next lesson by reviewing the homework and evaluate the previous lesson through the answers given in the pupils' homework. If there are common errors made by a number of pupils, a teacher may need to go back to that subject and revise the lesson with the class.

Developing Vocabulary

Teaching vocabulary is complex. Teachers must consider important words for the children to know and in what context.

What is vocabulary?

Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. Vocabulary plays an important part in learning to read. Children use the words they have heard to make sense of the words they see in print. Vocabulary is also very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.



Fostering vocabulary development

A lot of vocabulary is learned indirectly, through conversation and book reading. Children learn the meaning of most words indirectly through every day experiences with oral and written language.

Indirect vocabulary learning

Teaching Tip

Pupils learn vocabulary indirectly when they hear and see words used in many different contexts, for example, talking with others, listening to a story being read and through reading on their own.

Direct vocabulary learning

Teaching Tip

Specific Word instruction

Pupils learn vocabulary directly when they are explicitly taught both individual words and word learning strategies. Direct vocabulary instruction aids reading comprehension.

How can you help children learn words indirectly?

Reading aloud to pupils is an excellent way to develop vocabulary. Pupils of all ages can learn words from hearing texts read to them. Reading aloud works best when you discuss the selection before, during and after you read. Talk with pupils about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.

Independent reading also fosters learning of vocabulary. It is important to encourage pupils to read extensively on their own. Encourage pupil to read more outside of school.



It is really important to teach key words that children will need to comprehend texts. Words are taught through direct instruction of word meanings as well as through discussions about words, combined with a lot of reading. Teachers can explicitly teach word meanings to improve comprehension. However, to know a word means knowing it in all of the following dimensions:

- The ability to define a word
- The ability to recognize when to use that word
- Knowledge of its multiple meanings
- The ability to decode and spell that word

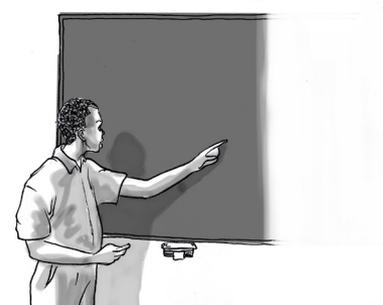
When children begin reading independently, they need to understand 95 percent of the words in a text in order to be able to make sense of it.



What words do I teach?

Teachers cannot directly teach all the unfamiliar words in a text. Teaching only a few new words per week thoroughly is more effective. Teachers need to extend pupil's encounters with these words over time. The following teaching strategies are useful:

Teaching **specific words** before reading helps both vocabulary learning and reading comprehension. Before pupils read a text, it is helpful to teach them specific words they will see or hear in the text. Teaching important vocabulary before reading can help pupils learn new words and comprehend the text.



Useful words: Teach words that pupils are likely to see and use again and again.

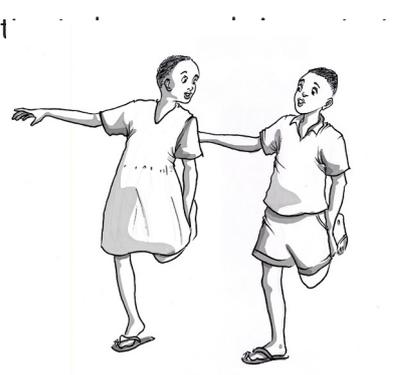
Difficult words: Provide some instruction for words that are particularly difficult for your pupils. A glossary is provided at the back of the *Primary 4 Read Aloud Story Collection*.

Repeated exposure to vocabulary in many contexts aids word learning. Pupils learn new words better when they encounter them often and in various contexts. The more children see, hear and work with specific words, the better they seem to learn them.

Word learning strategies and activities

Learning lists of words out of context is of limited use. It is better to learn words in context and it is important to provide learners with opportunities for purposeful communication.

- Pre-teaching words and phrases before starting a new topic
- Flashcards with pictures and or words
- Definitions in first language
- Games and puzzles
- Word or phrase of the day/week
- Word walls



Pupils need to learn the meaning of new words independently also. They need to develop effective word-learning strategies such as:

How to use dictionaries to learn word meanings and deepen knowledge of words meanings.

How to use context clues to determine words meanings.

Games and puzzles

Primary 4 Games and Puzzles

Games are fun learning activities, which provide opportunities for the learners to practice their newly acquired language. Games are also useful starter or warm up activities. The following games are included in primary 4 English programme.



Daily question

Each lesson, the teacher poses a question to the class based on the unit or lesson topic. This is an open question, which has more than one answer and requires pupils to think and discuss while reflecting on their own lives.



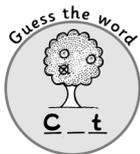
Buzz

Write five vocabulary words on the blackboard. Point to the words in random order, pupils say the name of the word as quickly as possible.



Anagrams

A game in which words are formed by rearranging the letters of other words or by arranging letters. For example, elub = blue. This game reinforces knowledge of word structure and spelling patterns.



Complete the word

In each of these puzzles, there are two blanks. Fill in the blanks with letters to complete an English word. For example, use the letters a and w to make Kiny_r_anda = Kinyarwanda. This game reinforces vocabulary, knowledge of word structure and spelling patterns.



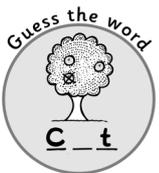
Odd one out

Write a list of words on the board. One of the words in the list does not belong to the group, for example, banana, orange, chair, mango. Ask the pupils to identify the word that does not belong and explain why. Possible topics include animals, countries, food, names of films, parts of the body, school subjects, sports, types of building or transport.



Who am I?

Teachers tell pupils they are thinking of a word, for example: "I am thinking of a type of food." Pupils can then ask ten questions to try to find out what word you are thinking of. The teacher can only answer yes or no. Possible topics include: animals, countries, food, names of films, parts of the body, school subjects, sports, types of building or transport. This game can be played in pairs or groups. Put pupils into groups or pairs and have them think of a word in a category and their partner or group guesses.



Guess the word

The teacher draws a tree on the board with six fruit on the tree.

The teacher thinks of a word and draws a short line on the board for each letter of that word, thus indicating how many letters there are in that word. The pupils try to guess the individual letters of the word. Each time they guess wrongly the teacher crosses out a fruit. If all the avocados are crossed out, the pupils have lost the game and the teacher reveals the word. Possible topics include animals, countries, food, names of films, parts of the body, school subjects, sports, types of building or transport.



Guess Who?

Choose someone in the class. Pupils ask questions on the person for example. Is it a girl? Do they wear glasses? Pupils keep asking questions and by the process of elimination will be able to guess who it is



Word detective

Select some words from the Pupils Daily Reader story. Say the name of the word, pupils must scan the story and find the word as quickly as possible. When pupils have found the word, they put their finger on the word and raise their hand.



I see

One pupil selects an object, such as a car, and says, "I see something that begins with the letter C." The other pupils look around and try to guess what the object is. Pupils can use colors to describe the object, such as "I spy something green." This game aids young children in becoming familiar with the alphabet, and also with observation. It can be played as whole class or in small groups and pairs.



Mime

Miming games are very useful to practice present & continuous tenses with prompting questions like, "What's he doing?" Or to practice questions like, "What does he like doing?" Miming games are also good for lessons about daily routines. For example, mime your day and get pupils to describe what you are miming. The teacher starts by miming an action and asking the pupils to guess what he or she is doing or what the action describes. After miming a few actions ask pupils to take turns miming actions and get the other pupils to guess. You can go as far as miming a story.



Roleplay

Role play is a form of drama where the learner takes on another person's role to use language authentically in a situation similar to their real life, for example, shopping in the market, going to visit the doctor.



Say and Draw is a method of practicing new vocabulary or assessing the vocabulary already learnt. The teacher says the name of an object and the learner quickly draws it.



Dictation is a way to practice listening skills or assess the learners' ability to understand the spoken language. Dictation can be given in different ways. One way is for the teacher to say a letter, a word or sentence two times as the learners actively listen. The teacher then says the sentence one more time and the learners write the sentence in their exercise books.



What is missing?

Write five vocabulary words on the blackboard. Read the words with the class. Ask the pupils to close their eyes. Erase one of the words. Ask the pupils to read the words again. Ask pupils what word is missing? Pupils identify the word and help the teacher spell the word on the board. Repeat, each time erasing a different word.

Sample Read Aloud Lesson Plan

Term	Date	Subject	Class	Unit	Lesson Number	Duration	Class size
One	12 February 2016	English	P4 (B)	1	16/23	40 min.	52 pupils
Pupils with SEN	<p>Hearing impairment (2): Seat the pupils so they can see the teacher pointing to illustrations and see the teacher's facial expressions and gestures as she reads.</p> <p>Visual impairment (1): Seat pupil in front of the teacher so they can hear the story.</p>						
Unit title	Our School						
Key unit competence	To use language in the context of our school						
Title of lesson	A story about how our school community helps us learn						
Plan for this class	The lesson will be taught in the classroom. The pupils will be seated in a horse-shoe shape to enable them to view the pictures in the Read Aloud Story book and listen to the story as the teacher reads.						
Instructional objectives	The pupils will give written answers to 5 comprehension questions on <i>The Forest School</i> , the story read to them by the teacher. The objectives will be achieved if all pupils answer correctly at least 3/5 questions.						
Materials	Primary 4 Read Aloud Story collection.						
References	<p>Rwanda National Curriculum Primary 4.</p> <p>Primary 4 Read Aloud Story collection: <i>The Forest School</i></p> <p>Primary 4 Pupil's Daily Reader: <i>I Like My School</i>.</p> <p><i>Collins English Dictionary for Children</i>.</p>						

Timing	Description of teaching and learning activity		Generic competences and cross-cutting issues to be addressed
	Teacher activities	Learner activities	
Introduction 5 minutes	<p>The teacher reviews the previous lesson through questions: <i>What did you learn from the story I Like My School? Why does the pupil like school? What does she learn in social studies?</i></p> <p>The teacher asks the daily question: <i>Is our school big or small? Explain why you think so.</i></p> <p>After the pupils present their ideas, the teacher writes them on the blackboard.</p> <p>The teacher asks pupils to predict what today's lesson will be about.</p> <p>The teacher presents and displays the lesson objectives for today.</p>	<p>The pupils answer questions about the story <i>I Like My School</i>.</p> <p>In groups, the pupils discuss the size of their school.</p> <p>After a minute, some groups present and communicate their thoughts about the size of the school.</p> <p>The pupils predict what today's lesson objectives will be.</p> <p>The pupils ask questions about the learning objectives.</p>	<p>Communication: In groups, the pupils convey information and ideas through speaking.</p> <p>In the introduction, the pupils use oral language to discuss, argue and debate the size of the school.</p>

<p>Development of the lesson 30 minutes</p>	<p>1. Pre-reading: The class plays the Buzz game using the words: is, he, she, on. The teacher introduces the following new vocabulary: classroom, social studies, furniture. The teacher introduces each word and asks pupils if they know what the word means. After the pupils present their ideas, the teacher gives a short verbal definition for each word. The teacher asks the pupils if they can use the word in a sentence. The teacher invites the pupils to think of any other words they know about the school environment and writes them on the board. The teacher introduces the story The Forest School and asks the pupils to look at the title and the illustration and predict what the story will be about. The teacher asks the following pre-reading questions: What can you see on the cover? What do you think will happen in the story?</p>	<p>The pupils read and identify sight words through playing the Buzz game.</p> <p>In pairs, the pupils discuss the new words and explain the meaning of the new vocabulary.</p> <p>The pupils compose sentences orally using the new words and present them to the class.</p> <p>In groups, the pupils brainstorm words about the school environment.</p> <p>The pupils predict what they think will happen in the story.</p> <p>In pairs, the pupils discuss and answer the pre-reading questions. Some pupils share their ideas with the class.</p>	<p>Critical thinking: In the presentation, the pupils think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion.</p> <p>Critical thinking: The pupils think critically about the information presented to them and predict what may happen in the story.</p> <p>Critical thinking: The pupils find evidence for their ideas. The pupils provide a reason, and support their idea with something they heard in the story.</p>
	<p>2. During reading: The teacher model reads the story for the pupils. The teacher stops in places to point to the pictures for further support.</p>	<p>The pupils read and identify sight words through playing the <i>Buzz</i> game.</p>	
	<p>3. After reading: The teacher asks the pupils to reflect on the story and if they liked it. The teacher asks the pupils: Did you like the story? Why? The teacher asks the following comprehension questions:</p> <ul style="list-style-type: none"> • Who is in the story? • Where does the story take place? • Why did the animals have a meeting? 	<p>In pairs, the pupils discuss the new words and explain the meaning of the new vocabulary.</p> <p>The pupils compose sentences orally using the new words and present them to the class.</p> <p>In groups, the pupils brainstorm words about the school environment.</p>	

	<ul style="list-style-type: none"> • Which subjects are taught in the school? • Who is the teacher in the story? • How did the animals build the school? <p>The teacher asks the pupils to summarise <i>The Forest School</i>.</p>	<p>The pupils predict what they think will happen in the story.</p> <p>In pairs, the pupils discuss and answer the pre-reading questions. Some pupils share their ideas with the class.</p>	
	<p>The teacher asks the pupils to draw their favourite part of the story and write about it.</p> <p>The teacher asks some pupils to present their drawings and explain them to the class.</p>	<p>The pupils listen to the teacher read the story and look at the pictures as the teacher is reading.</p> <p>In pairs, the pupils describe what they liked about the story. The pupils explain what they liked or disliked about the story.</p> <p>In pairs, the pupils discuss and answer the comprehension questions. The pupils present their ideas and listen to other answers.</p> <p>The pupils summarize the story in their own words, describing what happened in the beginning, the middle and the end.</p> <p>The pupils draw their favourite part of the story and write about it in their own words.</p> <p>Some pupils read their writing to the class and explain their drawings.</p>	<p>Cooperation, Interpersonal relations and life skills: Pupils have opportunities to listen to the ideas and opinions of their classmates, who may have a different idea or opinion from their own.</p> <p>Creativity and innovation: The pupils express their ideas in a variety of ways; that is, through drawing and writing.</p>
	<p>The pupils summarize the story in their own words, describing what happened in the beginning, the middle and the end.</p> <p>The pupils draw their favourite part of the story and write about it in their own words.</p> <p>Some pupils read their writing to the class and explain their drawings.</p>		

<p>Conclusion 5 minutes</p>	<p>Summary The teacher asks the pupils what they learned in today's lesson. The teacher asks the pupils what they learned from each other today.</p> <p>Assessment The pupils write the answers to the following comprehension questions:</p> <ul style="list-style-type: none"> • Who is in the story? • Where does the story take place? • Why did the animals have a meeting? • Which subjects are taught in the school? • Who is the teacher in the story? 	<p>The pupils summarise what they have learned in today's lesson. Some pupils present what they discussed and learned from their partners during the lesson.</p> <p>The pupils write the answers to the comprehension questions.</p>	
<p>Homework</p>	<p>The pupils retell the story <i>The Forest School</i> to a family member. The pupils complete the writing activity in the Pupil's Daily Reader: Page 19 , Exercise 15.</p>		
<p>Teacher self-evaluation</p>			

Sample Level Text Lesson Plan

Term	Date	Subject	Class	Unit	Lesson Number	Duration	Class size
One	7 February 2016	English	P4 (B)	1	6 /23	40 min	51
Unit title		Our School					
Key unit competence:		To use language in the context of our school					
Title:		Reading a story: <i>We Learn At School</i>					
Class plan:		Lesson will be conducted in the classroom.					
Learners with SEN		Visual impairment (2): Children will listen to the teacher read the story. Hearing impairment (1): Seat child next to a partner who will point at the picture and the text as they read.					
Learning objectives:		After reading the story <i>We Learn At School</i> , the pupils will be able to retell the story in their own words.					
Materials:		Pupil's Daily Reader: <i>We Learn At School</i>					
References:		Rwanda National Curriculum Primary 4 Collins English Dictionary for Children					

Timing	Description of teaching and learning activity		Generic competences and cross-cutting issues to be addressed
	Teacher activities	Learner activities	
Introduction 5 minutes	<p>The teacher reviews the previous lesson through questions.</p> <p>Each day, the teacher asks the following question: What subject do you not like? Why?</p> <p>The teacher notes the pupils' points on the board.</p> <p>The teacher asks the pupils to predict what today's lesson will be about.</p> <p>The teacher presents and displays the lesson objectives.</p>	<p>The pupils answer questions about the previous lesson.</p> <p>The pupils discuss the daily question in groups.</p> <p>The pupils communicate their thoughts.</p> <p>The pupils predict what today's lesson objectives will be.</p> <p>The pupils ask questions about the learning objectives.</p>	<p>Communication:</p> <p>In the introduction, the pupils convey information and ideas through speaking. The pupils use oral language to discuss and debate their subject preferences.</p>
Development 30 minutes	<p>Pre-reading</p> <p>The teacher reviews the meaning of the following vocabulary: together, interesting, subject.</p> <p>The teacher introduces each word, and asks pupils if they know what it means.</p> <p>After the pupils present their ideas, the teacher give a short verbal definition for each word.</p> <p>The teacher asks the pupils if they can use the word in a sentence.</p> <p>The teacher introduces the story <i>We Learn At School</i>.</p> <p>The teacher asks pre-reading questions. For example: What do you think this story is about? What is in the picture? Can you read the title? What do you think will happen in the story?</p>	<p>The pupils identify the new words.</p> <p>The pupils discuss the meaning of the new vocabulary.</p> <p>The pupils construct sentences using the new vocabulary.</p> <p>The pupils preview the story <i>We Learn at School</i>.</p> <p>The pupils answer the pre-reading questions and predict what the story is about.</p>	<p>Literacy</p> <p>Predicting: The pupils think about what may happen next, based on clues in the story.</p> <p>Critical thinking:</p> <p>The pupils find evidence for their ideas. The pupils say why they would like to go to Kate's school, based on something they read in the story, to support their opinion.</p>

	<p>During reading</p> <p>The teacher model reads the story.</p> <p>The pupils echo read the story with the teacher.</p> <p>The teacher asks the pupils to read the story in pairs.</p> <p>After reading</p> <p>The teacher asks comprehension questions. For example: Who are the children in the story? How many pupils are in Kate's school? How many times do they study English? What is John's favourite subject? What do the children do on their way home? Would you like to go to Kate's school? Why?</p> <p>The teacher asks the pupils to summarise the story in pairs.</p> <p>The teacher asks the pupils to role-play a scene from the story.</p>	<p>The pupils listen to the story.</p> <p>The pupils echo read the story.</p> <p>In pairs, the pupils read the story.</p> <p>The pupils answer the comprehension questions.</p> <p>The pupils summarise the story in their own words.</p> <p>The pupils identify words in the story.</p> <p>The pupils role-play a scene from the story.</p> <p>The pupils discuss and complete the sentences in pairs.</p>	Literacy
Conclusion 5 minutes	<p>Summary</p> <p>The teacher asks the pupils what they learned in today's lesson.</p> <p>Assessment</p> <p>The pupils write a short summary (5 sentences) about the story.</p>	<p>The pupils summarise what they learned in today's lesson.</p> <p>The pupils write a short summary of the story.</p>	
Homework	<p>The pupils to read the story: We Learn At School.</p> <p>The pupils answer the questions in the Pupil's Daily Reader: Page 5, Exercise 1.</p>		

Sample Writing Lesson Plan

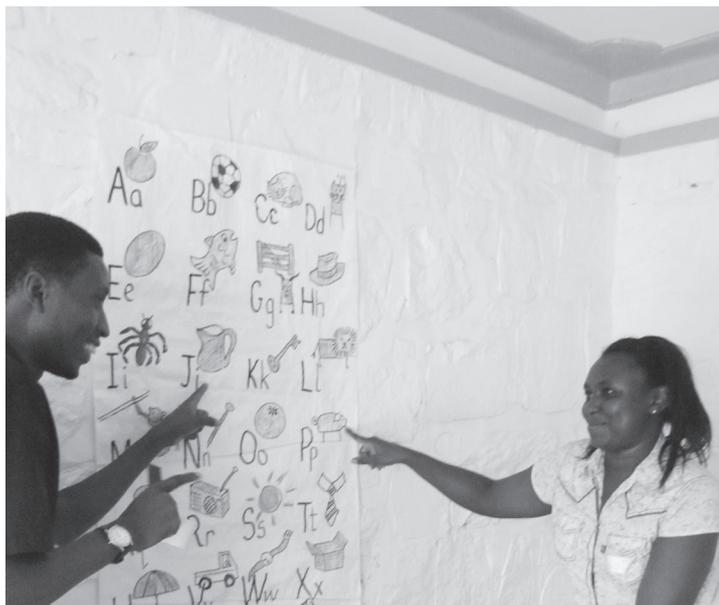
Term	Date	Subject	Class	Unit	Lesson Number	Duration	Class size
One	17 February 2016	English	P4 (B)	1	12 /23	40 min.	51 pupils
Learners with SEN		Visual impairment (2): The pupils with SEN will narrate their story to their partner and their partner will write their story for them. Hearing impairment (1): Seat pupil near the teacher so he or she can see the teacher speak.					
Key unit competence:		To use language in the context of our school					
Title of lesson		<i>A story about how our school community helps us learn</i>					
Plan for this class		Lesson will be conducted in the classroom					
Instructional objectives		Through discussion, pupils will describe in writing two of their favourite activities at school with confidence (communication and collaboration).					
Materials		Pupil's Daily Reader: I Like My School					
References		Rwanda National Curriculum Primary 4 Collins English Dictionary for Children					

Timing	Description of teaching and learning activity		Generic competences and cross-cutting issues to be addressed
	Teacher activities	Learner activities	
Introduction 5 minutes	<p>The teacher reviews the previous lesson by asking questions: What story did we read in class yesterday? Who is in the story? What do you like about our school?</p> <p>The teacher asks a daily question: Do you like to write stories? Why?</p> <p>The teacher notes the pupils' answers on the board.</p> <p>The teacher asks the pupils to predict what today's lesson will be about.</p> <p>The teacher presents and displays the lesson objectives.</p>	<p>The pupils answer questions about the previous lesson.</p> <p>The pupils read the story I Like My School.</p> <p>In pairs, the pupils discuss the daily question in groups.</p> <p>The pupils present and communicate their thoughts.</p> <p>The pupils predict what today's lesson objectives will be.</p> <p>The pupils ask questions about the learning objectives.</p>	<p>Communication:</p> <p>In groups, the pupils communicate and convey information and ideas via speaking.</p> <p>In the introduction, pupils use oral language to discuss and debate what they like about school.</p>
Development 30 minutes	<p>Pre-writing</p> <p>In groups, the teachers asks the pupils to discuss what they like about school.</p> <p>The teacher asks the pupils to describe what they learn at school, what subjects they like and dislike, why they like some subjects, who helps them learn and how they help their friends to learn.</p>	<p>The pupils think and discuss what they like about school, what subjects they like and dislike, why they like some subjects, why they dislike other subjects, who helps them learn and how they help their friends learn.</p>	<p>Cooperation, interpersonal relations and life skills: Pupils have opportunities to listen and read to the ideas and opinions of their classmates, who may have opinions different from their own.</p>

	<p>Drafting: The teacher asks the pupils to write a short text about two activities they like to do and why, including a description about how the school community helps them learn.</p> <p>Revising: The teacher asks the pupils to read and review their work and make changes if necessary.</p> <p>Editing: The teacher asks the pupils to share their writing with a partner and give feedback to each other about their writing.</p> <p>Presenting: The teacher asks pupils to share their writing with their group or with the whole class.</p>	<p>The pupil's draft a short text describing two activities that they like to do at school and why.</p> <p>The pupils revise their writing, making changes and corrections if necessary.</p> <p>The pupils edit their work based on feedback received from their partner.</p> <p>The pupils read their writing to the group or the class.</p>	<p>Creativity and innovation: The pupils express their ideas in a variety of ways, such as drawing and writing.</p>
<p>Conclusion 5 minutes</p>	<p>Summary The teacher asks the pupils what they learned in today's lesson.</p> <p>Assessment The teacher writes on the board: What I think about my writing: My main idea is clear. I included lots of details. I used interesting words. I tried to express my feelings. I proofread my writing for spelling, punctuation and grammar. The teacher asks the pupils to self-assess their work using the self-assessment statements.</p>	<p>The pupils summarise what they learned in today's lesson.</p> <p>The pupils assess their writing using the self-assessment statements.</p>	
<p>Homework</p>	<p>The pupils read the story I Like My School. The pupils read their writing to a family member.</p>		
<p>Teacher reflection</p>			

Low cost teaching resources

The teaching aids are an essential part of learning process. It is important for pupils to have a variety of learning experiences. If teachers provide materials that add interest to the lesson, this can help to reinforce learning. Having a print-rich environment is important for developing pupils' language skills because they discover that there is another way to communicate—through print. A print-rich environment helps foster skills needed for reading. Pupils begin to discover cues that help them figure out words they see which lays the foundation for reading. A print-rich environment also spurs an interest in writing. Pupils want to model what they see around them and communicate in written form. Carefully arranged environments alone do not teach. They provide the opportunity for pupils to engage in the use of language with each other; however, it takes the guidance of sensitive, knowledgeable teachers to realize the potential of teaching aids.



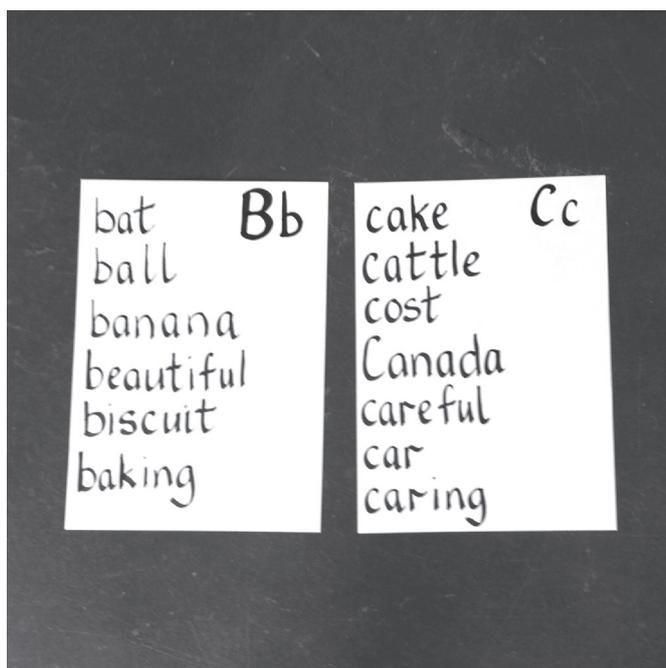
Some sample activities with flashcards:

Flashcards are a useful teaching resources. They are easy to make and can be used in a variety of ways. These are a few examples:

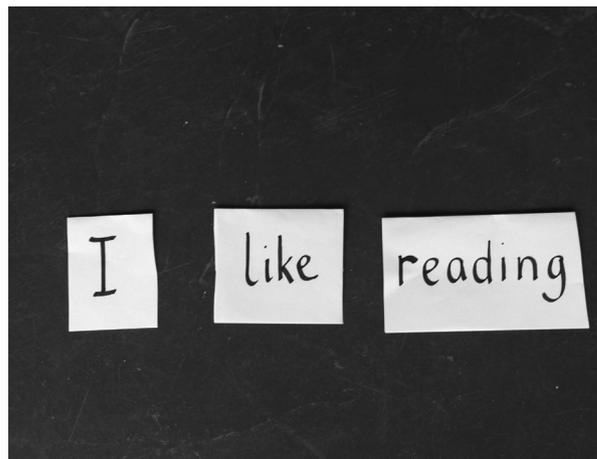
- Putting words together to make sentences
- Illustrating a word with a drawing to build vocabulary
- Identifying the words that begin with the same letters
- Identifying the words that end with the same letters
- Identifying syllables that rhyme
- Identifying syllables that begin with the same sound
- Reading words as fast as you can in random order
- Putting flashcards on objects: the word window on the window
- Matching opposites.

Word walls

Each year pupils must learn and use sufficient amount of new words. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active pupil participation. Gestures, such as pointing to keywords during a lesson,



offer visual reinforcement, which can be very helpful for pupils. Word wall activities engage pupils while they learn key vocabulary, whether it be learning to explain a word, to compare it to other key concepts, or to spell it. A word wall is a group of words that are displayed on a wall, bulletin board, chalkboard, or white-board in a classroom. The words are printed in a large font so that they are easily visible from all areas of the classroom. The teacher and pupils refer to these words continually throughout a unit or term during a variety of activities.



Charts and posters

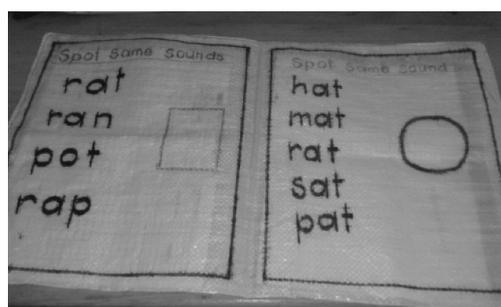
Charts and posters can provide an approach to meaningful teaching of vocabulary with an emphasis on pupil engagement and higher level thinking skills. Charts can help:

- build vocabulary, thereby improving reading comprehension and writing style;
- reinforce understanding of subject-specific terminology with a focus on pupils internalizing key concepts;
- help pupils improve spelling and awareness of spelling patterns;
- provide visual cues for pupils;
- encourage increased pupil independence when reading and writing.

Displaying children's writing

Displaying pupils' writing in the classroom sends a message to pupils that their work and their learning are important. Children can share their writing in a number of ways:

- give the writing to the teacher to respond to it;
- read it out loud in class or to another class;
- display it on the classroom wall;
- make it into a book for keeping in the class library.



Creating Instructional Objectives

An instructional objective is a precise statement of what a learner should be able to do at the end of a lesson. Instructional objectives always contain a verb, which denotes what action a learner is expected to do. An **action verb** e.g., read, write, explain, discuss. **Behaviour** is an action or activity (i.e. doing or saying something), which can be observed and measured objectively. Learners should be able to demonstrate a measurable behaviour (knowledge, skills, competences, attitude, and values) by the end of the time period set for the objective.

An instructional objective should contain only one measurable behaviour (and thus one action verb) since it is not possible to say whether or not a learner has achieved an objective if the learner meets the first part (action) but not the second.

Rationale

Objectives are important because they:

- Provide the teacher with guidelines for developing instructional materials and teaching methods (**lesson planning**)
- Enable the teacher to design assessment for learning (**formative assessment**, and assessment of learning (**summative assessment**))
- Give direction to the learners and assist them to make better efforts to attain their goals (**motivation**).

Formulating and stating lesson objectives

The objectives written for a lesson have several names such as instructional objectives, performance objectives, operational objectives, behavioural objectives or lesson objectives.

Instructional objectives are to be used for **one lesson** (with single or double periods). They should have 5 components (it is better to respect the order in which the components are listed below):

1. Reflect on the **conditions** or how the learners will accomplish the task
2. Determine **who** you're talking about
3. Note the **competence** you're looking for - evidence of learners' action.
4. Include the *content* you want the learner to learn
5. Have a **standard of performance** - criteria for acceptable performance.

Examples of instructional objectives:

- a. *Given pictures of a sunrise, full sun, sunset and the moon, learners will be able to greet each other appropriately according to the time of the day.*
- b. *Through discussions, learners will describe two of their favourite leisure activities with confidence (communication and collaboration).*
- c. *Using sentence starters and given vocabulary, learners will write rules for family behaviour correctly (problem solving)*

Integrating cross cutting issues into teaching and learning

The curriculum reflects the significance of connections between different subject areas, integrating them across years and cycles. The crosscutting issues, which have been integrated in the curriculum, are described below:

- Comprehensive Sexuality Education
- Environment and Sustainability
- Financial Education
- Genocide Studies
- Gender
- Inclusive Education
- Peace and Values Education
- Standardisation Culture

Instead of addressing these issues separately, the Primary 4 materials take a holistic and inclusive approach to illustrate these important issues and make them relevant to pupils' daily lives. The teacher guide contains information on how teachers can use questions to discuss key social messages related to the cross-cutting issues, and how to integrate those messages into the learning activities, where applicable.

The Read-aloud story collection and daily readers include stories, descriptions of situations and information, as well as pictures in stories that address key issues as characterized in the cross-cutting issues, such as peace and values education, gender and environment education. When a pupil hears or reads a story or tries to think about a problem, he or she relates it to his or her own experience and tries to see himself or herself 'in the story/picture'.

In this way, pupils at the P4 level are building a foundation for understanding of, and for taking action with respect to, the cross-cutting issues, by relating to them personally. Visual images in the stories often act as socializing agents because they convey clear messages to boys and girls about the roles, relationships, and actions they wish to adopt. For example, the images in the Primary 4 materials are gender sensitive and show pupils how men and women can relate in a modern world.

The teacher guide contains questions that will support pupils to develop connections across books and real life situations make learning more connected and meaningful. The guide also contains open-ended questions in which children must provide explanations rather than one or two word responses and engaging in rich discussion with children. These discussions provide further opportunities for children to engage in critical thinking and analytical talk. Teachers can extend the read-aloud experience beyond the book itself through activities, discussions and projects.

Fostering attitudes and values in Primary 1

Teachers exemplify the values that lead to intellectual curiosity and learning, and can foster positive attitudes and values in the pupils in their classes. This can be achieved in a number of ways. How teachers interact with pupils can establish the classroom as a place that nurtures hard work, creativity and innovation, and appreciation for the unique abilities of each learner. In making a classroom a positive and supportive learning environment that promotes key attitudes and values, teachers should ensure they do the following:

- **Treat all learners equally and encourage participation**

When teachers are fair in their treatment of pupils in their classes, pupils will understand that the school community cares about the success of each and every one of them. A teacher should call on girls as often as on boys. Effective communication involves listening, speaking and taking turns. A good teacher manages communication to be sure that a few children do not answer all the questions or dominate the discussion. Active listening, in which students take responsibility for hearing and understanding what each other says, is a vital part of the learning environment. Assertive speaking is equally important, clearly stating thoughts and feelings without interfering with the rights of others.

Co-operation enables learners to work together, sharing responsibilities, materials, roles and learning. Small groups of children can divide roles and share responsibilities between them. Co-operation must be practised if groups of children are to work independently.

Problem-solving and negotiation help learners to resolve conflicts and make decisions.

- **Establish structures for learning**

Pupils learn best when the learning is dynamic and active, but takes place in a context of order and stability. Teachers should create a chart of class jobs and responsibilities, to involve pupils in keeping their classrooms clean and organised. At the beginning of the school year, teachers should discuss rules for co-operation and working in small groups. It is important that pupils understand the classroom rules so they can adhere to them.

- **Act as a role-model to pupils**

Teachers should describe and demonstrate the behaviours that they expect from their classes. When teachers are confident and competent in presenting to their classes, they lay the foundation for effective learning. Teachers should prepare materials and review lessons in advance in order to ensure they have mastered the information and skills at the core of the activity.

- **Avoid negative communication**

Teachers should avoid negative communication with children as this destroys the environment that nurtures learning. When teachers are dismissive of incorrect or wrong answers, they discourage learners from responding again. It is important to teach children the importance of perseverance, of hard work and of trying again when they do not succeed.

UNIT 1: OUR SCHOOL

Key competency: To use language learnt in the context of our school.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate how our school community helps us learn.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: My New School	Second reading: My New School	Third reading: My New School	Reading and writing poetry: Welcome	Quantifiers	Reading and writing: school timetables	Reading: We Learn at School	First reading: The Drawing Lesson	Second reading: The Drawing Lesson
Key content	Lesson, Kinyarwanda, subject, English, mathematics, science	Teaching, difficult, help, share, together	Favourite, lesson, easy, computer, charts	Words with – ath and-end	A lot, many, some, a few	When do you have ____? We have English on Mondays,	Primary 4, every day, favourite, interesting	Again, taught, piano, crayon, window	East, difficult, boring, favourite, like
Language structures			The present simple tense	Sounds and spellings	Quantifiers	The present simple tense	The present simple tense		

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Lesson name	Third reading: The Drawing Lesson	Reading and writing poetry: A Special Gift	Reading: John's Day at School	Reading: I Like My School	Writing about school references	First reading: The Forest School	Second reading: The Forest School	Third reading: The Forest School	Reading and Writing Poetry: Walking through the Forest
Key content	Happy, refused, sad, apologise	Words with _aft and _ift.	Subject, story, like, home-work, proudly	Exciting, speak, multiply, Uganda, cities	Personal writing	Build, classroom, furniture, eagle	Desks, information, clever, excited	Adjectives	Words with – est and-e-lp
Language structures		Sounds and spellings						Adjectives	Sounds and spellings

UNIT 1 – OUR SCHOOL

Key competency: To use language learnt in the context of our school.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Pupil's Daily Reader: *We Learn at School, John's Day at School, I Like My School and A Pencil.*

Read aloud stories: *My New School, The Drawing Lesson, The Forest School and When I Grow Up.*

	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Lesson 26	Lesson 27
Lesson name	Drawing a plan of the school	First Reading: When I Grow Up	Second Reading: When I Grow Up	Third Reading: When I Grow Up	Reading and Writing Poetry: Splash, Splash	Writing about future ambitions	Reading a poem: A Pencil	Reading a dialogue about a school	A survey about school journeys
Key content	Plan, scale, classroom, furniture, office	Homework, blank, writing, important	Finished, spelling, doctor	I want to be _____	Words with _ish and _ank	Why do you want to be a teacher? Why do you want to be an artist?	Lead, short, long, blank, round	How do you go to school? I walk. I run. I cycle.	How long does it take to get to your school? It takes...
Language structures				Future tense	Sounds and spellings	Future tense			

	Lesson 28	Assessment	Remediation
Lesson name	Drawing a plan of the school	Assessment	Remediation
Key content	Presentation, vertical axis, horizontal axis	Assessment	Remediation
Language structures			

Attitudes and values: appreciate how our school community helps us learn

As pupils learn together, they discover how the people and resources in their school community contribute to their learning. They gain experience in learning with partners and with groups, by learning from teachers and community visitors, and by learning from the books and materials in their classroom. They learn that, with their peers, they achieve a goal, and that each person in the group has something unique to contribute. They also learn basic manners and develop empathy for others. These are skills that children need not only in school but also throughout life. This unit fosters the qualities and dispositions in the pupils that will help them to live and work with others and to act in socially responsible ways. They will learn to value not only each other, but also the textbooks, exercise books and classroom resources that contribute to their learning.

An example of a classroom project is provided to scaffold how, as part of their lessons, teachers can promote and foster attitudes and values in the pupils that embody the school community's contribution to their learning. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Activity: The teacher introduces a question, 'What and who help me to learn?' In small groups, pupils investigate the question, identifying people and materials at their school that contribute to their learning. Pupils create a role-play, where they represent people in their school community who help them to learn, as well as materials that help them to learn.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Listens when the teacher is explaining a topic.				
Works co-operatively with a partner, taking turns.				
Shows respect for other points of view.				
Stores her/his resources carefully in her/his bag.				
Keeps her/his books and materials clean.				
Thanks peers, teachers and other school personnel, and treats them with respect.				
Identifies individuals and resources that contribute to their learning.				

Lesson 1 First reading: *My New School*

Learning objectives

- State vocabulary of school subjects (knowledge and understanding).
- Listen to a text about a school day and show understanding orally and in writing (skills).

Materials

Read-aloud story: *My New School*.
Flashcards with new vocabulary.

Key content

Lesson, Kinyarwanda, subject, English, mathematics, science.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



is he am she and on

Development

Pre-reading

- The class discusses the meaning of the new vocabulary.
- The teacher introduces the story *My New School*.
- The whole class answers the pre-reading questions.



Why do you go to school?

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils summarise the story.

Pre-reading questions

What can you see on the cover?
What does the title mean?
What do you think will happen in the story?



Additional activities

- The pupils role-play a scene from the story.
- The pupils explain what is happening in the scene.

Comprehension questions

Name two children in the story?
Where did Alan's mother take him?
Why was Alan unhappy at his new school?



Assessment

The pupils draw a scene from the story and write about it using the new vocabulary taught in the lesson.

Homework

The pupils retell the story *My New School* to a family member.

Lesson 2 Second reading: *My New School*

Learning objectives

- State vocabulary of school subjects (knowledge and understanding).
- Listen to a short text about a school day and show understanding orally and in writing (skills).

Materials

Read-aloud story: *My New School*.
Flashcards with new vocabulary.

Key content

Teaching, difficult, help, share, together.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



we there our play are



What lesson did you enjoy yesterday?
Why?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *My New School*.
- The whole class answers the pre-reading questions.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils summarise what they learned today.

Additional activities

- The pupils write a text about how they help their friends using the new vocabulary taught in the lesson.
- The pupils draw a picture to illustrate their writing.

Assessment

The pupils complete sentences about the story using new words: Pupil's Daily Reader, page 6, exercise 2.

Homework

Pupil's Daily Reader, page 6, exercise 3.

Pre-reading questions

What do you remember about the story?
Who was in the story?
What problem did Alan have?



Comprehension questions

How did Alan solve his problem?
Have you helped a friend at school?
How did you help them?
How do you make friends at school?



Lesson 3 Third Reading: *My New School*

Learning objectives

- State verbs in the present simple tense (knowledge and understanding).
- Listen to a text and answer questions (skills).

Materials

Read-aloud story: *My New School*.

Key content

Favourite, lesson, easy, computer, charts.
The present simple tense.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *My New School*.
- The whole class do a picture walk.

During reading

The teacher model reads the story.

After reading

- The teacher introduces the present simple tense.
- In groups, the pupils brainstorm: What do Alan, Brian and Jane do every day?
- The pupils present their ideas and the teacher writes them on the board.
- The pupils identify and the teacher underlines



my this walk talk seven



What games do you play at school?

Teaching Tip

In a picture walk, the teacher shows the pupils the book's cover and together they look through the pages in order. The teacher encourages the pupils to talk about what they see and what is happening in each picture.

Teaching Tip

The simple present tense describes an action in the present time that is done on a regular basis. For example, "I go to school", "I work in a factory".

the verbs in the simple present tense.

- In groups, the pupils discuss and write about the activities they do regularly at school.

Additional activities

- The pupils draw pictures to illustrate their writing.
- The pupils write about what they do every day at home.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 7, exercise 5 (a)

Homework

The pupils write sentences using the school vocabulary: Pupil's Daily Reader, page 7, exercise 5 (b)

Lesson 4 Reading and writing poetry

Learning objectives

- Recognise the common word endings –ath and –end (knowledge and understanding).
- Read a poem about how the school community helps us learn (skills).

Materials

Daily Reader: *Welcome*.

Word wall

Key content

Words with –ath and –end.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



said make four ask want

Development

Pre-reading

- The teacher reviews the present simple tense by asking questions, such as, How often do you study mathematics? What do you do at school everyday? What do you play at break time?
- The teacher introduces –ath or –end words.
- The pupils identify words with –ath and –end.
- The teacher introduces the poem *Welcome*.



Who do you play with at break?

During reading

- The teacher model reads the poem.
- The teacher echo reads the poem together with the whole class.

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils read the poem.
- The pupils discuss and write about the activities they regularly do at school.

Additional activities

The pupils write a short poem about what they do at school every day.

Assessment

The pupils write sentences about their school using –ath and –end words. Pupil's Daily Reader, page 7, exercise 6.

Comprehension questions

- What did you like about the poem?
- What will the children learn?
- How does school help us learn?



Homework

- The pupils read the poem *Welcome*.
- The pupils draw a picture about the poem.

Lesson 5 Writing: Quantifiers

Learning objectives

- Recognise the use of quantifiers (knowledge and understanding).
- Practice a dialogue using quantifiers (skills).

Materials

Flashcards with new vocabulary.
Real objects to show examples of a few, a lot, some, many.

Key content

Quantifiers: a lot, many, some, a few.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.
- The pupils recite the poem *Welcome*.



three every new sing

Development

- The teacher shows examples of *a few, a lot, some, many* using real objects.
- The class discusses the meaning of *a few, a lot, some, many*.
- The teacher introduces the quantifiers.
- In pairs, the pupils draw examples of *a few, a lot, some, many*.
- The pupils present their drawings and describe them using *a few, a lot, some, many*.
- The teacher writes the dialogue on the board.
- The teacher introduces the dialogue.
- The whole class practise the dialogue together.



How many pupils are there in your school?



Teaching Tip

Quantifier: a word or a number such as “many,” “few,” “some,” “two” or “2” that is used with a noun to show the amount of something.

Additional activities

The pupils write sentences to match their drawing using the quantifiers.

Assessment

The pupils read the text with the quantifiers and draw a picture. Pupil’s Daily Reader, page 7, exercise 7.

Homework

The pupils write sentences using a few, a lot, some, many.

Dialogue

How much water do you drink every day? I drink _____ of water.
How many fruits and vegetables do you eat? I eat _____
How many books do you read? I read _____.
How many exercises do you do? I do _____.



Lesson 6 Reading and writing: School timetables

Learning objectives

- State vocabulary of school subjects (knowledge and understanding).
- Describe the class timetable orally (skills).

Materials

Example of a school timetable.

Key content

When do you have _____?
We have English on Mondays.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.

Development

- The whole class list the subjects studied in Primary 4.
- The teacher presents the class timetable for today.
- The pupils examine the features of a timetable.
- The teacher models how to read a timetable.
- The class discusses answers to questions about the timetable.
- The pupils construct a sample class timetable.
- The pupils write about the timetable.

Additional activity

In pairs, the pupils draft a timetable with all their favourite subjects.

Assessment

The teacher erases some of the subject names from the timetable. The pupils then identify what subjects are missing.

Homework

The students write out their timetable for yesterday and for tomorrow.



English, science, mathematics,
social studies, French,
Kinyarwanda



Why do we use timetables?

Comprehension questions

What subjects are on your timetable?
How many science lessons do you have
week?
When do you have science?



Lesson 7 Reading: We Learn at School

Learning objectives

- State vocabulary of school subjects and preferences (knowledge and understanding).
- Read a text about school subjects and show understanding orally and in writing (skills).

Materials

Daily Reader: *We Learn at School*.
Flashcards with new vocabulary.

Key content

Primary 4, every day, favourite, interesting.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *We Learn at School*.
- The whole class answers the pre-reading questions.

During reading

- The teacher model reads the story.
- In pairs, the pupils read the story.

After reading

- The pupils answer the comprehension questions.



write together us read



What do you learn at school?

Pre-reading questions

What do you think this story is about?
What is happening in the pictures?



- The pupils role-play a scene from the story.

Additional activities

The pupils compare their lives to the characters in the story.

Assessment

The pupils answer the comprehension questions:
Pupil's Daily Reader, page 5.

Homework

The pupils read *We Learn at School* to a family member.

Comprehension questions

- Who are the children in the story?
- How many pupils are in Kate's school?
- How many times do they study English?
- What is John's favourite subject?
- What do the children do on their way home?



Lesson 8 First reading: *The Drawing Lesson*

Learning objectives

- State vocabulary of school subjects and preferences (knowledge and understanding).
- Listen to a text about school subjects and preferences and show understanding orally and in writing (skills).

Materials

Read-aloud story: *The Drawing Lesson*.
Daily Reader: *We Learn at School*.
Flashcards with new vocabulary.

Key content

Again, taught, piano, crayon, window.

Introduction

- The whole class plays the *Buzz* game.
- In pairs, the pupils read *We Learn at School*.
- The teacher asks the daily question.



his the we us this go

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *The Drawing Lesson*.
- The pupils discuss the answers to the pre-reading questions.



What is your favourite subject? Why?

Pre-reading questions

- What can you see on the cover?
- What is the title of the story?
- What do you think the story is about?



During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils summarise the story.

Additional activities

- The pupils role-play their favourite scene.
- The pupils describe what is happening in the scene.

Assessment

The pupils answer true or false statements about the story: Pupil's Daily Reader, page 13, exercise 9.

Homework

- The pupils retell the story *The Drawing Lesson*.
- The pupils read *We Learn at School* to a family member.

Comprehension questions

- Who is in the story?
- Why did Samuel throw his paper and crayons on the floor?
- What did Samuel do at the end of the story?
- What do you like about the story? Why?
- What do you dislike about the story? Why?



Lesson 9 Second reading: *The Drawing Lesson*

Learning objectives

- State vocabulary of school subjects and preferences (knowledge and understanding).
- Listen to a text about school preferences and show understanding (skills).
- Describe their personal preferences at school in speech and in writing (skills).

Materials

Read-aloud story: *The Drawing Lesson*.
Daily Reader: *We Learn at School*.
Flashcards with new vocabulary.

Key content

Easy, difficult, boring, favourite, like.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.
- The pupils echo read *We Learn at School*.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *The Drawing Lesson*.
- In groups, the pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story.

After reading

In pairs, the pupils answer the comprehension questions.

Additional activities

The pupils list their subjects in order of preference, with their favourite subject as number 1, second as number 2, etc.

Assessment

The pupils write about their subject preferences using: easy, difficult, boring, favourite, like.

Homework

- The pupils read *We Learn at School*.
- The pupils draw a picture from *The Drawing Lesson*.
- The pupils write about the picture.



What subject do you not like? Why?



mathematics English French
science social studies

Pre-reading questions

What do you remember about the story?
Name the characters in the story;
Describe them, what are they like?



Comprehension question

What subjects did Samuel find difficult?
What subjects do you find difficult?
What subjects are easy and why?
What do you do when you find something difficult?



Lesson 10 Third reading: *The Drawing Lesson*

Learning objectives

- State vocabulary of school subjects and preferences (knowledge and understanding).
- Listen to a text about how the school community helps us learn (skills).

Materials

Read-aloud story: *The Drawing Lesson*.
Daily Reader: *We Learn at School*.

Key content

Happy, refused, sad, apologise.

Introduction

- The whole class plays the *Buzz* game.
- The pupils read *We Learn at School* in silence.
- The teacher asks the daily question.



them the we go help



How does the school community help us learn?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story.
- The whole class does a picture walk.

During reading

- The teacher model reads *The Drawing Lesson*.

After reading

- The pupils answer the comprehension questions.
- The pupils role-play a scene from the story in groups.

Additional activities

The pupils identify school vocabulary in the story.

Assessment

The pupils write about the characters using new vocabulary: Pupil's Daily Reader, page 13, exercise 10 (a) (b).

Homework

The pupils write sentences about their subject preferences: Pupil's Daily Reader, page 14, exercise 11.



Picture walk: Show the illustrations and ask: "What is happening here?" "Who remembers what happens next?" "What is Samuel doing in this picture?" Etc.

Comprehension question

What lesson did Samuel learn?
What did you learn from the story?
How did Samuel apologise?



Lesson 11 Reading and writing poetry: *A Special Gift*

Learning objectives

- The pupils identify words with -art and -ift endings (knowledge and skills).
- Read and write a text about how the school community helps us learn (skills).

Materials

Daily Reader: *A Special Gift*.
Word wall.

Key content

Words with -art and -ift.
Gift, lift, smart, art, chart.

Introduction

- The pupils backwards read the story *We Learn at School*.
- The teacher asks the daily question.



Do you remember your first day at school? What happened?

Development

Pre-reading

- The teacher introduces -art and -ift words.
- The pupils identify words with -art or -ift.
- The pupils answer the pre-reading questions.

During reading

- The teacher model reads the poem *A Special Gift*.
- In pairs, the pupils read the poem and identify words with -art and -ift.

Pre-reading questions

Do you have favourite teachers?
What are they like?
Why do you like them?
What does the word gift mean?



After reading

The pupils answer the comprehension questions.

Additional activities

The pupils write a short poem about a teacher.

Assessment

The pupils write about their school using –art words:
Pupil’s Daily Reader, page 13, exercise 12.

Homework

The pupils read the poem *A Special Gift*.

Comprehension questions

- What did you like about the poem?
- How does the poet describe the school?
- How does the teacher help the poet learn?
- Does the poem remind you of another poem?



Lesson 12 Reading: *John's Day at School*

Learning objectives

- Identify vocabulary of school subjects preferences (knowledge and understanding).
- Read how the school community helps us learn and show understanding in writing (skills).

Materials

Daily Reader: *John's Day at School*.
Flashcards with new vocabulary.

Key content

Subject, story, like, homework, proudly.

Introduction

- The pupils recite the poem *A Special Gift*.
- The teacher asks the daily question.



Who is your English teacher?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *John's Day at School*.
- The class answers the pre-reading questions.

Pre-reading questions

- What do you see in the pictures?
- Can you read the title of the story?
- What do you think the story is about?



During reading

The teacher model reads the story *John's Day at School*.

After reading

- The pupils answer the comprehension questions.
- The pupils choral read the story.
- In pairs, the pupils read the story and identify the school vocabulary.

Comprehension questions

- Why is John happy?
- What is John’s favourite subject?
- What did the class learn in English?
- What activities did they do in class?
- What does John have to do for his homework?



Additional activities

The pupils role-play a scene from the story.

Assessment

The pupils answer the comprehension questions: Pupil’s Daily Reader, page 12.

Homework

The pupils read *John's Day at School*. The pupils draw a picture and write about it.

Lesson 13 Reading: *I Like My School*

Learning objectives

- Identify vocabulary of school subjects preferences (knowledge and understanding).
- Read how the school community helps us learn and show understanding in writing (skills).

Materials

- Daily Reader: *I Like My School*.
- Flashcards with new vocabulary.

Key content

Exciting, speak, multiply, Uganda, cities.

Introduction

- The pupils echo read *John's Day at School*.
- The teacher asks the daily question.



What are the school rules?

Development

Pre-reading

- The teacher reviews the vocabulary.
- The teacher introduces the story *I Like My School*.
- The class answers the pre-reading questions.

Pre-reading questions

- What do you see in the picture?
- Can you read the title of the story?
- What do you think the story is about?



During reading

The teacher model reads the story *I Like My School*.

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils read the story.
- The pupils put the sentences in the correct order:
Pupil's Daily Reader, page 18, exercise 13.

Comprehension questions

- Why does the pupil like school?
- What did the pupil learn in mathematics?
- What does she learn in social studies?



Additional activities

The pupils discuss how they help their friends learn.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 17.

Homework

- The pupils read *I Like My School*.
- Complete the sentences: Pupil's Daily Reader, page 18, exercise 14 (a).

Lesson 14 Writing about school preferences

Learning objectives

- Identify vocabulary of school subjects preferences (knowledge and understanding).
- Write and review a text about school subject preferences (skills).

Materials

Daily Reader: *I Like My School*.

Introduction

- The pupils retell the story *I Like My School*.
- The pupils echo read the story *I Like My School*.
- The teacher asks the daily question.



What do you learn in social studies?

Development

- **Pre-writing:** In groups, the pupils brainstorm what they like about school.
- **Drafting:** The pupils write a short text about subject preferences, including how the school community helps them learn.
- **Revising:** The pupils read and review their text and make changes if necessary.
- **Editing:** The pupils share their writing with a partner and give feedback to each other.
- **Presenting:** The pupils share writing with the group or with the whole class.

Brainstorm

- What do you learn at school?
- What subjects do you like and dislike?
- Why do you like some subjects?
- Why do you dislike other subjects?
- Who helps you learn?
- How do you help your friends learn?



Additional activities

- The pupils draw a picture to accompany their story.
- The pupils complete sentences about the story: Pupil's Daily Reader, page 18, exercise 14 (b).

Assessment

- Write the following text on the board and ask the pupils to read and identify the mistakes in the text: On monday, Teacher Joy asked the class to write a story. Kate wrote about his favourite subjects. John wrote a story about animuls.

Homework

- The pupils read the story *I Like My School*.
- The pupils read their writing to a family member.

Lesson 15 First reading: *The Forest School*

Learning objectives

- Identify vocabulary of school and the school environment (knowledge and understanding).
- Listen to a story about a school and show understanding orally and in writing (skills).

Materials

Read-aloud story: *The Forest School*.
Flashcards with target vocabulary.

Key content

Build, classroom, furniture, eagle.

Introduction

- In pairs, the pupils pair read the story *I Like My School*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



Bigger Rwanda lions



Is your school big or small? Explain.



find down ask bring

Development

Pre-reading

- The whole class plays the play *BUZZ* game.
- The class discusses the new vocabulary.

- The teacher introduces the story *The Forest School*.
- The class answers the pre-reading questions.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils discuss what they liked/disliked about the story.

Additional activities

The pupils role-play a scene from the story.

Assessment

The pupils fill in the missing words using new vocabulary: Pupil’s Daily Reader, page 19, exercise 15.

Homework

The pupils retell the story *The Forest School*.

The pupils draw their favourite part of the story and write about it.

Pre-reading questions

What can you see on the cover?
Can you read the title?
What do you think the story is about?



Comprehension questions

Where does the story take place?
Who are the animals in the story?
When did the animals have a meeting?
What subjects are taught in the school?
Who is the teacher in the story?



Lesson 16 ▶ **Second reading: *The Forest School***

Learning objectives

- State vocabulary related to the size of the school (knowledge and understanding).
- Listen to a story about a school and show understanding orally and in writing (skills).

Materials

Read-aloud story: *The Forest School*.

Key content

Desks, information, clever, excited.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



jump good has first pick

Development

Pre-reading

- The teacher introduces new vocabulary.
- The pupils discuss the answers to the pre-reading questions.



How many teachers are in your school?

During reading

The teacher model reads the story *The Forest School*.

After reading

- The pupils answer the comprehension questions.
- The pupils discuss if the story reminds them of another story.

Pre-reading questions

What do you remember about the story?
Name the animals in the story.
What did the animal decide to do?



Additional activities

The pupils write about their first day experience of their school.

Assessment

Pupil's Daily Reader, page 19, exercise 16.

Homework

The pupils answer questions about the story.

Comprehension questions

- Can you remember your first day at school?
- How did you feel?
- Were you scared or happy?
- What did you see, was the school big or small?
- How many teachers were there?
- What did you learn on your first day?



Lesson 17 Third reading: *The Forest School*

Learning objectives

- State vocabulary related to the size of the school (knowledge and understanding).
- Use adjectives in writing (skills).

Materials

Read-aloud story: *The Forest School*.

Key content

Adjectives: big, nice, etc.

Introduction

- The pupils echo read the story *I Like My School*.
- The teacher asks the daily question.



How many pupils in your school?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story.
- The whole class does a picture walk.

Adjective - a part of speech that describes a noun; for example, big forest, blue notebook, good book.

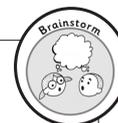
Teaching Tip

During reading

The teacher model reads the story.

Brainstorm

red orange yellow big fat short tall



After reading

- The pupils summarise what they learned from the story.
- In groups, the pupils brainstorm adjectives to describe *The Forest School* and the animals.
- The pupils write sentences about *The Forest School* and underline the adjectives: Pupil's Daily Reader, page 19, exercise 17

Assessment

The pupils write a comparison between their school and *The Forest School* using adjectives: Pupil's Daily Reader, page 20, exercise 18.

Homework

The pupils answer the comprehension questions about the story, Pupil's Daily Reader, page 20, exercise 19.

Lesson 18 Reading and writing poetry

Learning objectives

- State vocabulary of school subjects (knowledge and skills).
- Use adjectives in writing (skills).

Materials

Daily Reader: *Walking Through the Forest*.
Word wall.

Key content

Words with –est and –elp.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



blue ate know may

Development

Pre-reading

- The teacher introduces –est and –elp words.
- The pupils identify words with –est or –elp.
- The teacher introduces the poem *Walking Through the Forest*.



What animals did you see on the way to school today?

During reading

- The teacher model reads *Walking Through the Forest*.
- The pupils echo read the poem.

After reading

- In pairs, the pupils read the poem and identify words with –est or –elp in the poem.
- The pupils answer the comprehension questions.
- In groups, the pupils brainstorm adjectives to describe animals.

Comprehension questions

- What do you like about the poem?
- What did the child see in the forest?
- What did the snake do?
- What adjectives are used to describe the size of the snake?



Additional activities

The pupils write a short poem about something they saw on the way to school today.

Assessment

The pupils write sentences using –est and –elp words: Pupil's Daily Reader, page 20, exercise 20.

Homework

- The pupils read the poem *Walking Through the Forest*.
- The pupils draw a picture to illustrate the poem.

Lesson 19 Drawing a plan of the school

Learning objectives

- State vocabulary related to school (knowledge and understanding).
- Draw and label a plan of the school (skills).

Materials

Ruler and drawing paper.
Example of a school plan.
Flashcards with new vocabulary.

Key content

Plan, scale, classroom, furniture, office.

Introduction

- The pupils read the poem *Walking Through the Forest*.
- The teacher asks the daily question.



What buildings are on the school grounds?

Development

- In groups, the pupils brainstorm the names of the rooms and buildings on the school grounds.
- The teacher shows the pupils an example of a school plan, which they carefully examine.
- The whole class goes on a school tour and looks at the size and shape of the buildings.
- The whole class discusses the size, shape and location of the buildings.
- The pupils draft a plan of the school.
- The pupils label the plan.
- The pupils present their plans to their groups or to the class.

Brainstorm

Office classroom playground toilets
staffroom gate compound library.



Assessment

The pupils unjumble the words: grayplound ttelsoil ateg, to make words related to school buildings.

Homework

- The pupils unjumble the words: rilbary, fofice, sclarooms.
- The pupils read the poem *Walking Through the Forest*.

Lesson 20 First reading: *When I Grow Up*

Learning objectives

- State vocabulary of future hopes and ambitions (knowledge and understanding).
- Describe personal future hopes and ambitions (skills).

Materials

Read-aloud story: *When I Grow Up*.
Flashcards with new vocabulary.

Key content

Homework, blank, writing, important.

Introduction

- The class plays the *Odd One Out* game.
- The teacher asks the daily question.



Kinyarwanda French chalk

Big huge tiny large
car classroom head teacher
pupils.

Development

Pre-reading

- The whole class plays the *Buzz* game.
- The class discusses the new vocabulary.
- The teacher introduces the story.
- The pupils answer the pre-reading questions.



What do you want to be when
you grow up?



please where stop grow

During reading

- The teacher model reads the story *When I Grow Up*.

After reading

- The pupils discuss and answer the comprehension questions.
- The pupils summarise the story.

Pre-reading questions

What can you see on the cover?
What does the title mean?
What do you think the story is about?



Assessment

- The pupils answer True or False to the following statements about what happened in the story.
- Agnes was doing her French homework.
- Her father helped her with her homework.
- Agnes wants to be a teacher when she grows up.

Comprehension questions

- What is the name of the girl in the story?
- What is Agnes supposed to do?
- What does Agnes want to be when she grows up?



Homework

- The pupils retell the story.
- The pupils draw a scene from the story *When I Grow Up*.
- The pupils write a short text about the scene.

Lesson 21 Second reading: *When I Grow Up*

Learning objectives

- State vocabulary of future hopes and ambitions (knowledge and understanding).
- Describe personal future ambitions (skills).

Materials

Read-aloud story: *When I Grow Up*.

Key content

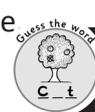
Finished, spellings, doctor.

Introduction

- The whole class plays the *Buzz* game.
- The whole class plays the *Guess the word* game.
- The teacher asks the daily question.



but laugh clean because all



Doctor nurse teacher tailor
carpenter driver pilot builder.

Development

Pre-reading

- The class discusses the new vocabulary.
- The class answers the pre-reading questions.



What do you do when you write a story?

During reading

The teacher model reads the text.

After reading

The pupils answer the comprehension questions.

Pre-reading questions

- What do you remember about the story?
- Name the girl in the story.
- Who helped her with her problem?
- How did they solve her problem?



Additional activities

The pupils draw a picture and complete the sentence: *When she grows up, Agnes wants to be...*

Comprehension questions

- Did Agnes like school?
- Do you like homework?
- Do find homework difficult?
- Why is it important to do your homework?
- What do you want to be when you grow up? Why?



Assessment

The pupils complete the sentences about the story: Pupil's Daily Reader, page 21, exercise 21.

Homework

The pupils retell the story *When I Grow Up* to a family member.

Lesson 22
Third reading: *When I Grow Up*
Learning objectives

- Identify the future tense (knowledge).
- Appreciate how our school community helps us learn (attitudes and values).

Materials

 Read-aloud story: *When I Grow Up*.

Key content
I Want To Be _____

Introduction

The teacher asks the daily question.



What homework do you like to do?

Development
Pre-reading

- The whole class plays the *Buzz* game.
- The teacher introduces the story *When I Grow Up*.
- The whole class does a picture walk.


big sleep thank ran where
During reading

The teacher model reads the story.

After reading

- The pupils summarise what they learned from the story.
- The teacher reviews the future tense.
- In pairs, the pupils practise the questions and answers.

Dialogue

Q. What do you want to be when you grow up?

 A. *I Want To Be* a _____.

Assessment

The pupils answer the questions: What do you want to be when you grow up? Why?

Homework

The pupils write sentences in the future tense. Pupil's Daily Reader, page 21, exercise 22.

Lesson 23
Reading and writing poetry: *Splish, Splash*
Learning objectives

- Recognise common word endings – ish – ank (knowledge and skills).
- Read a poem (skills).

Materials

 Daily Reader: *Splish, Splash*.

Key content

Words with –ish and –ank.

Fish, tank, dish.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.


today what live be wish
Development
Pre-reading

- The teacher introduces -ish and -ank words.
- The pupils identify words with -ish or -ank.
- The teacher introduces the poem *Splish, Splash*.



What sounds did you hear on the way to school today?

During reading

The teacher model reads the poem *Splish, Splash*

After reading

In pairs, the pupils read the poem and identify words with -ish or -ank in the poem.

Additional activities

The pupils draw a picture of things that go *Splish, Splash*.

Assessment

The pupils complete the dictation exercises: fish, dish, wish, bank, tank, plank.

Homework

The pupils read the poem *Splish, Splash* for a family member.

Lesson 24 Dialogue about future ambitions

Learning objectives

- State vocabulary of school subjects and preferences (knowledge and understanding).
- Read a text about personal future hopes and ambitions (skills).

Materials

Pupil’s Daily Reader: *I Want To Be*.
 Pictures of people from different professions.
 Word wall.

Key content

Why do you want to be a teacher?
 Why do you want to be an artist?

Introduction

- The pupils recite the poem *Splish, Splash*.
- The teacher asks the daily question.



What do you talk about with your friends?

Development

Pre-reading

- The pupils write a short dictation exercise.
- The teacher introduces the dialogue *I Want To Be*.
- The pupils discuss what the dialogue is about.

Comprehension questions

- Who is talking?
- What does John want to be when he grows up?
- What does Kate want to be when she grows up?



During reading

The teacher model reads the dialogue for the class.

After reading

- The pupils answer the comprehension questions.
- The pupils practise the dialogue in pairs.
- The pupils present the dialogue to the group or to the class.

Assessment

- The pupils answer True or False to the following statements about the dialogue: Kate wants to be a doctor.
- John wants to be an artist.
- Brian wants to be a bus driver.

Homework

The pupils practise the dialogue at home with their family.

Lesson 25 Reading a poem: *A Pencil*

Learning objectives

- State vocabulary of classroom objects (knowledge and understanding).
- Read a text about school objects and show understanding orally and in writing (skills).

Materials

Daily Reader: *A Pencil*.
Examples of classroom objects.

Key content

Lead, short, long, blank, round.

Introduction

- The class plays the *Say and draw* game.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the meaning of the new vocabulary.
- The teacher introduces the poem *A Pencil*.
- The class answers the pre-reading questions.

During reading

- The teacher model reads the poem.
- The pupils echo read the poem.

After reading

- The pupils read the poem in pairs.
- The pupils answer the comprehension questions.
- The whole class plays the *Word detective* game.

Additional activities

The pupils summarise the poem.

Assessment

The pupils choose a verse of the poem and draw a picture of the pencil from that verse.

Homework

- The pupils read the poem *A Pencil*.
- Pupil's Daily Reader, page 21, exercise 24. The pupils answer the comprehension questions.



**Table desk chair chalkboard
schoolbag chalk pen pencil
notebooks.**



What do you have in your school bag?

Pre-reading questions

What do you think this poem is about.
What is in the picture?



Comprehension questions

What does the pencil like to write?
Where can the pencil be used?
What will happen if the pencil keeps writing?



Lesson 26 Reading a dialogue about going to school

Learning objectives

- State vocabulary of school (knowledge and understanding).
- Read a dialogue about school journeys and show understanding visually or in writing (skills).

Materials

Daily Reader: *Going to School*.
Flashcards with new vocabulary.

Key content

How do you go to school?
I walk. I run. I cycle.

Introduction

- The pupils read the poem *A Pencil*.
- The whole class plays the *Word detective* game.
- The teacher asks the daily question.



letters wood draw and round

Development

Pre-reading

- The pupils discuss what time they arrived at school today.
- The pupils practise asking and answering the questions.
- The teacher introduces the dialogue from *Going to School*.
- The pupils read the dialogue in groups.

During reading

The teacher model reads the dialogue.

After reading

- The pupils answer the comprehension questions.
- The pupils practise the dialogue in pairs.
- The pupils present the dialogue to the group or the class.

Assessment

The pupils answer True or False to the statements: Pupils Daily Reader, page 25, exercise 26.

Homework

The pupils practise the dialogue at home.



How do you go to school?

Q. How long does it take to get to your school?

A. It takes one and a half an hour to get to my school.



Comprehension questions

Who is talking?

How long does it take Kate to get to school?

How does she travel to school?

How long does it take John to travel to school?



Lesson 27 A survey about school journeys

Learning objectives

- State vocabulary of school journeys (knowledge and understanding).
- Develop a survey questionnaire about going to school (skills).

Materials

Daily Reader: *Going to School*.

Key content

How long does it take to get to your school? It takes...

Introduction

- The pupils practise the dialogue *Going to School*.
- The teacher asks the daily question.



Are you late for school sometimes. Why?

Development

Using your favourite colours, the teacher demonstrates how to use a table to conduct a survey, with the theme *Favourite*.

Favourite colour		Blue	Yellow	Green	Black	Pink
Number of pupils						

The teacher demonstrates how to mark the correct box to represent a person.

Going to school	<10 min	15 min	20 min	30 min
Number of pupils				

The pupils copy the table into their notebooks.

The pupils conduct a survey.

The pupils conduct the survey: How long does it take pupils to get to school? When they answer, they must put a mark in the correct box to represent that person.

The pupils calculate the results of the survey using a table, for example.

Number of pupils	Time
6	10 min
4	15 min
10	20 min
20	30 min

Assessment

The pupils present what they discovered.

Homework

The pupils show their survey to a family member.

Lesson 28 Presentation of data

Learning objectives

- State vocabulary about going to school (knowledge and understanding).
- Present data from the survey (knowledge and understanding).
- Listen to a text about school journeys (skills).

Materials

Daily Reader: *Going to School*.

Key content

Presentation, vertical axis, horizontal axis.

Introduction

The pupils pair read the dialogue from *Going to School*.

The teacher asks the daily question.



What is the best way to travel to school?

Development

- The whole class discusses the findings from the survey about a school journey.
- The teacher demonstrates how to draw a graph to present their data.
- The pupils draw a graph to present the survey results.

Additional activities

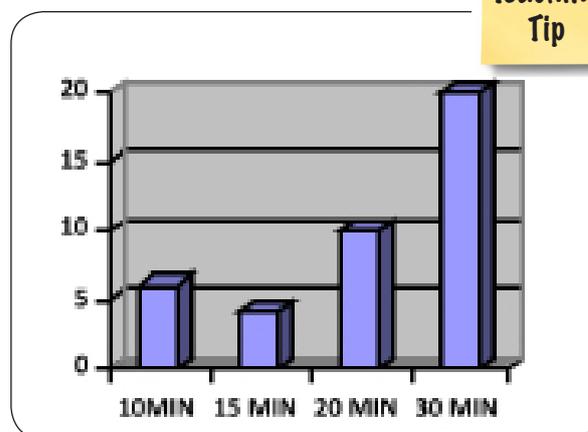
The pupils draw a graph to present the survey on favourite colours from the previous lesson.

Assessment

The pupils construct a bar graph using the information: 5 pupils ate 3 bananas, 10 ate 2 bananas, 7 ate 8 bananas, 2 ate 15 bananas in a week.

Homework

The pupils discuss the graph with a family member.



Back to school Fluency and Comprehension Test

Back to school	Word Count	65
The school gate is open.		5
The teachers are here.		4
There are a lot of books.		6
Boys and girls are reading them.		6
The children are playing games.		5
We are singing songs.		4
We are drawing pictures.		4
We are making new friends.		5
We are learning English and mathematics.		6
Do you know what day it is?		7
It is a very special day.		6
It is the first day of school.		7

Comprehension questions

1. What is open?
2. How many books are there?
3. What are the children doing?
4. What are they learning?
5. What day is it?
6. What would the school look like during holidays?

ANNEX 1: Unit 1 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	<p>School timetable (writing)</p> <p>Draw their school timetable.</p> <p>Write the subjects and the times you study them.</p> <p>Include break times.</p>	<p>Monday, Tuesday, Wednesday, Thursday and Friday are listed on the timetable.</p> <p>All school subjects are listed on the timetable.</p> <p>The correct times are listed, including break time.</p>
2	<p>Size of the school (writing).</p> <p>Describe the size of the school. List the buildings in the school and explain where they are located. Describe the resources you have in your school.</p>	<p>Named all the buildings on the school grounds</p> <p>Used adjectives when describing the school buildings.</p> <p>Used prepositions to describe the location of the buildings.</p> <p>Used quantifiers to describe the number of resources.</p>
3	<p>Describing future hopes (listening and speaking)</p> <p>What do you want to be when you grow up?</p>	<p>Talked about their future using the following language structures:</p> <p>I want to be...</p> <p>I would like to be...</p>
4	<p>Conduct a survey (listening, speaking, reading and writing).</p> <p>Conduct a class survey about pupils' favourite school subjects.</p>	<p>Constructed a survey table.</p> <p>Develops questionnaire about pupils' favourite subjects.</p> <p>Completed a survey table.</p> <p>Calculated the results.</p> <p>Constructed a bar graph.</p> <p>Summarised the information.</p>
5	<p>Spelling assessment</p> <p>Dictate the following words:</p> <p>Path bath mathematics</p> <p>Spend friend bend</p> <p>Start heart part</p> <p>Lift gift shift</p> <p>Best rest west</p> <p>Help</p> <p>Tank bank rank</p>	<p>The pupils write the spellings clearly and accurately.</p>

UNIT 2: DESCRIBING FRIENDS

Key competency: To use language learnt in the context of my friends and I.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Value the importance of friendship in our daily lives, both in the community and in our families.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Why the Cat and the Dog are not friends.	Second reading: Why the Cat and the Dog are not friends.	Third reading: Why the Cat and the Dog are not friends.	Reading poetry: One Little Duckling	Describing a friend's personality	Use of comparatives: Comparing people	Reading: The Cat and the Mouse	Reading and writing poetry	Writing a text comparing two friends
Key content	Agreement, friends, argue, angry, chase	Outside, inside, agreement, ceiling nibble	Adjectives	Words with _uck and _ump	Happy, sad, angry, excited, bored	Taller, smaller, bigger, more, confident	Tail, baker, hay, farmer, butcher, milk.	Words with _ong and _ask words.	Personal writing
Language structures			Adjectives	Sounds and spellings	Adjectives	Comparatives		Sounds and spellings	

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Lesson name	First reading: The Adventures of Aunt Grace	Second reading: The Adventures of Aunt Grace	Reading and writing poetry	Writing a story about past activities	Writing about hobbies and leisure activities	Reading a dialogue about hobbies and leisure	Writing about future activities	Reading about hobbies and leisure activities	Reading about a family occasion
Key content	Aunt, visitor, holidays, travels, pyramids	Traveling, camel, carpet, journey, desert	Words with _elt and _and	Verbs in the past simple tense	East Africa, Rwanda, Burundi, Uganda, Tanzania, weekend	Play, draw, sing, dance, jog	I am going to ... At the weekend.		Wedding, bride, bridegroom, aunt, uncle
Language structures				Past simple tense					

UNIT 2 – DESCRIBING FRIENDS

Key competency: To use language learnt in the context of my friends and I.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Value the importance of friendship in our daily lives, both in the community and in our families.

	Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24	Lesson 25	Assessment	Remediation
Lesson name	First reading: The Magic Carpet	Second reading: The Magic Carpet	Third reading: The Magic Carpet	Reading and writing poetry	Reading an information text: How to write a story	Reading a story about leisure time: The Picnic	Reading Preferences	Assessment	Remediation
Key content	Magic carpet, train, plane, ships	Where will we go? Going, flying	Dream, adventure, fun, enjoy, exciting	Words with -ock and -ent,	Planning, drafting, revising, checking, publishing	Family, friends, picnic, island, played, ate.	Transport, faster, waiter, land, air, expensive	Assessment	Remediation
Language structures		Future Tense		Sounds and spelling					

Attitudes and values: value the importance of friendship in our daily lives, both in the community and in our families

In this unit, a focus on friendship presents teachers with an opportunity to encourage pupils to value friendships in their communities and families, and to be a friend to pupils who may be different from themselves, (thus reinforcing the Inclusive Education focus in Rwanda). Pupils have an opportunity to identify the characteristics of friendship, and also to demonstrate friendship towards others. An example of a classroom project is provided to scaffold how, as part of their lessons, teachers can promote and foster positive attitudes and values about friendship in the pupils' daily lives. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Activity: The teacher poses the following question to the pupils: 'What is a friend?' The pupils share ideas. Next, the teacher presents a statement to the pupils: 'To have a good friend, you must be a good friend.' The pupils share what that means to them. The teacher then asks pupils to work with one or two others to make a list of the ways in which they can be a good friend at home, at school, and in their community, based on their ideas. The pupils identify what actions they can take, and then share their ideas with the whole class. Following this activity, the pupils keep a "Friendship Log" with the actions that they take each day to be a good friend.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Can identify characteristics of a good friend.				
Demonstrates actions of friendship to her/his peers in school.				
Demonstrates actions of friendship to her/his family.				
Listens respectfully to other pupils.				
Shares her/his possessions with other pupils.				
Shares her/his possessions with other pupils.				

Lesson 1 First reading: *Why the Cat and the Dog Are Not Friends*

Learning objectives

- Identify the basic vocabulary of friendship (knowledge and understanding).
- Follow a story read aloud and retell the story orally and in writing (skills).

Materials

Read-aloud story: *Why the Cat and the Dog Are Not Friends*.

Pupil's Daily Reader: *A Pencil*.

Key content

Agreement, friends, argue, angry, chase.

Introduction

The pupils echo read *A Pencil*.
The class plays the *Word Detective* game.
The teacher asks the daily question.



Little long smooth fast round,
handsome short

Development

Pre-reading

- The class discusses the meaning of the new vocabulary.
- The teacher introduces the story *Why the Cat and the Dog Are Not Friends*.
- The class answers the pre-reading questions.



Who are your friends? How long have you been friends?

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story.

Additional activities

- The pupils describe the cat and the dog.
- The pupils discuss what is good/bad about the story

Assessment

- The pupils answer true or false statement about the story.
- Pupil's Daily Reader, page 30, exercise 4.

Homework

The pupils retell the story *Why the Cat and the Dog Are Not Friends*. The pupils draw a picture about the story.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- Who made an agreement?
- What did they agree to do?
- Why was the dog angry?
- Why do mice run away from cats?
- Why do dogs chase cats?



Lesson 2 Second reading: *Why the Cat and the Dog Are Not Friends*

Learning objectives

- Identify the basic vocabulary of friendship (knowledge and understanding).
- The pupils write a short text about a friend (skills).

Materials

Read-aloud story: *Why the Cat and the Dog Are Not Friends*

Flashcards with new vocabulary.

Key content

Outside, inside, agreement, attic, nibble.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The pupils complete a short dictation exercise.
- The teacher introduces the story.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils draw their friend and write about them.

Assessment

The pupils complete sentences about the story: Pupil's Daily Reader, page 30, exercise 5.

Homework

The pupils read the story: *A Pencil*. Pupil's Daily Reader, page 29, exercise 29.



big sleep thank ran where



What is the nicest thing that a friend has done for you?

Pre-reading questions

- Why was the dog angry?
- Who kept the agreement?
- How did the story end?



Comprehension questions

- How do you think the dog felt?
- How do you think the cat felt?
- Have you had an argument with your friend?
- How did you feel? How did you make it better?



Lesson 3 Third reading: *Why the Cat and the Dog Are Not Friends*

Learning objectives

- Identify adjectives (knowledge and understanding).
- Describe characters in the read-aloud story using adjectives (skills).

Materials

Read-aloud story: *Why the Dog and the Cat are not Friends*.
Daily Reader: *A Pencil*.

Key content

Adjectives: tall, short, big, small, thin, fat, red, nice, light, beautiful, handsome, clever, bright, strong, etc.

Introduction

- In pairs, the pupils read the poem *A Pencil*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



What does your friend look like?

Development

Pre-reading

- The teacher introduces the story. *Why the Cat and the Dog Are Not Friends*.
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils list some adjectives to describe the cat and dog.



pointed red smooth blank
chubby stubby

Adjectives are describing words. Large, grey, and friendly are all examples of adjectives. In the examples below, these adjectives are used to describe an elephant. Examples: Large elephant, grey elephant, friendly elephant



Additional activities.

In pairs, the pupils discuss what adjectives they would use to describe their friend.

Assessment

The pupils underline the adjectives in the following list: lesson, tall, mathematics, Kinyarwanda, friendly, short, English, big, small, thin, fat, French, red, nice, angry, lazy, clever, banana, strong.

Homework

The pupils write about their favourite part of the story *Why the Cat and the Dog Are Not Friends?*

Brainstorm

Adjectives. Tall, friendly, short, big, small, thin, fat, red, nice, angry, lazy, clever, bright, strong



Comprehension questions

How would you describe the cat and the dog?
What would have happened if the cat hadn't lost the agreement?



Lesson 4 Reading poetry

Learning objectives

- Identify the common word endings -uck and -ump (knowledge and understanding).
- Recite a poem fluently and with intonation (skills).

Materials

Daily Reader: *One Little Duckling*.

Key content

Common word endings -uck and -ump.

Introduction

- The pupils read the poem *One Little Duckling*.
- The teacher asks the daily question.



How do you know when your friend is happy?

Development

Pre-reading

- The teacher introduces the word endings -uck and -ump.
- In groups, the pupils brainstorm words with -uck and -ump.
- The teacher introduces the poem *One Little Duckling*.



jump lump suck duck luck
dump

During reading

- The teacher model reads *One Little Duckling*.
- The pupils echo read the poem.
- In pairs, the pupils read the poem.

Comprehension questions

What is the poem about?
What was the duckling doing?
What are they doing?
What did the doctor say?



After reading

- The pupils answer the comprehension questions.
- The pupils identify words with -uck and -ump in the poem.

Additional activities

The pupils draw pictures of the poem and write what is happening in their drawing.

Assessment

The pupils read the text and find words with –uck or –ump: The duck was big and fat. The tall fox wanted to eat the duck. The big fat duck pecked the strong fox with her beak. The fox had a big bump on his head. The fat duck ran away.

Homework

The pupils read the poem *One Little Duckling*.

The pupils write sentences using the words jump duck luck and stuck.

Lesson 5 Describing a friend's personality

Learning objectives

- Identify the basic vocabulary of personality (knowledge and understanding).
- Compare people's personality orally and in writing (skills).

Materials

Daily Reader: *One Little Duckling*.

Pictures of people from books, magazines, newspapers.

Key content

Happy, sad, angry, excited, bored.

Introduction

- The pupils read the poem *One Little Duckling*.
- The teacher asks the daily question.



How do you know when your friend is sad?

Development

- In groups, the pupils brainstorm adjectives to describe people.
- The teacher writes them on the board.
- The teacher introduces the new vocabulary.
- The class discusses the new vocabulary.
- In groups, the pupils mime the expressions: happy, sad, angry, excited, bored.
- The pupils examine different pictures of people.
- The pupils answer questions about the pictures.
- In pairs, the pupils brainstorm their best friend's personality.
- The pupils write a short text about their best friend.



long short fat thin happy sad
small brown yellow nice

Sample questions about the people

- Do they look happy?
- Do they look sad?
- Why is he laughing?
- Why is she crying?
- Do they look angry?



Brainstorm

- Who is your best friend?
- Why are you friends with him or her?
- How do you think your best friend would describe you?



Additional activities

The pupils draw a picture of their best friend.

Assessment

The pupils describe their best friend's personality in three words. They explain why they chose these words.

Homework

The pupils read their writing to a family member.

Lesson 6 Use of comparatives: Comparing people**Learning objectives**

- Recognise the use of comparatives (knowledge and understanding).
- Write a short text comparing people (skills).

Materials

Flashcards with new vocabulary.
Pictures of people from magazines, books, newspapers.

Key content

Taller, smaller, bigger, more, confident.

Introduction

The class plays the *What is missing?* game. The teacher asks the daily question.



Tall thin fat happy sad angry
excited shy quiet

Development

- The teacher reviews comparatives.
- The teacher distributes pictures of people.
- In pairs, the pupils discuss and list comparatives to describe the similarities and differences between the people in the two pictures.
- In groups, the pupils make a presentation about their work.



How would you describe yourself?

The comparative form is used to compare two nouns (people, places, or things) or to describe verbs (actions), other adverbs (words that describe verbs).

Teaching Tip

Assessment

The pupils write sentences using comparatives: Pupil's Daily Reader, page 41, exercise 14.

Homework

The pupils write sentences using the words: younger, taller, smaller, older, shorter.

Lesson 7 Reading: *The Cat and the Mouse***Learning objectives**

- Recognise the use of comparatives (knowledge and understanding).
- Read and retell a story orally and in writing (skills).

Materials

Daily Reader: *The Cat and the Mouse*.

Key content

Tail, baker, hay, farmer, butcher, milk.

Introduction

- The teacher asks the daily question.



Have you ever had an argument with your friend? What happened?

Development**Pre-reading**

- The class discusses the new vocabulary.
- The teacher introduces the story *The Cat and the Mouse*.
- The class answers the pre-reading questions.

Pre-reading questions

What is the title of the story?
What do you think will happen in the story?
What animals are in the picture?



During reading

The teacher model reads *The Cat and the Mouse*.

After reading

- The pupils choral read *The Cat and the Mouse*.
- The pupils answer the comprehension questions.
- The pupils summarise the story in pairs.
- The pupils draw and describe the characters in the story.
- In pairs, the pupils discuss in pairs the cat's behaviour towards the mouse.
- The pupils discuss if the story was good or bad and explain why?
- The pupils say what they learned today.

Assessment

The pupils write sentences in the correct order: Pupil's Daily Reader, page 29, exercise 2.

Homework

- The pupils retell the story *The Cat and Mouse* to their family members.
- The pupils answer the comprehension questions: Pupil's Daily Reader, page 29, exercise 1.

Comprehension questions

- Who bit off the mouse's tail?
- What did the cow want from the farmer?
- Does the mouse get the cheese?
- Who sends mouse to the baker?
- How does the story end?

**Lesson 8** Reading and writing poetry**Learning objectives**

- Recognise words with common endings –ask and –ong (knowledge and understanding).
- Read a poem with –ask and –ong words (skills).

Materials

Daily Reader: *The Cat and the Mouse*.
Daily Reader: *My Favourite Animal*.
Word wall.

Key content

–ong and –ask words.

Introduction

- In pairs, the pupils read the story *The Cat and the Mouse*.
- The teacher asks the daily question.



What is your favourite animal?

Development**Pre-reading**

- The teacher introduces the words with –ong and –ask.
- In groups, the pupils brainstorm –ong and –ask words.

During reading

- The teacher model reads *My Favourite Animal*.
- The pupils echo read the poem.

After reading

The pupils identify words with –ask or –ong.

Additional activities

- In pairs, the pupils discuss and write about their favourite animal.
- The pupils share their writing with the whole class.

Comprehension questions

- What animal is in the story?
- Why is the giraffe the poets' favourite animal?
- Describe the giraffe.



Assessment

The pupils choose five adjectives used to describe the giraffe in the poem.

Write five words that rhyme using –ask and –ong.

Homework

The pupils write sentences using the words: long, strong, ask, flask.

The pupils fill in the missing words: Pupil's Daily Reader, page 31, exercise 6.

Lesson 9 Writing a text comparing two friends

Learning objectives

- Recognise the use of comparatives (knowledge and understanding).
- Write and review a text comparing friends (skills).

Materials

Daily Reader: *The Cat and The Mouse*.
Word wall.
Pictures of people from magazines, newspapers and books.

Introduction

- In pairs, the pupils read *The Cat and the Mouse*.
- The class plays *Word Detective*
- The teacher asks the daily question.



tail butcher hay farmer milk



What are some things you have learned from your friends?

Development

- The teacher reviews adjectives and comparatives.
- **Pre-writing:** The teacher introduces the writing activity.
- The pupils discuss the answers to the pre-writing questions.
- **Drafting:** The pupils write a short text about the picture.
- **Revising:** The pupils review their work and edit if necessary.
- **Editing:** The pupils share their writing with a partner and give feedback to each other about their writing.
- **Publishing:** The pupils share their writing with their group or with the whole class.

Pre-writing questions

Think about two of your friends.
How would you describe them?
In what ways are they the same?
In what ways are they different?



Additional activities

The pupils draw a picture to accompany their drawing.

Assessment

The pupils read the following text and identify the mistakes in the text: Last Friday, John and Kate were playing hide and seek. Kate sartered to count. John hid behind a tree. John was taller than the tree. Kate opened his eyes. She saw John behind the tree.

Homework

- The pupils read their writing to a family member.
- The pupils read *The Cat and the Mouse*.

Lesson 10 First reading: *The Adventures of Aunt Grace*

Learning objectives

- Identify the basic vocabulary of leisure activities (knowledge and understanding).
- Follow a story read aloud and retell the story orally and in writing (skills).

Materials

Read-aloud story: *The Adventures of Aunt Grace*.

Key content

Aunt, visitor, holidays, travels, pyramids.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



pick grow laugh show kind

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *The Adventures of Aunt Grace*.
- The pupils discuss the answers to the pre-reading questions.



How much time do you spend with your friends?

During reading

The teacher model reads *The Adventures of Aunt Grace*.

Pre-reading questions

What can you see in the picture?
What do you think will happen in the story?



After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story in pairs.
- The pupils role-play a scene from the story.
- The pupils summarise what they have learned today.

Comprehension questions

How does Aunt Grace travel?
Name some of the things she brought back?
What country did she visit?



Assessment

The pupils use the following table to describe Aunt Grace.

Name?	Is she big or small?	What is she wearing?
Describe her face.	Describe her hair.	What kind of person is she?

Homework

The pupils retell the story *The Adventures of Aunt Grace* to family members.
Pupil's Daily Reader, page 32, exercise 7. The pupils complete sentences about the story.

Lesson 11 Second reading: *The Adventures of Aunt Grace*

Learning objectives

- Identify the basic vocabulary of hobbies and leisure activities (knowledge and understanding).
- Follow a story read aloud and express an opinion (skills).

Materials

Read-aloud story: *The Adventures of Aunt Grace*.
Flashcards with new vocabulary.

Key content

Traveling, camel, carpet, journey, desert.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the story.
- The class discusses the new vocabulary.

Reading

The teacher model reads *The Adventures of Aunt Grace*.

After reading

The pupils answer the comprehension questions about the story.

Assessment

The pupils complete a table about the story.

I like	I don't like
--------	--------------

Homework

The pupils answer True or False: Pupil's Daily Reader, page 32, exercise 8.



sleep first wish came because



What are your hobbies?

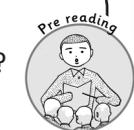
Pre-reading questions

- What can they see?
- How many people are there?
- What are they people doing?
- Do the people look happy or sad?



Comprehension questions

- Were the family happy to see their Aunt?
- Do you have an Aunt?
- Can you describe her?



Lesson 12 Reading and writing poetry

Learning objectives

- Recognise and pronounce words with –elt or –and (knowledge and understanding).
- Write a poem describing a friend (skills).

Materials

- Flashcards with –elt and –and words.
- Daily Reader: *My Friend*.

Key content

Words with –elt or –and.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the words with –elt and –and.
- In groups, the pupils brainstorm words with –elt and –and.

During reading

- The teacher model reads the poem *My Friend*.
- The pupils pair read the poem *My Friend*.

After reading

- The pupils identify words with –elt or –and in the poem.
- The pupils discuss the poem: did they like it/dislike it? etc.



care always thank very laugh



What do you like to do in the holidays?

Brainstorm

Explore words belt, felt, melt, knelt, spelt, land, sand, island, band, stand, .



Additional activities

The pupils write a poem about a friend.

Assessment

The pupils write the dictation exercise: John and Kate are my best friends. The sun's rays felt warm on my face.

Homework

The pupils write sentences using belt, felt, land and sand.

Lesson 13 Write a story about past activities

Learning objectives

- Recognise the use of the past simple tense (knowledge and understanding).
- Describe past activities orally and in writing (skills).

Materials

Pictures of people doing different activities from newspapers, magazines and books.

Word wall.

Key content

Verbs in the past simple tense.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



eat play read visit swim

Development

- The teacher introduces the past simple tense.
- **Pre-writing:** In groups, the pupils brainstorm what they did over the weekend.
- **Drafting:** The pupils write a text about their weekend, describing what they did with their friends.
- **Reviewing:** The pupils exchange their texts with their partners for feedback.
- **Revising:** The pupils review their writing and make changes if necessary.
- **Editing:** The pupils share their writing with a partner and give feedback to each other about their writing.
- **Presenting:** The pupils share their writing with their group or with the whole class.



What did you do in the morning?
What did you do in the evening?
What did you do yesterday?

Past simple tense is used when referring to an action that has already taken place.



Additional activities

The pupils draw a picture to accompany their story.

Assessment

The pupils read the following text and underline the verbs in the past tense: On Wednesday night, Carmel played with her friend Jane. They read books and sang songs. They skipped and jumped with their skipping ropes.

Homework

The pupils read their story to a family members.

Lesson 14 Reading about hobbies and leisure activities

Learning objectives

- Identify the basic vocabulary of hobbies and leisure activities (knowledge and understanding).
- Read a text about hobbies (skills).

Materials

- Daily Reader: *Friends Around East Africa*.
- Flashcards with new vocabulary.
- Map of East Africa.

Key content

East Africa, Rwanda, Burundi, Uganda, Tanzania, weekend.

Introduction

- The whole class plays the *Buzz* game.
- The pupils recite the poem *My Friend*.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils look at the map of East Africa.
- The pupils identify the cities of East African countries.
- The pupils discuss people they know living in East Africa.
- The teacher introduces the story *Friends Around East Africa*.
- The pupils discuss the answers to the pre-reading questions.

During reading

- The teacher models a fluent reading of the story.
- In pairs, the pupils read the story.

After reading

- The pupils discuss and answer the comprehension questions.
- The pupils echo read the story.
- The pupils summarise the story in their own words.

Additional activities

- The pupils pick a character in the story, and say in what ways the character is like them, and in what ways they are different.
- The pupils use a table to write comparisons between them and the character.

How the character is like me.	How character is different to me.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 39, exercise 9.

Homework

The pupils read *Friends Around East Africa* to a family member.

The pupils complete the sentences: Pupil's Daily Reader, page 39, exercise 10.



under after did look jump



Do you have friends living in East Africa?

Pre-reading questions

- What is the story about?
- What do you think will happen in the story?
- What new information do you think you will learn?



Comprehension questions

- Who lives in Tanzania?
- What is her name?
- What does she like to do?
- Where would you like to live?



Lesson 15 Reading a dialogue about hobbies and leisure

Learning objectives

- Identify the basic vocabulary of hobbies and leisure activities (knowledge and understanding).
- Describe hobbies and leisure activities orally and in writing (skills).

Materials

Daily Reader: *Friends Around East Africa*.

Daily Reader: *What Are Your Hobbies?*

Key content

Play, draw, sing, dance, jog.

Introduction

- In pairs, the pupils read the story *Friends in East Africa*.
- The teacher asks the daily question.



What are your hobbies?

Development

Pre-reading

- The class discusses new vocabulary about hobbies.
- The teacher introduces the dialogue *What Are Your Hobbies?*
- In groups, the pupils read the dialogue.
- In groups, the pupils discuss what the dialogue is about.

During reading

- The teacher model reads the dialogue.
- In pairs, the pupils read the dialogue.

After reading

- The pupils answer the comprehension questions.
- The pupils practise the dialogue in pairs.
- The pupils role-play the dialogue in pairs.

Comprehension questions

- Who is talking?
- Why does Kate like playing tennis?
- Why are hobbies good for your health?



Assessment

The pupils write a description about their favourite hobby and present it to the class.

Homework

- The pupils read *Friends Around East Africa*.
- The pupils read *What Are Your Hobbies?*

Lesson 16 Writing about future activities

Learning objectives

- Recognise the future tense in speech and writing (knowledge and understanding).
- The pupils write a short text about what they will do over the weekend with their friends (skills).

Materials

Daily Reader: *Friends Around East Africa*.

Key content

I am going to _____
At the weekend.

Introduction

- The pupils echo read *Friends Around East Africa*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



mathematics football favourite
family primary dancing uncle
and reading.

Development

The teacher reviews the future tense.

Pre-writing: In groups, the pupils brainstorm what they will do next weekend.

Drafting: The pupils write a short text about their plans for the weekend using the future tense.

Revising: The pupils review their work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.



What will you do on Friday?

Assessment

The pupils read the following sentences and rewrite them in the future tense: Last Saturday, I went to town. I went to the bank and the post office. I bought a pencil and a pen. I visited the Library and borrowed a book.

Homework

The pupils underline the verbs in the future tense. Pupil's Daily Reader, page 40, exercise 12.

Lesson 17 Writing about hobbies and leisure activities

Learning objectives

- Identify the basic vocabulary of hobbies and leisure activities (knowledge and understanding).
- The pupils write about leisure activities (skills).

Materials

Daily Reader: *Friends Around East Africa*.

Daily Reader: *What Are Your Hobbies?*

Introduction

- The pupils read *What Are Your Hobbies?*
- The teacher asks the daily question.



What is your favourite hobby?

Development

The teacher introduces the writing activity. The pupils will write about their hobbies and leisure activities.

Pre-writing: In groups, the pupils brainstorm their hobbies.

Drafting: The pupils write a short text about their favourite hobby

Revising: The pupils review their work and make changes if necessary.

Editing: In pairs, the pupils share their writing and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

The pupils read the following sentences and identify the hobbies in the text: Mary has a lot of hobbies. On Mondays, she goes to the Library to borrow books. Mary likes reading. On Wednesdays, Mary practices dancing with her friends. Mary like to dance in her free time.

Homework

The pupils read the story *Friends Around East Africa* to their family members.

Lesson 18 Reading about a family occasion

Learning objectives

- Identify the basic vocabulary of family occasions (knowledge and understanding).
- Read a story and retell the story orally and in writing (skills).

Materials

Daily Reader: *Uncle John's Wedding*

Key content

Wedding, bride, bridegroom, aunt, uncle.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the story *Uncle John's Wedding*
- The pupils answer the pre-reading questions.

During reading

- The teacher model reads the story.
- The pupils echo read the story.

After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story.
- The pupils draw a picture from the story.

Assessment

The pupils answer the comprehension questions about the story: Pupil's Daily Reader, page 46, exercise 15.

Homework

The pupils retell the story *Uncle John's Wedding*. The pupils write about a wedding they have attended.



Little long smooth fast round
handsome short.



Have you ever been to a wedding?

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- Who was getting married?
- What did Uncle John have in his bag?
- What happened at the wedding?



Lesson 19 First reading: *The Magic Carpet*

Learning objectives

- Identify the vocabulary of hobbies and leisure activities (knowledge and understanding).
- Listen to a story and retell the story orally and in writing (skills).

Materials

Read-aloud story: *The Magic Carpet*.

Daily Reader: *Uncle John's Wedding*.

Key content

Magic carpet, train, plane, ships.

Introduction

The pupils echo read *Uncle John's Wedding*.

The teacher asks the daily question.



What are you doing next weekend?

Development

- The teacher introduces the story *The Magic Carpet*.
- The pupils discuss the answers to the pre-reading questions.
- The teacher model reads the story *The Magic Carpet*.
- The pupils answer the comprehension questions.
- In pairs, the pupils summarise the story.

Additional activities

The pupils discuss what they have learned today.

Assessment

The pupils answer True or False statements about the story: Pupil's Daily Reader, page 47, exercise 17.

Homework

- The pupils tell the story *The Magic Carpet* at home.
- The pupils draw a scene from the story .

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- Who are the children in the story?
- What games did the children play?
- How did the children travel?
- Where did they go?
- What did they see?



Lesson 20 Second reading: *The Magic Carpet*

Learning objectives

- Identify the vocabulary of hobbies and leisure activities (knowledge and understanding).
- Listen to a story and retell the story orally and in writing (skills).

Materials

Read-aloud story: *The Magic Carpet*.
Daily Reader: *Uncle John's Wedding*.
Flash cards with new vocabulary.

Key content

Where will we go? Going, flying.

Introduction

- The class choral reads the story *Uncle John's Wedding*.
- The class plays the *Word Detective* game .
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story.

After reading

The pupils discuss the answers to the comprehension questions.

Additional activities

The pupils make a list of the pupils' favourite hobbies.

Assessment

The pupils complete sentences about the story: Pupil's Daily Reader, page 47, exercise 18.

Homework

The pupils read the dialogue *What Are Your Hobbies?*



visited correct brown jacket
flowers bride enjoyed



Where would you like to visit?

Pre-reading questions

- What do you remember about the story?
- What does a magic carpet do?
- Where did the children go?



Comprehension questions

- What games did the children play?
- What games do you play?
- How did the children feel while flying on the magic carpet?
- How would you feel if you were to fly on a magic carpet?



Lesson 21 Third reading: *The Magic Carpet*

Learning objectives

- Identify the vocabulary of hobbies and leisure activities (knowledge and understanding).
- Describe alternatives to the story (skills).

Materials

Read-aloud story: *The Magic Carpet*.
Daily Reader: *What Are Your Hobbies?*

Key content

Dream, adventure, fun, enjoy, exciting.

Introduction

- In pairs, the pupils read *What Are Your Hobbies*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



like football games reading

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *The Magic Carpet*.
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils role-play a scene from the story.



Have you ever been on an adventure?.

Comprehension questions

- Where else could the children have gone to?
- Would you like to go on a magic carpet?
- Where would you like to go? What would you see there?



Additional activities

The pupils list alternative places that the children could go to on the magic carpet.

Assessment

The pupils write an alternative ending to the story.

Homework

The pupils complete sentences using the words. Pupil's Daily Reader, page 46, exercise 16.

Lesson 22 Reading and writing poetry

Learning objectives

- Recognise and pronounce words with –ock or –ent (knowledge and understanding).
- Write a poem about the daily sounds you can hear in the environment (skills).

Materials

Daily Reader: *Tick Tock*.
Flashcards with new vocabulary.

Key content

–ock and –ent words.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



under after again always both call



What sounds do you hear in your home every day?

Development

Pre-reading

The teacher introduces the words with –ock or –ent.

During reading

The teacher model reads the poem *Tick Tock*. In pairs, the pupils read the poem.

After reading

The pupils identify the words in the poem that end with –ock or –ent.

The pupils discuss the sounds they hear in their home every day.

The teacher writes their answers on the board.

Additional activities

The pupils write a poem about the sounds they hear everyday.

Assessment

The pupils complete the dictation exercise; the pupils listen and write the following sentences:

The clock went tick tock. The door was locked with a key.

Homework

The pupils complete sentences using –ent and –ock words: Pupil's Daily Reader, page 48, exercise 19.

Lesson 23 Reading an information text: *How to Write a Story*

Learning objectives

- Recognise the steps of the writing process (knowledge and understanding).
- Listen to an information text and summarise the information (skills).

Materials

Information text: *How to Write a Story*.

Daily Reader: *Uncle John's Wedding*.

Key content

Planning, drafting, revising, checking, publishing.

Introduction

- The pupils echo read the text *Uncle John's Wedding*.
- The teacher asks the daily question.



Do you like to write stories?

Development

Pre-reading

- The teacher introduces the text.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads *How to Write a Story*.

After reading

- The pupils discuss the answers to the comprehension questions.
- In groups, the pupils list the steps in the writing process.
- The pupils summarise what they learned today.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- What are the steps for writing a story?
- What did the children learn at school?
- What did the teacher do with their stories?
- Do you like to write stories? Why? (Why not?)



Assessment

The pupils write the writing steps in the correct order: publishing, drafting, revising, checking, planning.

Homework

The pupils summarise the information text: How to Write a Story.

Lesson 24 > Reading a story about leisure time: *The Picnic*

Learning objectives

- Identify the basic vocabulary of family occasions (knowledge and understanding)
- Read a story and retell the story orally and in writing (skills).

Materials

Daily Reader: *The Picnic*.
Flashcards with new vocabulary.

Key content

Family, friends, picnic, island, played, ate.

Introduction

- The class play *Odd One Out*.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils read the text and write the missing words: Pupil's Daily Reader, page 52, exercise 22.

Assessment

- The pupils draw a picture from the story and write about it.
- The pupils answer the comprehension questions about the story Pupil's Daily Reader, page 52, exercise 20.

Homework

- The pupils read the story *The Picnic*.
- The pupils complete the sentences using vocabulary from the story: Pupil's Daily Reader, page 52, exercise 21.



tall short running
jumping playing fat



Where in Rwanda would you like to visit?

Comprehension questions

- Where did the family go?
- What did they do first?
- What stories did Grandpa tell?
- What did they eat at the picnic?
- When did the family go home?



Lesson 25 Reading preferences

Learning objectives

- Identify the basic vocabulary of hobbies and leisure activities (knowledge and understanding).
- Describe reading preferences (skills).

Materials

-

Vocabulary

I read books.
She reads stories.
What do you read?
I like
I dislike

Introduction

- The class plays the game *Odd One Out*.
- The teacher asks a daily question.



book, notebook, cup, pencil, magazine, rubber, newspaper, Kinyarwanda, French.

Development

- The teacher reviews the vocabulary: *I like* and *I dislike*.
- In pairs, the pupils discuss their likes and dislikes, using the phrases: *I like* and *I dislike*.
- The teacher asks the class: *Do you like to read?*
- The pupils who like to read raise their hands.
- The teacher invites pupils to share what they like to read.
- In pairs, the pupils practise asking and answering the question: *What do you read?*
- The teacher explains to the class that they are going to do a class survey about reading preferences.
- The class brainstorms types of books and reading materials.
- The teacher writes the pupils' ideas on the board in a table.



Where do you find books in your community?

Materials	I read	I don't read
Newspapers		
Magazines		
Textbooks		
Story books		
Brochures		

- The pupils circulate, asking each other: *Do you like to read?*
- The pupils record each other's answers.
- After the survey is completed, the pupils return to their desks and count the results.
- The teacher records the results on the board.
- The pupils discuss the results and identify the most popular and the least popular types of reading materials.

Additional Activity

The teacher draws a graph to display the information from the survey.

Assessment

The pupils describe their reading preferences in writing.

Homework

The pupils retell the story to their family members.



The language learned in this lesson can be used throughout the school year. Regularly ask pupils about their reading preferences and their likes and dislikes. This is a good discussion time after independent reading time.

My Hobby Fluency and Comprehension Test

My Hobby **Word Count** **78**

I have one hobby.	4
I like to read good books.	6
Once a week I go to the library.	8
The library is in the town.	6
My mum takes me on her bike.	7
It takes ten minutes to get there.	7
Mum likes to read books too.	6
Sometimes she reads magazines.	4
We can borrow two books from the library.	8
After the library, we go shopping.	6
We visit our cousins on the way home.	8
I like going to town with my mum.	8

Comprehension questions

1. How many hobbies do they have?
2. Where do they go once a week?
3. Who goes with them?
4. What does mum like to read?
5. What do they do on the way home?
6. Where do you think they will go next week?

Unit 2 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	<p>Describe past events (writing)</p> <p>The pupils write about a past event that happened at the weekend.</p>	<p>Described past activities using the past simple tense.</p> <p>Used vocabulary: yesterday, last weekend.</p>
2	<p>Describe future events (speaking)</p> <p>The pupils describe what they will do next weekend with their friends and family.</p>	<p>Described future plans for the weekend, using the future tense and verb going to.</p> <p>Used vocabulary: next weekend, I will go, friends, family.</p>
3	<p>Describe friends appearance and personality (writing)</p> <p>The pupils write a short piece describing two friends and comparing them.</p>	<p>Used adjectives to describe their friend's personality and appearance.</p> <p>Used comparatives to compare their friends.</p>
4	<p>Spelling assessment</p> <p>Dictate the following words:</p> <p>duck pluck stuck bump stump hump long song wrong task ask flask belt felt smelt went spent tent</p>	<p>The pupils write the spellings clearly and accurately.</p>

UNIT 3: OUR DISTRICT

Key competency: To use language learnt in the context of our district.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Value how all individuals contribute to the success of the district.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Where Are You From?	Second reading: Where Are You From?	Third reading: Where Are You From?	Writing prepositions of place	Writing about the district and its population	Reading: My District	First reading: Zebra on the Bus	Second reading: Zebra on the Bus	Third reading: Zebra on the Bus
Key content	School, bank, market, petrol station, taxi park	Police station, supermarket, police, shops, school	Village, cell, sector, district, next to, near opposite	Words with –aid and –ail	Prepositions of place	Bugesera, province, Nyamata	Zebra, pilot, airport, muddy	Passengers, health centre, bandage, go straight ahead, turn right	Stared, postman, bud driver, careful
Language structures			Prepositions of place	Prepositions of place	Prepositions of place				

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Lesson name	Reading about facilities in the district	Reading about transport	Vocabulary about the different modes of transport	Reading and writing poetry: My Lovely District	Comparing the different modes of transport	Reading a dialogue about how to get to the market	Listening to and giving directions	Design a map of the facilities in the community	Comparing modes of transport
Key content	Doctor, police, pilot, carpenter, teacher, tailor	Library, motorcycle, faster, waited		Words with –air and –ain.	Bus, aeroplane, road, motorcycle, water, car	Near, next to, opposite	Go along the street, turn right, go straight ahead	Map, locations, areas of interest	Transport, faster, water, land, air, expensive
Language structures				Sounds and spellings		Prepositions of place			

	Lesson 19	Assessment	Remediation
Lesson name	How do you travel to school?	Assessment	Remediation
Key content	How do you get to school each day?	Assessment	Remediation
Language structures			

Attitudes and values: all individuals' contributions to the District's success

Learning about the various roles of individuals in the pupils' district – their jobs and occupations – helps pupils understand their world and the importance of each person to the overall health and well-being of a district. It also encourages pupils to think about how they could contribute to their district when they grow up. An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster positive attitudes and values about the contribution of individuals to the success of the district. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Activity:

The teacher discusses the meaning of 'district' with the pupils. The teacher asks students to identify the district in which they live, and find it on a map of Rwanda. The teacher asks the pupils to name as many different jobs and occupations of people in their district as possible. The teacher encourages the pupils to start with their parents and relatives, and then think about who they see throughout the day. The teacher then asks the pupils to think of people in their district that they might not meet every day, but who are important to the well-being of the district (for example, government officials).

The teacher invites a district official to come to speak to the class. Working in pairs, the pupils prepare questions for the district official prior to the visit. Pupils will ask the questions that they have prepared and record the official's responses. After the interviews are completed, working with a partner, pupils will create and write about an imaginary district in Rwanda.

They will consider the different roles and responsibilities of individuals, and state how those individuals contribute to the well-being of the district. Pupils can present their imaginary districts to the other pupils, or they can invite other school personnel to their presentation.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Writes thoughtful interview questions.				
Asks the interview questions clearly and respectfully.				
Explains the importance of at least two individuals in their imaginary district.				
Presents her/his imaginary district to the class or to invited guests.				
Works collaboratively with partner.				

Lesson 1 First reading : *Where Are You From?*

Learning objectives

- State the vocabulary of community facilities (knowledge and understanding).
- Listen to a story describing community facilities and retell the story orally and in writing (skills).

Materials

Read-aloud story: *Where Are You From?*

Daily Reader: *The Picnic*.

Key content

School, bank, market, petrol station, taxi park.

Introduction

- In pairs, the pupils read *The Picnic*.
- The class plays the *Word Detective* game.
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the new vocabulary.
- The teacher introduces the story *Where Are You From?*
- The whole class answers the pre-reading questions.

During reading

The teacher model reads *Where are you From?*

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils summarise the story.

Additional activities

The pupils discuss what they liked/disliked about the story.

Assessment

The pupils answer the comprehension questions: Pupils Daily Reader, page 53, exercise 1.

Homework

- The pupils retell the story *Where are you From?*
- The pupils draw a picture from the story.



many flocks interesting photos together



Where do you live?

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- Name the children in the story?
- Which district do they live in?
- Where did they go on Saturday?
- What happened when they decided to go back home?



Lesson 2 Second reading: *Where Are You From?*

Learning objectives

- State the vocabulary of community facilities (knowledge and understanding).
- Listen to a story about community facilities and retell the story orally and in writing (skills).

Materials

Read-aloud story: *Where Are You From?*

Map of the district.

Pictures of places in the community

Key content

Police station, supermarket, police, shops, school.

Introduction

- The pupils echo read *The Picnic*.
- The teacher asks the daily question.

Development

Pre-reading

- In groups, the pupils brainstorm the names of the community facilities.
- The class discusses the new vocabulary.
- The teacher introduces the story.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story.

After reading

The pupils discuss the answers to the comprehension questions.

Additional Activities

The pupils write about a time they got lost.

Assessment

The pupils complete the sentences based on the story: Pupil's Daily Reader, page 53, exercise 2.

Homework

The pupils read their writing a family member.



What can you see in your district?

Pre-reading questions

What do you remember about the story?
Why did the children get lost?
Who helped them get home?



Comprehension questions

Why do you think the children got lost?
Did you ever get lost on the way?
What happened? How did you get home?



Lesson 3 Third reading: *Where Are You From?*

Learning objectives

- Identify the use of prepositions of place (knowledge and understanding).
- Listen to a story describing community facilities and show understanding orally and in writing (skills).

Materials

Read-aloud story: *Where Are You From?*

Key content

Village, cell, sector, district.

Prepositions of place: next to, near, opposite.

Introduction

- The whole class plays the *Odd One Out* game.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils write a short dictation exercise.
- The class discusses the new vocabulary.
- The teacher introduces the story *Where are you From?*
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils role-play a scene from the story.
- The pupils identify the community facilities in the story.



classroom desk bank
office washroom taxi
playground library market



What buildings are near the police station?

Comprehension questions

Why did their mother send them to the market?
How did the police officer help the children?
How did they get lost?
What should they do the next time to make sure they do not get lost again?



Additional Activities

- The pupils summarise the story in their own words.
- The pupils discuss what they have learned from the story.

Assessment

The pupils complete the sentences using prepositions: Pupils Daily Reader, page 53, exercise 3.

Homework

- The pupils read *The Picnic*.
- The pupils write sentences about the facilities in their district using the prepositions: near, next to opposite.

Lesson 4 Writing prepositions of place

Learning objectives

- Identify and use prepositions of place (knowledge and understanding).
- Recognise and pronounce words with –aid and –ail (knowledge and understanding).

Materials

Map of the area.

Key content

Words with –aid and –ail.

Near, next to, opposite.

Introduction

- The class plays *Where is it?* game.
- The teacher asks the daily question.

Development

- The teacher introduces the words with -aid and -ail.
- In groups, the pupils brainstorm words with –aid and –ail.
- The pupils discuss the location of facilities in the district.
- The teacher writes their answers on the board.
- The pupils read the answers with the teacher.
- The pupils underline the prepositions of places.

Additional activities

- The pupils draw places in the community.
- The pupils write about the places using prepositions of place.

Assessment

- The pupils complete the dictation exercise: I paid my bill at the bank. The bank is next to the post office

Homework

The pupils read *The Picnic*.

The pupils write sentences using the words: paid, fail, tail, sail.

Show the pupils an object. Ask them to close their eyes and place it somewhere in the classroom. The pupils open their eyes and say where the object is using prepositions.



Where is the taxi park located?

Brainstorm

pail mail sail tail fail first aid



Questions

- Where is the hair salon?
- Where is the market?
- Where is the bank?
- Where is the post office?



Lesson 5 Writing about the district and its population

Learning objectives

- Describe the population of their district and school (knowledge and understanding).
- The pupils write about their district (skills).

Materials

Daily Reader: *The Picnic*.

A map of the district.

Key content

Prepositions of place.

Introduction

- In pairs, the pupils pair read *The Picnic*.
- The whole class plays the *Word detective* game.
- The teacher asks the daily question.



island beautiful hide and seek journey hungry

Development

- The teacher displays a map of the district.
- The pupils discuss what places they can see on the map and who works in the different places.
- The class plays the *Where is it?* game using places on the map.
- The teacher introduces the writing activity.



What is the population of your district?

Pre-writing: In pairs, the pupils brainstorm vocabulary, names, places and the facilities in their community.

Drafting: The pupils write a short text about their community.

Revising: The pupils review their work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

The pupils read the following text and identify the mistakes:

One day, I went with my moter to buy some food from the market. It was very cold and we went by taxi. The taxi diver greeted us and drove us past the police station. We passed the primary skool until we reached the market. It was an interesting journey.

Homework

- The pupils read their story to a family member. The pupils draw a picture to accompany the story.
- The pupils draw a picture to accompany their texts.

Lesson 6 Reading: *My District*

Learning objectives

- Describe the population of their district and school (knowledge and understanding).
- Read a text describing community facilities and show understanding orally and in writing (skills).

Materials

Daily Reader: *My District*.
A map of the district.

Key content

Bugesera, province, Nyamata.

Introduction

- The whole class plays the *Guess who?* game
- The teacher asks the daily question.



**doctor driver pilot carpenter
teacher tailor**

Development

Pre-reading

- The teacher introduces the new vocabulary.
- The teacher introduces the text of *My District*.
- The class answers the pre-reading questions.

During reading

- The teacher model reads the text of *My District*.
- The pupils echo read the story.



What is your favourite place in your district?

Pre-reading questions

What do you see on the cover?
What do you think the text is about?



After reading

- The pupils answer the comprehension questions.
- The pupils discuss how their district is similar and different to Bugesera.
- The pupils draw a place in the story and write about it.

Comprehension questions

- Where is the town of Nyamata?
- Where does the girl live in Nyamata?
- How many people live in Bugesera?
- What kind of facilities are in her district?



Additional activities

The pupils discuss how many sectors are in their district and name them.

Assessment

The pupils write the missing words based on the story: Pupil's Daily Reader, page 57, exercise 4.

Homework

The pupils make a list of the similarities and differences between the story *My District* and their own district.

Bugesera district	My district

Lesson 7 First reading: Zebra on the Bus

Learning objectives

- Identify vocabulary about public transport (knowledge and understanding).
- Listen to a text about transportation and show understanding orally and in writing (skills).

Materials

Read-aloud story: *Zebra on a Bus*.
Daily Reader: *My District*.
Map of the district.

Key content

Zebra, pilot, airport, muddy.

Introduction

- In pairs, the pupils read the text of *My District*.
- The teacher asks the daily question.



How do people travel around your district?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *Zebra on a Bus*.
- The class answers the pre-reading questions.

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the story is about?



During reading

The teacher model reads the story *Zebra on a Bus*.

After reading

- The pupils answer the comprehension questions.
- The pupils discuss the transport facilities in the district.

Comprehension questions

- Who are the characters in the story?
- Who does Mrs. Karangwa drive everyday?
- Where did the zebra want to go?
- What happened at the health centre?
- What happened in the end?



Additional activities

The pupils complete the sentences: Pupil's Daily Reader, page 58, exercise 8.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 57, exercise 5.

Homework

The pupils retell the story. The pupils draw a picture of the zebra and write about it.

Lesson 8

Second Reading: *Zebra on the Bus.*

Learning objectives

- State the vocabulary of community facilities (knowledge and understanding).
- Listen to a text about transport and show understanding orally or in writing (skills).

Materials

Daily Reader: *My District.*

Read-aloud story: *Zebra on a Bus.*

Key content

Passengers, health centre, bandage, go straight ahead, turn right.

Introduction

- The pupils complete a short dictation exercise.
- The pupils read *My District.*
- The teacher asks the daily question.



How do you travel around the district?

Development

Pre-reading

- The teacher reviews the different types of transport.
- The teacher introduces the story *Zebra on a Bus.*
- The class discusses the new vocabulary.
- The class answers the pre-reading questions.

Pre-reading questions

- Who was the driver?
- What did she drive?
- What was unusual that day?
- Why did the zebra not talk at the health centre?



During reading

The teacher model reads the story *Zebra on a Bus.*

After reading

The pupils answer the comprehension questions.

Comprehension questions

- What is the importance of the bus to the district?
- Do they have something similar in their district?
- What else do they have in their district that helps people?
- How do people travel to work in their district?



Additional activities

The pupils name the places where the bus stopped and who got off the bus.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 58, exercise 6.

Homework

The pupils write sentences using the following words: go straight ahead, turn right, health centre, bandage.

Lesson 9

Third reading: *Zebra on the Bus*

Learning objectives

- Identify the use of prepositions of place (knowledge and understanding).
- Listen to a text about transport and show understanding orally and in writing (skills).

Materials

Read-aloud story: *Zebra on a Bus.*

Key content

Stared, postman, bus driver, careful.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



round take thank sit want

Development

Pre-reading

- The teacher introduces the story *Zebra on a Bus*.
- The class discusses the new vocabulary.
- The whole class does a picture walk.

During reading

The teacher model reads the story *Zebra on a Bus*.

After reading

The pupils answer the comprehension questions.

Comprehension questions

- Was this a true story?
- What did you learn from the story?
- What would have happened if Mrs Karangwa had not taken the zebra to the health centre?



Assessment

The pupils write about the story using prepositions: Pupil's Daily Reader, page 59, exercise 9.

Homework

The pupils write about the story: Pupil's Daily Reader, page 58, exercise 7.

Lesson 10 Writing about facilities in the district

Learning objectives

- State the basic vocabulary of community facilities (knowledge and understanding).
- Write and review a text about facilities in the district (skills).

Materials

Daily Reader: *My District*.

Daily Reader: *Jobs in our District*.

Key content

Doctor, driver, pilot, carpenter, teacher, tailor.

Introduction

- The whole class plays *What is missing?* game.
- The pupils echo read *My District*.
- The teacher asks the daily question.

Doctor driver pilot carpenter
teacher tailor

Development

Pre-reading

The teacher introduces the poem *Jobs in Our District*.

During reading

- The teacher model reads the poem.
- The pupils echo read the poem.

After reading

The pupils answer the comprehension questions.

- In groups, the pupils brainstorm other jobs in the district.
- The pupils share their ideas in groups.
- The pupils write about someone who works in the district.
- The pupils draw a picture of that person.



Who works in our district?

Comprehension questions

- Who do you call when you have a problem?
- What colours do doctors wear?
- What does the doctor do?
- How can you contact the doctor or the policewoman?



Assessment

The pupils write the name of the places where the following people work: doctor, driver, pilot, carpenter, teacher, tailor.

Homework

The pupils complete sentences about the location of facilities in their district. The pupils read the poem.

Lesson 11 Reading about transport

Learning objectives

- State the basic vocabulary of transport (knowledge and understanding).
- Read a text comparing the transport (skills).

Materials

Daily Reader: *A Trip to the Library*.

Key content

Library, motorcycle, faster, waited.

Introduction

- The class play the *Odd One Out* game.
- The teacher asks the daily question.

Development

Pre-reading

- In groups, the pupils brainstorm the different modes of transport.
- The class discusses the new vocabulary.
- The teacher introduces the story *A Trip to the Library*.
- The class answers the pre-reading questions.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils choral read the story.
- In pairs, the pupils summarise the story.
- In pairs, the pupils discuss a journey they have taken.

Assessment

The pupils list the different types of transport in *A Trip to the Library*.

Homework

The pupils write about their favourite means of transport. The pupils draw a picture.

bus bicycle boat ship boat taxi
aeroplane helicopter motorcycle



Do you have a library in your community?

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the story is about?

Comprehension questions

- How did the children go to the library?
- What happened to Ben?
- What happened to John?
- Who was the first to reach the library?
- What did Janet do as she waited?



Lesson 12 Vocabulary about the different modes of transport

Learning objectives

- Identify the use of comparatives (knowledge and understanding).
- Compare the different modes of transport orally and in writing (skills).

Materials

Daily Reader: *A Trip to the Library*.

Key content

Comparatives: fast, slow, faster, slower, slowest, fastest.

Introduction

- The whole class plays the *Guess the word* game.
- The teacher asks the daily question.



**bicycle motorcycle bus taxi
aeroplane train boat.**

Development

Pre-reading

- The teacher introduces some comparatives.
- The pupils compare the different modes of transport using: fast, faster, slow, slower, slowest, fastest.
- The teacher introduces the story *A Trip to the Library*.
- The class answers the pre-reading questions.



What is the fastest way to travel to school?

Pre-reading questions

What are the names of the children in ' story? Where were they going? How did they travel?



During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.

Comprehension questions

Who was the fastest?
Who was the slowest?
What book do you think Janet read in the library?
Why did the friends go to the library?



Additional activities

The pupils write a short text about the transport in the story using comparatives.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 64, exercise 10.

Homework

The pupils complete the sentences:

"Cycling is _____ than running," said John.

Janet was the _____.

Lesson 13 Reading and writing poetry

Learning objectives

- Recognise and pronounce the words with endings –air and –ain (knowledge and understanding).
- Read and write a short poem about their district (skills).

Materials

Daily Reader: *My Lovely District*.

Word wall.

Key content

Words with –air and –ain.

Introduction

- The whole class plays *Guess my name* game.
- The teacher asks the daily question.



**bus train bicycle motorcycle
aeroplane.**

Development

Pre-reading

- The teacher introduces the word endings –air or –ain.
- In groups, the pupils brainstorm the words with –air or –ain.



What is the slowest way to get to school?

Brainstorm

Train, rain, chain, , pain, stain, main, mountain, fair, pair, chair, stair, hair.



During reading

- The teacher models fluent reading of the poem *My Lovely District*.
- The pupils echo read the poem.

After reading

- The pupils identify words with –ain or –air used in the poem.
- The pupils discuss what they like about the poem, and how the poet describes their district.

Additional activities

The pupils write a short poem about their district.

Assessment

The pupils answer questions about the poem *My Lovely District*: Pupil’s Daily Reader, page 65, exercise 12.

Homework

The pupils write sentences using chain, chair, hair and mountain.

Lesson 14 Comparing the different modes of transport

Learning objectives

- State basic vocabulary of transport (knowledge and understanding).
- Compare the different modes of transport orally and in writing (skills).

Materials

Daily Reader: *A Trip to the Library*.
Pictures of different modes of transport.

Key content

Bus, aeroplane, road, motorcycle, water, car.

Introduction

- The pupils recite *My Lovely District*.
- The pupils solve the *Anagrams*.
- The teacher asks the daily question.



eproalean bsu bccleiy rdoa
mtoorcleyc wtera bato



What is your favourite type of transport?

Development

- The teacher introduces the writing activity.
- **Pre-writing:** The pupils brainstorm the different modes of transport in the districts.
- **Drafting:** The pupils write a text about the transport they use regularly.
- **Revising:** The pupils review their own work and make changes if necessary.
- **Editing:** The pupils share their writing with a partner and give feedback to each other about their writing.
- **Presenting:** The pupils share their writing with their group or with the whole class.

Brainstorm questions

- How do you get to school?
- Which means of transport is the fastest?
- What means of transport have you ever traveled on?



Assessment

The pupils read the following text and identify the mistakes in the text:

When John travels by water, he can use a ship or a both. When John travels by raod, he can use a bicicle, a bus or a taxi.

Homework

The pupils read their story to a family member and draw a picture to accompany the story.

Lesson 15 Reading a dialogue

Learning objectives

- Identify use of prepositions of place (knowledge and understanding).
- Read a dialogue about giving and following directions (skills).

Materials

Daily Reader: *How Do I Get to the Market?*

Key content

Near, next to, opposite.

Introduction

- The pupils read *A Trip to the Library*.
- The class plays the *Where is it?* game.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils discuss the answers to the pre-reading questions.
- The teacher introduces the dialogue.

During reading

The teacher model reads the dialogue.

After reading

- The pupils discuss the answers to the comprehension questions.
- The pupils identify the prepositions of place in the dialogue.
- In pairs, the pupils practise the dialogue.

Additional activities

The pupils write a dialogue about going to the health-centre.

Assessment

The pupils list the prepositions in the dialogue.

Homework

The pupils practise the dialogue *How do I Get to the Market?*

Daily Question



How do you help people when they are lost?

Pre-reading questions

- Have you ever been lost?
- Who can you ask to help you?
- How do you ask for directions?

Pre reading



Comprehension questions

- Who is talking?
- Where is the market?



Lesson 16 Listening to and giving directions

Learning objectives

- Identify the use of comparatives and prepositions of place (knowledge and understanding).
- Compare the different modes of transport orally and in writing (skills).

Materials

Daily Reader: *How Do I Get to the Market?*
Flashcards with new vocabulary.

Key content

Go along the street. Turn right. Go straight ahead.

Introduction

- The pupils read *How Do I Get to the Market?*
- The class play the game *What is missing?*
- The teacher asks the daily question.

Development

- In groups, the pupils brainstorm how to give directions. What are the important pieces of information you must give when giving directions? What are the important pieces of information you must listen for when receiving directions.
- In groups, the pupils present their ideas.
- In pairs, the pupils role-play giving directions to: the petrol station, hospital, bank.

Assessment

The pupils write directions from the school to the following places: petrol station, hospital.

Homework

The pupils read the dialogue *How Do I Get to the Market?* to a family member.



behind, in front, between, next to, opposite, right, left, straight



How do you get to the health centre from the school?

Pre-reading questions

- Who is the main character in the dialogue?
- Who was he giving direction to?
- Where was the person going?
- What do you think happened after the story?



Lesson 17 Design a map of the facilities in the community

Learning objectives

- State the basic vocabulary of community facilities (knowledge and understanding).
- Design a map of a town (skills).

Materials

- A map of a district.
- Word wall.

Key content

- Map, locations, areas of interest.

Introduction

- The teacher asks the daily question.

Development

- The teacher introduces the writing activity.
- The pupils look at the map of the district. The teacher explains to the pupils that they must draw a map of the district. In pairs, the pupils discuss what they will include in their map.

Pre-writing: In groups, the pupils discuss what features will be included on the map.

Drafting: The pupils draft a map that includes key buildings, services and areas of interest.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their map with a partner and give feedback to each other about their map.

Presenting: The pupils share their map with the group or with the whole class.

Assessment

The pupils write a paragraph about the map, explaining what facilities are displayed on the map.

Homework

The pupils explain their map to a family member.



What would you draw on a map of the district

Lesson 18 Comparing means of transport

Learning objectives

- State the basic vocabulary of transport (knowledge and understanding).
- Compare means of transport in speech and in writing (skills).

Materials

-

Vocabulary

Transport, faster, water, land, air, expensive

Introduction

- The class plays the *Buzz* game.
- The teacher asks the daily questions.



car, bicycle, motorcycle, boat

Development

- The teacher asks: *How do you get to school each day?*
- The pupils answer the questions.



What kind of transportation do you use? Where do you travel from? Where do you go?

- The teacher asks the pupils to identify the different forms of land, water, and air transportation.
- The pupils share their ideas.
- The teacher writes these modes of transportation on the blackboard under each category: *water, air, and land.*
- The teacher asks the pupils to compare and contrast the different modes of transportation using *faster, slower, expensive, etc.*
- In pairs, the pupils compare different modes of transport.
- The teacher invites some pupils to share their answers.

Additional activities

The teacher draws a graph to display the information from the survey.

Assessment

The pupils write three sentences comparing, land, air and water transport.

Homework

The pupils read their writing to a family member.



The language learned in this lesson can be used throughout the school year. Regularly ask pupils about their reading preferences and their likes and dislikes. This is a good discussion time after independent reading time.

Fluency and Comprehension Test

I went for a walk

Word Count 72

I went for a walk in my town.	8
First, I walked past the taxi park.	7
Then I stopped at the bank.	6
There are many people there.	5
After, I went to the market.	6
There are food shops there.	5
I bought a chicken and a carrot	7
I paid five hundred francs for some potatoes.	8
After shopping, I went to the library.	7
I read two books there.	5
It was getting dark.	4
So I walked home.	4

Comprehension questions

1. Where did they go for a walk?
2. What place did they walk past first?
3. Name some places they went to?
4. What did they buy at the market?
5. How many books did they read?
6. Why did they walk home?
7. What else do you think they saw in the market?

Unit 3 Assessment Activities

These recommended assessments engage pupils in authentic, high-level work that is aligned to curricular area so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	Describe where they live (listening and speaking)	Can describe their district giving a description of the following. <ul style="list-style-type: none"> • location • population • places and facilities
2	Locate facilities on a map (reading and writing)	Locate community facilities on a map. Described the location of community facilities using prepositions of place.
3	Compare different modes of transport (writing) Write a short piece describing modes of transport	Use comparatives to compare the different modes of transport, including fast, faster, slow, slower, slowest, fastest. Use vocabulary to identify the different modes of transport.
4	Spelling assessment Dictate the following words: Maid, paid, laid Sail, pail, mail Rain, plain, train Fair, air, pair	The pupils write the spellings clearly and accurately.

UNIT 4: WEATHER

Key competency: To use language learnt in the context of weather.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate the role of weather in our daily lives.
Value how all individuals contribute to the success of the district.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: The Weather Report	Second reading: The Weather Report	Third reading: The Weather Report	Reading and writing poetry: Rain, Rain.	Writing a weather report	Reading: Seasons in Rwanda	Writing in the past simple tense	Writing about a past experience	Reading a text about weather conditions
Key content	Today it is... Sunny, cool, raining	Storm, weather, flood, slippery, cloudy		Words with –ack and-ay	Last week, today, yesterday	Seasons, September, changes, wet, short	Verbs in the past simple tense	Umbrella, coat, jacket, sweater, vest, shorts	Sunny, hot heat, burning, afraid
Language structures			Present continuous tense	Sounds and spelling			Past simple tense		

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Assessment	Remediation
Lesson name	Reading a text about weather conditions	Reading and writing poetry	Reading a weather chart	First Reading: A Bright Idea	Second Reading: A Bright Idea	Third Reading: A Bright Idea	Writing about the effects of weather in our daily lives	Assessment	Remediation
Key content	Thirsty, hot, clear, cool.	Words with –aw and-ea	Draw, chart, information	Neighbour, idea, flood, environment	Season, harvest, destroy, drought, crop, flood	Yesterday, next week, today, soon, last week	Advantages, disadvantages	Assessment	Remediation
Language structures		Sounds and spellings				Adverbs of time			

Attitudes and values: Appreciate the role of the weather in our daily lives

As adults, we pay attention to the weather because it affects our daily lives: it helps us decide what to wear, how difficult or easy it will be to get to work, and if there will be delays. We think of extreme weather conditions with respect to the safety of our homes and families, and we think about weather with respect to its effect on the growth of food-producing plants. Children, however, are not as aware of the weather. In this unit, the teacher has an opportunity to encourage pupils to become aware of the weather and its effect on our daily lives. An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster positive attitudes and values about weather and its effect on our daily lives. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Activity: The teacher tells the pupils that they are going to be weather watchers. They are going to record the weather conditions in a class weather log.

Daily: Each day, the pupils record the weather conditions, including the temperature (whether it is hot, mild or cool), wind, rain, storm activity, and whether it is clear or cloudy. The pupils should make recordings in the morning and later in the day, so that they can note the changes in the weather during the day. They continue this for two to three months.

At the end of the month, the teacher reviews the weather data with the pupils. The teacher asks:

1. Was the weather the same every day? How was it different?
2. Did the weather affect what we did during our school day? How? (Example: Did we go outside to play in the rain?)
3. When there was no rain for many days, what happened to the trees and the plants? Why?
4. What would happen if there were no rain? Why?
5. What would happen if it rained all year round? Why?

Each pupil completes the following:

In _____ weather, I can _____, _____ and _____, because _____.

In _____ weather, I *cannot* _____, _____ or _____, because _____.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Provides an explanation for their answers to the weather log questions.				
Identifies a weather pattern and three things that she/he can do in that weather.				
Provides an explanation for the above.				
Identifies a weather pattern and three things that she/he cannot do in that weather.				
Provides an explanation for the above.				

Lesson 1

First reading: *Weather report*

Learning objectives

- Identify the basic vocabulary about the weather (knowledge and understanding).
- Follow an information text read aloud and respond to comprehension questions orally and in writing (skills).

Materials

Read-aloud story: *Weather Report*.
Weather pictures.

Key content

Today it is:
Sunny, cool, raining.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- In groups, the pupils list weather conditions.
- The teacher introduces the text of *Weather Report*.
- The class answers the pre-reading questions.

During reading

The teacher model reads the text.

After reading

The pupils answer the comprehension questions orally.

Additional activities

The pupils discuss which province has the best weather and why? The pupils present their opinion.

Assessment

The pupils answer the comprehension questions based on the story: Pupil's Daily Reader, page 67, exercise 1.

Homework

The pupils complete the sentences. Pupil's Daily Reader, page 67, exercise 2.



cloudy rain dark sunny windy



What is the weather like today?

Pre-reading questions

- What does the title mean?
- What do you think the text is about?



Comprehension questions

- What was the weather like yesterday?
- Describe the weather forecast for the Northern Province?
- Describe the weather forecast for the Western Province?
- Describe the weather forecast for Eastern Province?



Lesson 2

Second reading: *Weather report*

Learning objectives

- Identify the basic vocabulary of the weather (knowledge and understanding).
- Follow an information text and retell the story orally and in writing (skills).

Materials

Read-aloud story: *Weather Report*.
Weather pictures.

Key content

Storm, weather, flood, slippery, cloudy.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development**Pre-reading**

- The class discusses the new vocabulary.
- The teacher introduces the information text.
- The class answers the pre-reading questions.

During reading

The teacher model reads the text.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils complete the dictation exercise and the pupils listen and write the words: windy, sunny season, hot, cold water, harvest.

Assessment

The pupils write a summary of the forecast in the *Weather Report* using the vocabulary: storm, weather, flood, slippery, cloudy.

Homework

The pupils write a short text about the weather in their district today.



sunny cool raining today



How is today's weather different from yesterday's weather?

Pre-reading questions

What is the weather like in the Eastern province?

Where were the trucks stuck? Why?

What happens when its windy?

**Comprehension questions**

Why is it important to know the weather forecast?

What districts were named in the story?

How does the weather affect people's lives?



Lesson 3 Third reading: *Weather report*

Learning objectives

- Identify and use the present continuous tense (knowledge and understanding).
- Follow a story read aloud and retell the story orally and in writing (skills).

Materials

Read-aloud text: *Weather Report*.

Daily Reader: *A Trip to the Library*.

Weather pictures.

Key content

Present continuous tense.

Introduction

- The pupils echo read *A Trip to the Library*.
- The teacher asks the daily question.

Development

- The teacher introduces the present continuous tense.
- The pupils identify how to change the following verbs to the present continuous: help, rain, shine, blow, flood, harvest, clean, flow, grow.

Pre-reading

- The teacher introduces the text of *Weather Report*.
- The whole class does a picture walk.



Is today's weather hot? Is today's weather windy? Is today's weather rainy?

Teaching Tip

The 'present continuous' describes an action that takes place in the present, for example: I am cleaning the board. You are eating breakfast. He is eating bananas. In the present continuous, we add -ing at the end of each word, or change -e to i and then add ng, or double the last consonant then add ing.

During reading

The teacher model reads the text *Weather Report*.

After reading

The pupils describe today's weather using the present continuous tense and what they do under different weather conditions.

Additional Activities

Role-play: In pairs, the pupils discuss and role-play how the weather makes them feel.

Assessment

The pupils change verbs to the present continuous tense: Pupil's Daily Reader, page 67, exercise 3.

Homework

The pupils write a short text about this week's weather.

Lesson 4 Reading and writing poetry

Learning objectives

- Recognise and pronounce words with -ack and -ay (knowledge and understanding).
- Read and respond to a poem about the weather (skills).

Materials

Read-aloud text: *Weather Report*.

Daily Reader: *Rain Rain*.

Key content

Words with -ack and -ay.

Introduction

- The class plays the *Odd One Out* game.
- The teacher asks the daily question.



wind rain sand
cloudy water wet

Development

Pre-reading

- The teacher introduces the words with -ack and -ay.
- The pupils list and identify words with -ack or -ay.
- The teacher introduces the poem *Rain, Rain*.
- In pairs, the pupils predict what the poem will be about.



Is the today's weather hot?
Is today's weather windy? Is
today's weather rainy?

During reading

- The teacher model reads the poem.
- In pairs, the pupils read the poem.

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils identify words with -ack and -ay.

Additional activities

The pupils write a poem about the weather in their area.

Assessment

The pupils complete sentences about the poem using vocabulary taught in the lesson: Pupil's Daily Reader, page 68, exercise 4.

Homework

The pupils write sentences using the words: day, way, black, track.

Comprehension questions

- What kind of weather is in the poem?
- What weather words are used in the poem?
- What does the poet do in the story?



Lesson 5 Writing a weather report

Learning objectives

- Identify and use adverbs of time in sentences (knowledge and understanding).
- Describe this week's weather orally and in writing (skills).

Materials

Daily Reader: *Rain Rain*.
Weather pictures of weather conditions.

Key content

Last week, today, yesterday.

Introduction

- The pupils solve the *Anagrams*.
- The pupils recite the poem *Rain, Rain*.
- The teacher asks the daily question.

Development

- The teacher displays the weather pictures.
- The pupils describe what is happening in the pictures.
- The pupils share their ideas about the pictures.
- The teacher introduces the writing activity: Today, pupils will be writing about the weather, using the words, today, yesterday, last week.

Pre-writing: In pairs, the pupils discuss words used to describe this week's weather.

What happened each day? Was it hot or cold? How do plants and people react to such conditions?

Drafting: The pupils write about this week's weather.

Revising: The pupils review their work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

- The pupils read the following text and identify the mistakes in the text: Today I saw a Peter in the hot sun. He was running to find shelter. Peter was carrying a big blue umbrella. He said that yesterday it was raining hard. He was scared of the rain.

Homework

The pupils read their writing to a family member and draw a picture to accompany their story.

Lesson 6 Reading: *Seasons in Rwanda*

Learning objectives

- Identify the basic vocabulary of weather (knowledge and understanding).
- Read a text about the weather in Rwanda (skills).

Materials

Daily Reader: *Seasons in Rwanda*.
Daily Reader: *Rain, Rain*.

Key content

Seasons, September, changes, wet, short.



dnw arin snu tow tew locudy



What is the weather like in May?



What is the weather like today?

It is

Introduction

- The whole class plays the What's my name? game
- The pupils recite the poem *Rain, Rain*.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces *Seasons in Rwanda*.
- In pairs, the pupils answer the pre-reading questions.

During reading

The teacher models fluent reading of the story.

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils read the text.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 72, exercise 5.

Homework

The pupils read *Seasons in Rwanda*.



wind rain sun cloudy hot wet.



How many seasons do we have?

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the text is about?



Comprehension questions

- How many seasons are there in Rwanda?
- When is the first season?
- When is the second season?
- What happens when it rains?
- What happens when it's sunny?



Lesson 7 Writing in the past simple tense

Learning objectives

- Recognise the use of the past simple tense (knowledge and understanding).
- Describe the weather in the past (skills).

Materials

Daily Reader: *Seasons in Rwanda*.
Flashcards with new vocabulary.

Key content

Verbs in the past simple tense.

Introduction

- In pairs, the pupils read *Seasons in Rwanda*.
- The teacher asks the daily question.



How would you describe the weather in the dry season?

Development

- The teacher introduces the past simple tense.
- In groups, the pupils brainstorm questions about events in the past
- The pupils present their ideas.
- The teacher writes them on board.
- The whole class reads the sentences.

Brainstorm

- What did you do after school yesterday?
- What happened in the district yesterday?



Additional activities

The pupils underline the verbs in the sentences.

Assessment

The pupils write verbs in the past simple tense: Pupil's Daily Reader, page 72, exercise 6.

Homework

The pupils write a short text about yesterday's weather.

The past simple tense is used when referring to an action that has already taken place .

Teaching Tip

Lesson 8 Writing about a past experience

Learning objectives

- Identify the basic vocabulary of weather (knowledge and understanding).
- Describe and write about the weather yesterday (skills).

Materials

Daily Reader: *Seasons in Rwanda*.

Pictures of different weather conditions.

Key content

Umbrella, coat, jacket, sweater, vest, shorts.

Introduction

- The pupils read *Seasons in Rwanda*.
- The pupils solve anagrams.
- The teacher asks the daily question.

Development

- The teacher displays pictures of different weather conditions.
- The class discusses the new vocabulary.
- The pupils discuss and answer the pre-writing questions.

Pre-writing: In groups, the pupils brainstorm the questions: Have they ever experienced a storm? What happened? Where were they? How did they feel?

Drafting: The pupils write a short text about their discussion.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

The pupils read the following text and identify the mistakes in the text: Last weak, we went to town. It was so hot and we bought cold water. Mum told me the son had shone for a long time and everything was dry She said we had to weight for the rainy season.

Homework

The pupils read their stories to a family member and draw a picture.



dolc tew nunsy nairy nwidy



Can you describe stormy weather?

Pre-writing questions

What do you see in the pictures?

What is happening?

Do we have similar weather in Rwanda?



Lesson 9 Reading a text about weather conditions

Learning objectives

- Recognise the use of the present continuous tense (knowledge and understanding).
- Read a story and retell the story orally and in writing (skills).

Materials

Daily Reader: *It's So Hot*.

Pictures of seasons in Rwanda, Map of Rwanda.

Key content

Sunny, hot, heat, burning, afraid.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the story *It's So Hot!*
- The class answers the pre-reading questions.

During reading

The teacher models fluent reading of the story.

After reading

- In pairs, the pupils read the story.
- The pupils answer the comprehension questions orally.

Additional activities

The pupils summarise the text in pairs.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 77, exercise 7.

Homework

The pupils read *It's So Hot* to a family member.



rain cloud wet dry season
wind



What are the advantages of dry weather?

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the text is about?



Comprehension questions

- Describe the weather?
- How were the animals feeling?
- What did all the animals agree upon?
- How did the weather affect each animal?
- What did Monkey suggest?



Lesson 10 Second reading: A text about weather conditions

Learning objectives

- Identify and use the vocabulary of weather (knowledge and understanding).
- Read a text about weather conditions and respond orally and in writing (skills).

Materials

Daily Reader: *Rain, Rain.*
Daily Reader: *It's So Hot!*

Key content

Thirsty, hot, clear, cool.

Introduction

- The pupils complete the dictation exercises.
- In pairs, the pupils read the poem *Rain Rain.*
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the story *It's So Hot.*
- In pairs, the pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story *It's So Hot!*

After reading

- In pairs, the pupils read the story.
- In pairs, the pupils answer the comprehension questions.



dry season, rainy, muddy,
sunshine, harvest crops



What are the advantages of wet weather?

Pre-reading questions

- Why were the animals thirsty?
- What did they decide to do?
- Why didn't the rabbit go in the water?
- How did the other animals help him?



Comprehension questions

- Have you ever felt so hot?
- What did you do to feel better?
- How do you feel about swimming?
- Is it dangerous or safe?



Additional activities

The pupils role-play a scene from the story and describe what is happening.

Assessment

The pupils complete sentences using vocabulary from the story: Pupil's Daily Reader, page 77, exercise 8.

Homework

The pupils read *It's So Hot!* for a family member.

Lesson 11 Reading and writing poetry**Learning objectives**

- Recognise and pronounce the words with spelling patterns –aw or –ea (knowledge and understanding).
- Read and write a poem about the weather (skills).

Materials

Daily Reader: *It's So Hot!*
Daily Reader: *Weather*.
Pictures of the seasons in Rwanda.

Key content

Words with –aw and –ea.

Introduction

- The pupils choral read *It's So Hot!*
- The whole class plays the *Odd One Out* game.
- The teacher asks the daily question.



rain wet hot
windy cloudy lovely
water sunshine train

Development**Pre-reading**

- The teacher introduces the words with –aw or –ea endings.
- The pupils list words with –aw or –ea endings.
- The teacher introduces the poem *Weather*.
- The pupils predict what the poem will be about.



What are the disadvantages of hot weather?

During reading

The teacher model reads the poem *Weather*.

After reading

- In pairs, the pupils read the poem.
- The pupils answer the comprehension questions.
- The pupils identify words with –aw or –ea in the poem.
- In pairs, the pupils write a short poem about the weather.

Comprehension questions

- What is the weather like in the poem?
- What words does the poet use to describe the weather?
- How is the poet feeling?
- What adverbs of time does the poet use in the poem?

**Additional activities**

The pupils draw a picture to accompany their poem.

Assessment

The pupils list the words with –aw and –ea in the poem.

Homework

- The pupils read the poem *The Weather*.
- The pupils write sentences using the words: saw, draw.

Lesson 12 Reading a weather chart

Learning objectives

- Identify the basic vocabulary of weather (knowledge and understanding).
- Interpret a weather chart of Rwandan weather (skills).

Materials

Daily Reader: *It's So Hot!*
Weather chart of local weather.
Word wall.

Key content

Draw, chart, information.

Introduction

- In pairs, the pupils read the text *It's So Hot*.
- The class plays the *Word Detective* game.
- The teacher asks the daily question.



thirsty screamed claws agreed
listen lead afraid.

Development

- The teacher displays a chart of Rwandan weather.
- In pairs, the pupils discuss what they can see on the chart.
- The teacher explains the main features of the chart.
- The pupils discuss why weather charts are useful.
- The teacher asks the following questions and the pupils answer:
 - What will the weather be like in Rwanda today?
 - What will the highest temperature be?
 - What will the lowest temperature be?
 - What advice would you give people based on the information in the weather chart.
- The pupils discuss and share their answers.



What are the disadvantages of dry weather?

Assessment

The pupils write three sentences summarising the information they learned from the weather chart.

Homework

The pupils write 5 adjectives to describe good weather and bad weather.

Lesson 13 First Reading: A Bright Idea

Learning objectives

- Identify the basic vocabulary of weather (knowledge and understanding).
- Read/ listen to a text describing the effects of weather and climate changes (skills).

Materials

Read-aloud story: *A Bright Idea*.

Key content

Neighbour, idea, flood, environment.

Introduction

The class plays the *Word Detective* game.
The teacher asks the daily question.



forest water swim teach dark
afraid lake.

Development

Pre-reading

- The class discuss today's weather: *What season is it? Do you like this season, why?*



When is the rainy season?

- The class discusses the new vocabulary.
- The teacher introduces the story *A Bright Idea*.
- The class answers the pre-reading questions.

During reading

The teacher model reads the story.

After reading

The pupils discuss and answer the comprehension questions.

Additional activities

The pupils discuss what is good/bad about the story.

Assessment

The pupils answer the comprehension questions:
Pupil's Daily Reader, page 78, exercise 10.

Homework

The pupils retell the story *A Bright Idea* to a family member.
The pupils draw a picture from the story.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- Where does the story take place?
- What was the problem?
- Which animals left the village and went on a trip?
- What did they learn?
- How does the story end?



Lesson 14 > Second Reading: *A Bright Idea*

Learning objectives

- Identify the basic vocabulary of weather (knowledge and understanding).
- The pupils write sentences describing some positive effects of weather (skills).

Materials

- Read-aloud story: *A Bright Idea*.
- Daily Reader: *It's So Hot!*
- Flashcards with new vocabulary.

Key content

Season, harvest, destroy, drought, crop, flood.

Introduction

- The pupils complete a short dictation exercise.
- The pupils echo read *It's So Hot!*
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The pupils compose sentences using the new vocabulary.
- The teacher writes the pupils' sentences on the board.
- The pupils recall what they remember about the story *A Bright Idea*.

During reading

The teacher model reads the story *A Bright Idea*.



**Yesterday it rained,
Today is sunny,
Sometimes it is windy.**



What do you do when it is hot?

Comprehension questions

- Describe the weather.
- How were the animals feeling?
- What did the monkey suggest?
- What did the rabbit learn?



After reading

- The pupils say what they like about the story.
- In groups, the pupils discuss the answers to the comprehension questions.

Additional activities

- The pupils summarise what they learned from the story.
- The pupils role-play a scene from the story.

Assessment

The pupils write sentences in the correct order according to the story. Pupil's Daily Reader, page 78, exercise 11.

Homework

Draw a scene from the story and write about it.

Lesson 15 Third reading: *A Bright Idea*

Learning objectives

- Identify the basic vocabulary of weather (knowledge and understanding).
- Follow a story read aloud and retell the story orally and in writing (skills).

Materials

Read-aloud story: *A Bright Idea*.

Daily Reader: *It's So Hot!*

Key content

Adverbs of time: yesterday, next week, today, soon, last week.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.
- In pairs, the pupils read the text *It's So Hot!*

Development

Pre-reading

- The teacher introduces the story *A Bright Idea*.
- The whole class does a picture walk while talking about the weather in the story.

During reading

The teacher model reads the story.

After reading

- The pupils discuss the answers to the comprehension questions.
- The pupils present why weather is important in our daily lives.

Additional activities

The pupils role-play a scene from the story.

Assessment

- The pupils write a short text explaining the importance of weather in their daily lives using vocabulary about the weather.

Homework

The pupils read the story *It's So Hot!*



sometimes always never today
yesterday tomorrow.



What do you do when it is cold?

Comprehension questions

- What did the animals learn about the weather?
- What are the animals going to do in their villages?
- What do you do in your area to save water?
- How is weather important in our lives?



Lesson 16 Writing about the effects of the weather on our daily lives

Learning objectives

- Recognise the use of the present continuous tense (skills).
- Write a text about the positive and the negative effects of the different types of weather (knowledge and understanding).

Materials

Daily Reader: Weather

Key content

Advantages, disadvantages.

Introduction

- The pupils pair read the poem *Weather*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



awful heat rain reach near stream.



What do you do when it is wet?

Development

Pre-writing: The pupils look at the pictures in the story *A Bright Idea*.

- The teacher asks the pupils the following questions:
- What can you see?
- Why are the animals building a tank?
- What is happening to the crops?
- Why are the animals moving away from their village?
- What is wrong with the village crops and water?
- The teacher introduces the writing activity.

Drafting: The pupils write a short text about the positive and negative effects of the different types of weather.

Revising: The pupils review work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Additional activities

The pupils draw a picture to illustrate their story.

Assessment

- The pupils read the following text and identify the mistakes in it.
- Rain is good for us. It helps krops grow well. Rain gives us water. It makes grass grows for animals too. Two much rain is not good. It sometimes causes floods. It maks crops rot.

Homework

The pupils read their writing to a family member.

Fluency and Comprehension Test

What is the weather like today?	Word Count	65
Last week it was sunny.		5
Yesterday it was cold and raining.		6
What's the weather like today?		5
It's hot and sunny.		4
The sun is shining.		4
I like to go swimming when it is warm.		9
I like to swim in the cool lake.		8
I don't like it when it rains.		7
At night, it gets very cold.		6
On cold days, I sit by the fire to keep warm.		11

Comprehension questions

1. What was the weather like last week?
2. What was the weather like yesterday?
3. What is the weather like today?
4. Where do they like to go on warm days?
5. Where do they like to go on cold days?
6. Where do you like to go on warm days?
7. How do you feel on cold days?

Unit 4 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	Describe today's weather (listening and speaking)	<p>Described the weather in the present continuous tense.</p> <p>Used weather vocabulary: sunny, cool, hot, windy, stormy, etc.</p> <p>Described the temperature for today.</p>
2	Describe last week's weather (writing) Describe what the weather was like in their area	<p>Used the past simple tense when writing about the weather, for example, it was, it rained, etc.</p> <p>Described the weather using adverbs of time: yesterday, last week, on Monday, etc.</p>
3	Describe negative and positive effects of weather (writing) Write three statements to describe the negative and positive effects of weather, particularly in relation to Rwanda.	<p>Wrote clear statements describing the positive and negative effects of weather.</p> <p>Used vocabulary related to the pros and cons: harvest, destroy, drought, crops, helps, grow, provides.</p>
4	Interpret a weather graph (Reading)	<p>Could describe what the weather conditions will be according to the weather map.</p> <p>Used weather vocabulary: sunny, cool, hot, windy, stormy, etc.</p> <p>Describes the temperature.</p> <p>Used vocabulary to describe specific locations: North, East, South, West.</p>
5	Spelling assessment Dictate the following words: Weak, creak, squeak. Day, gray. Feet, street.	The pupils write the spellings clearly and accurately.

UNIT 5: JOBS AND ROLES IN THE COMMUNITY

Key competency: To use language learnt in the context of jobs and roles in the community

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate the jobs and occupations of people in the community.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Jobs in the Community	Second reading: Jobs in the Community	Third reading: Jobs in the Community	Writing about Jobs in the Community	Reading: Fix that Noise!	Second Reading: Fix that Noise!	Writing adverbs of frequency	Writing in the past tense	Writing about last weekend
Key content	Community, carpenter, nurse, teacher, doctor	Health centre, hairdresser, shopkeeper, mechanic	Words with –eak and –ead	Who works at a _____? What job do they do?	Fix, noise, plumber, squeak, carpenter	Job, creak, sink, fix	Always, daily, usually, often, twice a day	The past tense	The past tense
Language structures			Sounds and spellings					The simple past tense	The simple past tense

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Assessment	Remediation
Lesson name	First reading: The Community Fair	Second reading: The Community Fair	Third reading: The Community Fair	Reading about the Future	Reading poetry	Assessment	Remediation
Key content	Community, fair, announcement, mayor, gather	Demonstrate, stands, health, prize	Celebration, clapped, winners, studio	Farmer, tailor, footballer, pilot	Words with –eam and –ean	Assessment	Remediation
Language structures				Future tense with will	Sounds and spellings		

Attitudes and values: Appreciate the jobs and occupations of people in the community

Learning about the ‘helpers’ in their community – their jobs and occupations – helps pupils understand the world they live in and the importance of each person to the health and well-being of a community. It also encourages pupils to think about the jobs or occupations they might wish to have when they grow up. An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster positive attitudes and values about jobs and occupations of people in the community. Assessment criteria are also provided to enable the teacher to assess pupils’ attitudes accurately, without bias or subjectivity.

Activity

The teacher asks the pupils to name as many different jobs and occupations of people in their community as possible, encouraging them to start with their parents and relatives, and then think about who they see throughout the day. The teacher tells the pupils that they will be learning about these jobs and occupations, because some of these people will be coming to the class to talk with the pupils! The teacher tells the students that they will be working with a partner to prepare interview questions for the visitors. The teacher asks the pupils what they would like to know about their jobs and occupations. (The teacher may provide some examples to scaffold the questions, such as: ‘What do you do?’, ‘Why did you decide to do this job?’, and ‘How did you prepare for this job?’)

For each visit, the pupils ask their interview questions and record their answers. After the visitor leaves, the teacher and pupils review the answers, and discuss how this job/occupation contributes to the community.

After the interviews are completed, working with a partner, the pupils select one of the jobs or occupations and write about why that job/occupation is important for their community, and what would happen if no one in that community provided that service.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Writes thoughtful interview questions.				
Asks the interview questions clearly and respectfully.				
Explains the importance of one of the jobs/occupations for the community as a whole (not just for the pupil).				
Explains what would happen to the community if that job/occupation were not available in the community.				

Lesson 1 First Reading: *Jobs in the Community*

Learning objectives

- State the basic vocabulary of jobs and community work (knowledge and understanding).
- Describe jobs in the community (skills).

Materials

Read-aloud story: *Jobs in the Community*.

Key content

Community, carpenter, nurse, teacher, doctor.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the story *Jobs in the Community*.
- The class discusses the answers to the pre-reading questions.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions orally.
- The pupils summarise the story in pairs.
- The pupils list the jobs they heard in the story.

Additional activities

The pupils summarise what they learned today.

Assessment

The pupils complete sentences using the new vocabulary: Pupil's Daily Reader, page 86, exercise 9.

Homework

The pupils draw a picture from the story and write about it.



cook wash dig clean sweep
read pray



What does a carpenter do?

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- What is the story about?
- Where was the community fair held?
- What are the names of the people in the story?
- Who is Jane? Where does she work?
- Who is Ben? Where does he work?
- Which different jobs are talked about in the story?



Lesson 2 Second reading: *Jobs in the Community*

Learning objectives

- State the basic vocabulary of jobs and community work (knowledge and understanding).
- Describe jobs in the community (skills).

Materials

- Read-aloud story: *Jobs in the Community*.
- Pictures of different occupations.

Key content

Health centre, hairdresser, shopkeeper, mechanic.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.



**community carpenter nurse
teacher doctor**

Development

Pre-reading

- The pupils listen and complete the dictation exercise.
- The teacher introduces the story *Jobs in the Community*.
- The pupils discuss the answers to the pre-reading questions.



What jobs do you do at home?

During reading

The teacher model reads *Jobs in the Community*.

After reading

- The pupils discuss the answers to the comprehension questions.
- In pairs, the pupils mime the jobs in the community and their partner guesses what job it is.

Pre-reading questions

What do you remember about the story? Which jobs did you hear mentioned in the story?



Comprehension questions

Do you know a librarian? What do they do?
Do you know a police officer? What do they do?
What community job would you like to do?



Additional activities

The pupils discuss why jobs are important in the community.

Assessment

The pupils write a table with different jobs and their place of work.

Job	Place of work

Homework

The pupils write sentences about community workers. Pupil's Daily Reader, page 79, exercise 2.

Lesson 3 Third Reading: *Jobs in the Community*

Learning objectives

- Identify common words ending –eak and –ead (knowledge and understanding).
- Describe jobs in the community orally and in writing (skills).

Materials

Read-aloud story: *Jobs in the Community*.

Daily Reader: *John and Mary*.

Key content

Words with –eak and –ead.

Introduction

- The pupils listen and complete the dictation exercise.
- The teacher asks the daily question.



**Cook wash dig clean sweep
read pray**

Development

Pre-reading

The teacher introduces the story *Jobs in the Community*.



What do you do at Umuganda?

The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

- The pupils summarise what they learned from the story.
- The teacher introduces the words with –eak and –ead.
- The teacher models fluent reading of the poem *John and Mary*.
- The pupils answer the comprehension questions: about the poem
- The pupils echo read the poem.

Additional activities

The pupils identify words with – eak or – ead in the poem.

Assessment

The pupils listen and complete the dictation exercise. I read every day. The bucket had a leak.

Homework

The pupils write sentences using –eak or –ead words. The pupils read the poem *John and Mary*: Pupil's Daily Reader, page 86, exercise 8.

Comprehension questions

- What did you like about the poem?
- What does John do?
- What does Mary do?



Lesson 4 Writing about jobs in the community

Learning objectives

- State the basic vocabulary of jobs (knowledge and understanding).
- Read and write a short text about jobs in the community (skills).

Materials

Daily Reader: *John and Mary*.

Key content

- Who works at a _____?
- What job do they do?

Introduction

The pupils recite the poem *John and Mary*.
The teacher asks the daily question.



What work does your family do in the community?

Development

The teacher introduces the writing activity.

Pre-writing: In groups, the pupils discuss what takes place at different facilities/ places of work.

Who works at a _____? (insert name)

What job do they do?

Drafting: The pupils write a short text about *Jobs in the Community*.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing

Presenting: The pupils share their writing with their group or with the whole class.

Additional activities

The pupils read their story and draw a picture to accompany the story.

Assessment

The pupils read the following text and identify the mistakes in it: It was three o'clock. mutesi and manzi were walking home from skool. As they were passing by the post office the two children saw a postman. He gave them a post card.

Homework

The pupils complete the sentence about jobs in the community: Pupil's Daily Reader, page 85, exercise 7.

Lesson 5 First reading: *Fix that Noise!*

Learning objectives

- State the basic vocabulary of household jobs (knowledge and understanding).
- Describe the jobs of family members orally and in writing (skills).

Materials

Daily Reader: *Fix that Noise!*

Key content

Fix, noise, plumber, squeak, carpenter.

Introduction

The pupils recite the poem *John and Mary*. The teacher asks the daily question.



What do you do when something breaks at home?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the text of *Fix that Noise!*
- The class answers the pre-reading questions.

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the text is about?



During reading

The teacher models fluent reading of the story.

After reading

- The pupils answer the comprehension questions.
- The pupils echo read the story.
- In pairs, the pupils summarise the story.

Comprehension questions

- What is the problem with the bed?
- What does mum say?
- What does the carpenter do to help?
- What is the problem with the tap?
- What does the plumber do to help?



Additional activities

- The pupils role-play a scene from the story.
- The pupils explain what it is happening.

Assessment

The pupils complete the comprehension questions: Pupil's Daily Reader, page 84, exercise 3.

Homework

- The pupils read *Fix that Noise!* to a family member.
- The pupils draw a picture about the story *Fix that Noise!* and write about it.

Lesson 6 Second reading: *Fix that Noise*

Learning objectives

- State the basic vocabulary of jobs including household jobs (knowledge and understanding).
- Describe jobs orally and in writing (skills).

Materials

Daily Reader: *Fix that Noise!*

Key content

Job, creak, sink, fix.

Introduction

- The whole class plays *What is missing?* game.
- The teacher asks the daily question.



doctor teacher driver pilot
carpenter.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *Fix that Noise!*
- The pupils discuss the answers to the pre-reading questions.



Who takes care of us when we are sick?

During reading

The teacher model reads *Fix that Noise!*

After reading

The pupils discuss the answers to comprehension questions.

Additional activities

The pupils discuss what they like about the story.

Assessment

The pupils complete sentences about the story:
Pupil's Daily Reader, page 84, exercise 4.

Homework

The pupils read the story *Fix that Noise!* to a family member.

Pre-reading questions

- What happens in the story?
- How does the carpenter help?
- How does the plumber help?



Comprehension questions

- What is the problem with the bed?
- What does mum say?
- What does the carpenter do to help?
- What is the problem with the tap?
- What does the plumber do to help?



Lesson 7 Writing adverbs of frequency

Learning objectives

- Recognise the use of adverbs of frequency (knowledge and understanding).
- Describe the jobs of family members orally and in writing (skills).

Materials

Daily Reader: *Fix that Noise!*
Daily Reader: *John and Mary.*

Key content

Always, daily, usually, often, twice a day.

Introduction

- In pairs, the pupils read *Fix that Noise!*
- The teacher asks the daily question.



What do you do every day?

Development

- The teacher introduces new vocabulary. In groups, the pupils brainstorm what do they do everyday, usually, often, seldom.
- The teacher writes the answers on the board.
- The pupils read their answers
- The teacher underlines the adverbs of frequency.
- The pupils discuss what adverbs of frequency are.

Adverbs of frequency are words we use to refer to the number of times we do something i.e. always, never, sometimes, often, several, usually, etc

Teaching Tip

Additional activities

The pupils discuss their daily lives using: always, daily, usually, often, twice a day.

Assessment

The pupils write sentences about their daily lives using: always, daily, usually, often, twice a day.

Homework

The pupils write sentences using always, daily, usually, often.

Lesson 8 Writing in the past tense

Learning objectives

- Recognise the use of the past tense (knowledge and understanding).
- The pupils write a short text in the past tense (skills).

Materials

Daily Reader: *Fix that Noise!*

Flashcards

Word wall.

Key content

The past tense.

Introduction

- The whole class plays the *Buzz* game.
- In pairs, the pupils read *Fix that Noise!*
- The teacher asks the daily question.



talked walked jumped played danced

Development

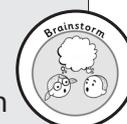
- The teacher asks the pupils questions about what they did yesterday.
- In groups, the pupils brainstorm ideas.
- The pupils present their ideas.
- The teacher writes their answers on the board.
- The whole class reads the answers.
- The teacher introduces the past tense.
- The pupils identify the verbs in the past tense.
- The teacher underlines the verbs.
- The pupils write more sentences about what they did yesterday and read them out to the whole class.



What jobs did you do yesterday?

Brainstorm

What did you do yesterday?
Which places did you go to last week in the community?



The past tense is used when referring to an action that has already taken place.

Teaching Tip

Assessment

The pupils complete sentences using the correct verb tense: Pupil's Daily Reader, page 84, exercise 5.

Homework

The pupils read *Fix that Noise!* at home.

Lesson 9 Writing about last weekend

Learning objectives

- State the basic vocabulary of household jobs (knowledge and understanding).
- The pupils write a short text about work they did in the past (skills).

Materials

Daily Reader: *Fix that Noise!*
Pictures of people from different professions.

Key content

The past tense.

Introduction

- In pairs, the pupils read *Fix that Noise!*
- The pupils solve the *Anagrams*.
- The teacher asks the daily question.



todocr penterca reatcher verdri
lotpi

Development

The teacher reviews the past tense.

Planning: The pupils discuss what they did last week.

Drafting: The pupils write a short text about their discussion.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.



What did you do at home last weekend?

Assessment

The pupils read the following text and identify the mistakes: Hello my name is David. I am a librarian. I help adults and children find interesting boks to read. Children luk for books on all kinds of subjects. What kind of books do you like to read?

Homework

The pupils read their writing to a family member.

Lesson 10 First reading: *The Community Fair*

Learning objectives

- State the basic vocabulary of jobs and community work (knowledge and understanding).
- Recount orally community work done in the past (skills).

Materials

Read-aloud story: *The Community Fair*.

Key content

Community, fair, announcement, mayor, gather.

Introduction

The class recite the poem *John and Mary*.
The whole class plays the *What is missing?* game.

The teacher asks the daily question.



work jobs clean share
community work



How does your community work together?

Development

Pre-reading

- The teacher introduces the story *The Community Fair*.
- The pupils answer the pre-reading questions.

During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.
The pupils summarise the story in pairs.

Additional activities

- The pupils list the jobs mentioned in the story.
- The pupils summarise what they learned today.

Assessment

The pupils write the answers to the comprehension questions posed by the teacher.

Homework

The pupils retell the story to a family member.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- Who came to visit the village last month?
- What did the Mayor announce to the people?
- Who did the Mayor visit on the community fair day?
- Who was the winner and why?
- Did you like the story? Why? Why not?



Lesson 11 Second reading: *The Community Fair*

Learning objectives

- State the basic vocabulary of community work (knowledge and understanding).
- Listen to a story about community workers and show understanding (skills).

Materials

Read-aloud story: *The Community Fair*.
Pictures of different occupations.

Key content

Demonstrate, stands, health, prize.

Introduction

- The whole class plays *What is missing?* game.
- The teacher asks the daily question.



work jobs clean share
community work

Development

Pre-reading

- The pupils write a short dictation exercise.
- The pupils recall what they remember about the story *The Community Fair*.

During reading

The teacher model reads the story *The Community Fair*.



How can you help your community?

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils discuss what their family does to help with community work.
- In pairs, the pupils discuss the importance of community work.
- The pupils present their ideas.

Assessment

The pupils write a short piece about the community workers in the story.

Homework

- The pupils retell the story *The Community Fair* to a family member.
- The pupils list the activities people do during community work.

Comprehension questions

What activities are done monthly in your community?
Have you ever attended a community fair?
What was it like?



Lesson 12 Third reading: *The Community Fair*

Learning objectives

- State basic vocabulary of community work (knowledge and understanding).
- Recount orally and in writing the community work done in the past (skills).

Materials

Read-aloud story: *The Community Fair*.

Key content

Celebration, clapped, winners, studio.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story.
- The whole class does a picture walk.

During reading

The teacher model reads the story *The Community Fair*.

After reading

- The class discusses the importance of community work.
- The pupils summarise what they learned from the story.
- In groups, the pupils role-play a scene from the story *The Community Fair*.

Additional activities

The pupils draw pictures of community workers and write about them.

Assessment

The pupils write a short text summarising what they learned from the story *The Community Fair*.

Homework

The pupils read their writing to a family member.



**tailor carpenter hotel mayor
community**

What happens during Umuganda community work?

Comprehension questions

What did you like about the poem?
Who is mentioned in the poem?
What happened to the mouse?



Lesson 13 Reading about the future

Learning objectives

- Recognise the use of the future tense (knowledge and understanding).
- Read a short text about community work planned for the future and show understanding orally and in writing (skills).

Materials

Daily Reader: *In the Future*.

Key content

Farmer, tailor, footballer, pilot.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *In the Future*.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story *In the Future*.

After reading

- In pairs, the pupils read the text.
- The pupils answer the comprehension questions.
- In pairs, the pupils discuss the jobs in the text.

Additional activities

The pupils choral read the text.

Assessment

The pupils answer the comprehension questions about the story: Pupil's Daily Reader, page 91, exercise 10.

Homework

Read the story *My Future*.



work jobs clean share
community work



What would you like to be when you
grow up?

Pre-reading questions

What do you think this story is about?
What are the people doing in the story?



Comprehension questions

Who wants to be a farmer?
What will Billy do in the future?
What will Agnes teach?
What do you want to do in the future?



Lesson 14 Reading poetry

Learning objectives

- Identify common word endings –eam and –ean (knowledge and understanding).
- Read and write a short text about jobs in the home (skills).

Materials

Daily Reader: *My Future*.

Daily Reader: *The Mouse's Dream*.

Key content

Words with -eam and -ean.

Introduction

- The pupils read *In the Future*.
- The teacher asks the daily question.



What work does your family do at home?

Development

Pre-reading

- The teacher introduces the words with –eam or –ean.
- The pupils list words with these common word endings.
- The teacher introduces the story *The Mouse's Dream*.

During reading

The teacher model reads the story *The Mouse's Dream*.

After reading

- The pupils choral read the story.
- In pairs, the pupils read the story.
- The teacher asks the following comprehension questions:
 - Who is in the story?
 - What did they do?
 - What bit the mouse's tail?
- The pupils discuss answers to the comprehension questions.
- The pupils answer the comprehension questions about the story.
- The pupils echo read the poem.

Additional activities

The pupils identify words with –eam or –ean in the poem.

Assessment

The pupils listen and complete the dictation exercise: I clean my bedroom everyday. I dream at night.

Homework

The pupils write sentences using –eam and –ean words. The pupils read the story *The Mouse's Dream* to a family member.

Fluency and Comprehension Test

Fire fighters help us stay safe

Word Count 55

Fire fighters fight fires.	3
They help people and save lives.	6
They also put out forest fires.	6
They use water to put out fires.	7
Fire trucks carry a lot of water.	7
They wear special clothes to protect themselves.	7
They wear strong boots.	4
Fire fighters help keep us safe.	5
They work in our community.	5
They work day and night.	5

Comprehension questions

1. What do fire fighters do?
2. How do they do it?
3. What do fire trucks carry?
4. What do they wear?
5. When do they work?
6. Would you like to be a firefighter? Why?

Unit 5 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	<p>Describe jobs in the community (writing)</p> <p>List the jobs in their community, the names of the people who do those jobs and describe what they do.</p>	<p>Can describe their jobs and give a description of the following.</p> <ul style="list-style-type: none"> • Name. • Place of work. • Description of the work they do.
2	<p>Describe jobs in the home (speaking)</p> <p>Describe what they do at home to help their families and how often they help at home.</p>	<p>Describe how they help at home using the present continuous and how often.</p> <p>Use vocabulary: I clean. I cook. Etc.</p> <p>Use adverbs of frequency: Every day, once a week, once a month, sometimes, etc.</p>
3	<p>Describe jobs in the home (Speaking)</p> <p>Describe what they will do next weekend to help at home with their friends and family.</p>	<p>Describe future plans for work next weekend</p> <p>Use vocabulary: next weekend, I will</p>
4	<p>Spelling assessment</p> <p>Dictate the following words: Dream, gleam, seam, team. Clean, mean, beans.</p>	<p>The pupils write the spellings clearly and accurately.</p>

UNIT 6: WILD ANIMALS

Key competency: To use language learnt in the context of **wild animals**
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate the contribution of Rwanda's wildlife to the development of Rwanda's economy. Appreciate the beauty and uniqueness of Rwanda's flora and fauna

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Animals of Rwanda	Second reading: Animals of Rwanda	Third reading: Animals of Rwanda	Reading and writing poetry	Writing about wild animals	First reading: Akagera National Park	Second reading: Akagera National Park	Describe animals	
Key content	Lion, elephant, zebra, giraffe, buffalo, gorilla	Hippopotamus, height, weight, trunk, elephant	Present perfect continuous tense	Words with – oad and –eat	Small, long, big, fat, large, tall, fierce	Elephants, giraffes, zebras, buffaloes, crocodiles	Fat, tall, stripes, green, long	Words with –ear	
Language structures			Present perfect continuous tense	Sounds and spellings				Sounds and spellings	

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Assessment	Remediation
Lesson name	First reading: Why Birds Sing Every Morning	Second reading: Why Birds Sing Every Morning	Third reading: Why Birds Sing Every Morning	Reading: Our Class Report	Second Reading: Our Class Report	Reading and writing adverbs of frequency	Writing a survey about wild animals	Assessment	Remediation
Key content	Once upon a time, announcement, king, Akagera, musicians, competitions	Instruments, crane, whistling, jungle, middle.	Practised, searched, beautiful, chirping	Spider, zebra, eagle, homework, report	North, East, South, West	Most, some, a few, a lot.	What, many, how, see, did	Assessment	Remediation
Language structures			Comparative and superlatives			Adverbs of frequency			

Attitudes and values: Appreciate the Contribution of Rwanda’s Wildlife to Rwanda’s Economy, appreciate the Beauty and Uniqueness of Rwanda’s Flora and Fauna.

Rwanda’s geography is rich with unique and beautiful mountains, savannas and lakes. Known as ‘The Land of a Thousand Hills’, Rwanda has one third of the world’s remaining mountain gorillas. Both Rwanda’s flora and fauna are central to its economy. Pupils may be aware of the flora and fauna, but not understand how central they are to the country’s economy, nor how they themselves can play a part in protecting them. Issues such as deforestation (burning bamboo for fuel), and poaching of small mammals, can have long-term effects on Rwanda’s economy. This unit presents pupils with an opportunity to develop an appreciation of the beauty and uniqueness of their country’s flora and fauna, and its central role in the Rwandan economy.

An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster positive attitudes and values about working in groups and about the uniqueness, beauty and importance of Rwanda’s flora and fauna. Assessment criteria are also provided to enable the teacher to assess pupils’ attitudes accurately, without bias or subjectivity.

Activity: The teacher asks the pupils: ‘Why are the mountain gorillas important to Rwanda?’ ‘Why are the forests important to Rwanda?’ ‘What grows in the forests?’ The teacher asks the pupils to discuss the questions in pairs, and then share their answers with the group. The teacher discusses with the pupils the definition of ‘flora’ and ‘fauna’, and how the flora and fauna in their country is something to be proud of. The teacher tells the pupils that the flora and fauna must be protected. The pupils divide into groups of three or four and then select one type of flora or fauna. The pupils create a role-play about protecting their flora or fauna, including why it is important, and what would happen if it no longer existed. The pupils then create a plan to protect it. Pupils can opt to create a poster instead of a role-play.

Assessment of Attitudes and Values in this Unit

Observation criteria The pupil ...	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
Explains the difference between flora and fauna.				
Identifies one reason why the flora or fauna in Rwanda is important to the people of Rwanda.				
Explains what would happen if that flora or fauna were no longer available in Rwanda.				
Works cooperatively with peers in their role-play or poster activity.				

Lesson 1 First reading: *Animals of Rwanda*

Learning objectives

- State basic vocabulary of animals (knowledge and understanding).
- Listen to a text about wild animals and show understanding orally and in writing (skills).

Materials

Daily Reader: *In the Future*.

Read-aloud text: *Animals of Rwanda*.

Key content

Lion, elephant, zebra, giraffe, buffalo, gorilla.

Introduction

- In pairs, the pupils read *My Future*.
- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



animal bird bush grass meat
plant



Which wild animals have you seen?

Development

Pre-reading

- In groups, the pupils brainstorm the names of wild animals.
- The teacher writes the names on the board.
- The teacher introduces the story *Animals of Rwanda*.
- The pupils discuss the answers to the pre-reading questions.

Pre-reading questions

- What does the title mean?
- What do you think the text is about?



During reading

The teacher model reads the text.

After reading

The pupils answer the comprehension questions.

Comprehension questions

- What animals are described in the story?
- What do we call males of elephants, giraffes, zebras and gorillas?
- What do we call the young ones of lion, elephants, giraffes and zebras?
- What do we call females of elephants, giraffes, zebras and gorillas?



Additional Activities

The pupils discuss which animal is their favourite.

Assessment

The pupils answer the comprehension questions:
Pupil's Daily Reader, page 92, exercise 1.

Homework

The pupils draw an animal from the story and write one thing they have learned from the story.

Lesson 2 Second reading: *Animals of Rwanda*

Learning objectives

- State the basic vocabulary of animals (knowledge and understanding).
- Listen to a text about wild animals in Rwanda (skills).

Materials

Read-aloud story: *Animals in Rwanda*.

Daily Reader: *In the Future*.

Key content

Hippopotamus, height, weight, trunk, elephant.

Introduction

- The pupils choral read *In the Future*.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The class answers the pre-reading questions.

During reading

The teacher model reads the text.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils write the dictation: pride, lioness, bull, herd, cow, trunk.

Assessment

The pupils write a text about the experiences connected to the story *Animals of Rwanda*.

Homework

The pupils write sentences using new words from the story trunk, hippopotamus, calf, bleat.



What is your favourite animal?

Pre-reading questions

Which animal has the shortest tail?
What animals eat grass and leaves?
What do we call a young hippopotamus?
Which animals have a long neck and long legs?



Comprehension questions

What kind of weather they prefer and why?
Why is it important to know the day's weather?
What happens when it shines a lot?



Lesson 3 Third reading: *Animals of Rwanda*

Learning objectives

- State verbs in the present perfect tense (knowledge and understanding).
- Listen to a text about wild animals (skills).

Materials

Read-aloud story: *Animals in Rwanda*.
Flashcards with new vocabulary.

Key content

Present perfect continuous tense.

Introduction

- The pupils role-play at pretending to be an animal.
- The teacher asks the daily question.



Which animals are herbivores?

Development

Pre-reading

- The teacher introduces the story.
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

- The teacher asks the pupils to summarise what they learned.
- The teacher introduces the present perfect tense.
- The whole class discusses what wild animals do at different times of the day.

The present perfect continuous is made up of two elements: the present perfect of the verb 'to be' (have/has been), and the present participle of the main verb (base+ing)
The present perfect continuous is formed with have/has been and the -ing form of the verb.



Teaching Tip

- The teacher writes answers on the board.
- The class reads the answers.
- The teacher underlines the present perfect tense.

Additional activities

The pupils mime animals from the story. The pupils guess the animal.

Assessment

The pupils answer True or False statements: Pupil’s Daily Reader, page 92, exercise 3.

Homework

The pupils complete sentences about the story: Pupil’s Daily Reader, page 93, exercise 4.

Lesson 4 **Reading and writing poetry**

Learning objectives

- Recognise and pronounce the words with word endings –ead, –oad and –eat (knowledge and understanding)
- Read and write a poem about animals (skills).

Materials

Daily Reader: *I Saw*.
Flashcards with words with –ead, –oad and –eat spellings.

Key content

Words with –ead, –oad and –eat.

Introduction

- The pupils mime Rwandan animals.
- The pupils identify the animals.
- The teacher asks the daily question.



Which animals are carnivores?
What do they like to eat?

Development

Pre-reading

- The teacher introduces the words with the endings -ead, -oad or -eat.
- The pupils identify words with -ead, -oad or -eat.
- The teacher writes them on the board. The pupils read the words.
- The pupils compose sentences using the words.
- The teacher introduces the poem *I Saw*.
- The pupils predict what the poem is about.

During reading

The teacher model reads the poem *I Saw*.

After reading

- The pupils choral read the poem *I Saw*.
- The pupils answer the comprehension questions.

Comprehension questions

- What animals did the poet see?
- Describe the elephant.
- Describe the zebra.
- Describe the giraffe.
- Did you like the poem? Why?



Additional activities

The pupils compose another verse for the poem.

Assessment

The pupils write three sentences using words with –ead, –oad or eat.

Homework

- The pupils recite the poem *I Saw* to a family member.
- The pupils complete sentences using –ead, –oad or –eat words and read them to a family member.

Lesson 5 Writing about wild animals

Learning objectives

- State the basic vocabulary of animals (knowledge and understanding).
- The pupils write and review a short text describing wild animals (skills).

Materials

Flashcards with new vocabulary and / or pictures of some wild animals.

Key content

Small, long, big, fat, large, tall, fierce.

Introduction

- The pupils mime Rwandan animals.
- The teacher asks the daily question.



How would you describe an elephant?

Development

The teacher introduces the writing activity.

Pre-writing:

- In pairs, the pupils discuss words used to describe wild animals.
- The pupils brainstorm their favourite animal.

Drafting: The pupils write a short text about the picture.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Brainstorm

What is your favourite animal?



Assessment

The pupils identify the mistakes in the following text:

Rwanda has many beautiful animals. In Rwanda, you can see gorillas, giraffes, monkeys and tigers.

Homework

The pupils read their writing to a family member. The pupils draw a picture to accompany their story.

Lesson 6 First reading: Akagera National Park

Learning objectives

- State vocabulary of wild animals (knowledge and understanding).
- Listen to a text about animal classification and show understanding orally and in writing (skills).

Materials

Daily Reader: *Akagera National Park*.
Flashcards with new vocabulary.

Key content

Elephants, giraffes, zebras, buffaloes, crocodiles.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.



small long fat large tall big



Have you been to Akagera Park?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces *Akagera National Park*.
- The class answers the pre-reading questions.

During reading

The teacher models fluent reading of the story.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils summarise the text in pairs.

Assessment

The pupils complete sentences about the story:
Pupil's Daily Reader, page 97, exercise 5.

Homework

The pupils read the story: *Akagera National Park*.

The pupils put the sentences in the correct order: Pupil's Daily Reader, page 98, exercise 6.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the text is about?



Comprehension questions

- Why are lions zebra's biggest danger?
- What do giraffes use their long necks for?
- What is the 3rd largest animal in the wild?
- What is the fattest animals in the wild?



Lesson 7 Second reading: *Akagera National Park*

Learning objectives

- State adjectives to describe wild animals (knowledge and understanding).
- The pupils describe their personal experience of wild animals orally and in writing (skills).

Materials

Daily Reader: *Akagera National Park*.

Key content

Fat, tall, stripes, green, long.

Introduction

- The whole class plays the *What's missing?* game.
- The teacher asks the daily question.



gorilla zebra lion giraffe buffalo
elephant hippopotamus

Development

Pre-reading

- The pupils write a short dictation exercise.
- The class discusses the new vocabulary.
- The teacher introduces *Akagera National Park*.
- The pupils summarise what they read yesterday.

During reading

The teacher model reads the story.

After reading

- In pairs, the pupils read the story.
- The pupils answer the comprehension questions.

Additional activities.

The pupils discuss a trip they took to Akagera Park.



Why should people visit Akagera Park?

Comprehension questions

- Where did the family go?
- What were the hippos doing?
- Where did the family have lunch?
- What were the baboons doing?



Assessment

The pupils put sentences in order according to the story: Pupil's Daily Reader, page 98, exercise 7.

Homework

Read the story *Akagera Park* to a family member.

Lesson 8 Describing animal, sounds and spellings

Learning objectives

- Recognise and pronounce the words with the spelling pattern –ear (knowledge and understanding).
- Recite a poem about wild animals (skills).

Materials

Daily Reader: *The Zebra Met a Hippo*.

Key content

Words with –ear.

Introduction

- The pupils pair read the text of *Animals of Rwanda*.
- The teacher asks the daily question.



How can we protect the animals in Akagera National Park?

Development

Pre-reading

- The teacher introduces the words ending with –ear.
- The pupils identify words ending with –ear.
- The teacher introduces the poem *The Zebra Met A Hippo*.
- The pupils predict what the poem will be about.

During reading

The teacher models fluent reading of the poem *The Zebra Met a Hippo*.

After reading

- The pupils choral read the poem.
- The pupils describe the animals in the poem.
- The pupils discuss what they liked about the poem.

Additional activities.

The pupils write another verse to the poem

Assessment

The pupils write the missing words:

At the end of the year.

The zebra met a _____ .

Near a clear river.

An _____ elephant appeared.

“Oh my _____,” said the hippo.

Homework

- The pupils read the poem *The Zebra met a Hippo* to a family member.
- The pupils write sentences using the words: year, tear, fear, clear and read the sentences to a family member.

Lesson 9 Classifying animals

Learning objectives

- Describing animal classes (knowledge and understanding).
- The pupils write about animal classes (knowledge and understanding).

Materials

Pictures of wild animals.
Daily Reader: *The Zebra Met a Hippo*.

Key content

Herbivores, carnivores, omnivores.

Introduction

- The pupils read the poem *The Zebra Met a Hippo*.
- The pupils solve some *Anagrams*.
- The teacher asks the daily question.



arbez niol allirog effarig ollafub



Is there any food you don't eat?

Development

- The class discusses the new vocabulary.
- The pupils discuss, why some animals eat meat and others don't.
- The pupils present their ideas.
- The teacher introduces the writing activity.

Pre-writing: In groups, the pupils brainstorm animals and classify them as herbivorous, omnivorous or carnivorous.

Drafting: The pupils write their own short text about animals.

Revising: The pupils review work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

The pupils answer True or False to the statements:

Giraffe are omnivores. Hippos are carnivores. Elephants are herbivores

Homework

- The pupils read *Akagera National Park* to a family member.
- The pupils read their writing to a family member.

Lesson 10 First reading: *Why Birds Sing Every Morning*

Learning objectives

- Identify the basic vocabulary of wild animals (knowledge and understanding).
- Follow a story read aloud and retell the story orally and in writing (skills).

Materials

Read-aloud story: *Why Birds Sing Every Morning*.
Pictures of wild animals.

Key content

Once upon a time, announcement, king, Akagera, musicians, competitions.

Introduction

- The pupils play the *Guess the word* game.
- The teacher asks the daily question.



hippopotamus zebra elephant
gorilla giraffe lion

Development

The pupils write a short dictation exercise.



Do you like to dance?

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces *Why Birds Sing Every Morning*.
- The pupils discuss the answers to the pre-reading questions.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the text is about?



During reading

The teacher models fluent reading of the story.

After reading

The pupils answer the comprehension questions.

Comprehension questions

- What did King lion announce at the beginning of the story?
- Why did the animals have the meeting?
- When did the animals leave?
- What happened in the middle of the jungle?



Additional activities

The pupils summarise the text in pairs.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 99, exercise 8.

Homework

The pupils retell the story *Why Birds Sing Every Morning*.
The pupils draw a scene from the story.

Lesson 11 Second Reading: *Why Birds Sing Every Morning*

Learning objectives

- Identify and use comparatives (knowledge and understanding).
- Compare animals orally and in writing (skills).

Materials

Read-aloud story: *Why Birds Sing Every Morning*.

Key content

Instruments, crane, whistling, jungle, middle.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.



big small tall large short

Development

Pre-reading

- The pupils write a short dictation exercise.
- The class discusses the new vocabulary.
- The pupils recall what they learned from the story.



What is your favourite song?

During reading

The teacher model reads the text *Why Birds Sing Every Morning*.

Pre-reading questions

- Which animals said they are good dancers?
- Which animals said they can't play musical instruments?
- Which animals went north?



After reading

In pairs, the pupils answer the comprehension questions.

Assessment

The pupils draw a picture from the story and write about it using the new vocabulary.

Homework

The pupils read their writing to a family member.

Comprehension questions

- Why were the animals excited?
- Which animals went East to find birds?
- Which bird did the King ask to stay with animals?



Lesson 12 > Third Reading: *Why Birds Sing Every Morning*

Learning objectives

- Identify the use of comparatives and superlatives (knowledge and understanding).
- Make a short oral presentation about which animal is the fastest, the biggest (skills).

Materials

Read-aloud story: *Why Birds Sing Every Morning*.

Key content

Practised, searched, beautiful, chirping.
Comparatives.

Introduction

- The pupils read the poem: *The Zebra Met a Hippo*.
- The teacher asks the daily question.



What birds did you see on the way to school today?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces comparatives and superlatives.
- The pupils recall what they learned from the story.

During reading

- The teacher model reads the story.
- After reading**
- In groups, the pupils discuss the answers to the comprehension questions.
- The pupils present their ideas.
- The pupils describe the animals in the story using comparatives.

Comprehension questions

- Did you like the story?
- Is this story fact or fiction?
- Why do you think birds sing in the morning?
- Do animals have competitions?



Additional activities

The pupils compare this story to other stories they know about animals.

Assessment

The pupils complete the exercise using comparatives: Pupils Daily Reader, page 99, exercise 10.

Homework

The pupils write sentences using biggest and fastest.

Lesson 13 Reading: *Our Class Report*

Learning objectives

- State vocabulary of animals in Rwanda and where they live (knowledge and understanding).
- Listen to a text about where animals live in Rwanda and show understanding visually and in writing (skills).

Materials

Daily Reader: *Our Class Report*

Key content

Spider, zebra, eagle, homework, report.

Introduction

The teacher asks the daily question.



What do you like to write about?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *Our Class Report*.
- The class discusses pre-reading questions.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



During reading

The teacher model reads the story.

After reading

- The pupils choral read the story.
- The pupils answer the comprehension questions.

Comprehension questions

- Why did the pupils write a report?
- What animals did they see?
- How did the pupils describe the elephant?
- What was the information they got from observing giraffes?



Additional activities

The pupils summarise the story in their own words.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 100, exercise 11.

Homework

The pupils read the story *Our Class Report*.

Lesson 14 Second reading: *Our Class Report*

Learning objectives

- State vocabulary of animals in Rwanda and where they live (knowledge and understanding).
- Listen to a short text about animals in Rwanda and where they live and show understanding in writing (skills).

Materials

Daily Reader: *Our Class Report*.

Key content

North, East, South, West.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.



stripes trunk grey brown tail

Development

Pre-reading

- The class discusses the new vocabulary.
- The pupils compose sentences with the new vocabulary.
- The pupils recall what they remember about the story.

During reading

The teacher model reads the story *Our Class Report*.

After reading

The pupils answer the comprehension questions.



What animals would you like to see in Akagera?

Comprehension questions

- What is your favourite animal?
- Where is it found?
- Are you afraid of wild animals? Why?
- What advice would you give to someone visiting Akagera Park?



Additional activities

- In pairs, the pupils read the story.
- The pupils complete sentences about the story. Pupil's Daily Reader, page 100, exercise 12.

Assessment

The pupils write short sentences describing the animals in Akagera park using the new vocabulary.

Homework

The pupils read *Our Class Report* to family members.

Lesson 15 Reading and writing adverbs of quantity

Learning objectives

- Recognise the use of determiners of quantity (knowledge and understanding).
- Describe the animals of Rwanda and where they live orally (skills).

Materials

Daily Reader: *Our Class Report*.

Key content

Most, some, a few, a lot.

Introduction

- The whole class plays the *Guess the word* game.
- The teacher asks the daily question.



Nest bush tree water

Development

- The pupils echo read *The Class Report*.
- The teacher introduces adverbs of quantity.
- The pupils compose sentences using adverbs of quantity.
- In pairs, the pupils look at the story *The Class Report* and describe the pictures using: any, a lot, some, many, few, much.
- The pupils draw pictures of Rwandan Animals.



Have you ever gone on a class trip?
What did you see?

Adverbs of quantity indicates the degree of which something is done, e.g. much, a lot of, many, some, a few.



Assessment

- The pupils identify adverbs of quantity in the following sentences: There is too much sugar in my tea.
- There is a lot of salt in my food. Do you have many sweets in your bag?

Homework

The pupils read *Our Class Report* to a family member.

Lesson 16 Writing a survey about wild animals

Learning objectives

- State basic vocabulary of animals (knowledge and understanding).
- Develop a questionnaire (skills).

Materials

Daily Reader: *Our Class Report*.

Key content

What, many, how, see, did.

Introduction

- In pairs, the pupils read the text *Our Class Report*.
- The teacher asks the daily question.



Which wild animals have you seen?

Development

- The teacher reviews how to conduct a survey with the class.
- The pupils discuss what questions they can ask in the survey.
- Together, the whole class develops a class questionnaire about wild animals.
- The pupils conduct the survey and interpret the data.
- The pupils draw a graph to present the results.
- The pupils present the information to the class.
- The class discusses which animal was the most common and which animal was the least common.

Assessment

The pupils write a summary of the findings of the survey.

Homework

- The pupils show their graph to a family member and discuss the findings.
- The pupils conduct a similar survey at home.

Fluency and Comprehension Test**Lots of animals****55**

- There are many kinds of animals. (6)
- Some animals live on farms. (5)
- Horses, cows and goats can live there. (7)
- Cats, dogs, chickens and hens too. (6)
- Some animals live in the sea. (6)
- You can find fish and turtles there. (7)
- Hippos and crocodiles live in lakes. (6)
- Animals like gorillas live in the mountains. (7)
- What is your favourite animal? (5)

Comprehension questions

1. What animals live on farms?
2. What animals live in the sea?
3. What animals live in lakes?
4. What animals live in the mountains?
5. What is your favourite animal?

Unit 6 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	<p>Classifying animals (writing)</p> <p>Pupils classify the following animals into the categories herbivore, carnivore, omnivore: gorilla, giraffe, hippopotamus, goat, pig, dog, cat, zebra, monkey, lion and describe what they eat.</p>	<p>Classifies animals into the correct categories.</p> <p>Use the vocabulary: meat and plants.</p>
2	<p>Comparing animals (speaking)</p> <p>Describe the following animals using comparatives: elephant, mouse and zebra.</p>	<p>Use the vocabulary: big, bigger, biggest, small, smallest, smaller.</p>
3	<p>Conduct a survey on favourite animals (listening, speaking read and writing)</p> <p>Conduct a survey by asking friends to identify their favourite animals and present the results.</p>	<p>Conducts a survey using the following steps:</p> <ul style="list-style-type: none"> Developing a questionnaire Conducting the survey Recording the results Presenting the results in a graph.
4	<p>Spelling assessment</p> <p>Dictate the following words:</p> <p>Year, ear, dear, appear.</p> <p>Read, bead, plead.</p> <p>Meat.</p> <p>Load, toad.</p>	<p>The pupils write the spellings clearly and accurately.</p>

UNIT 7 : RIGHTS, RESPONSIBILITIES AND NEEDS

Key competency: To use language learnt in the context of rights, responsibilities and needs

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Respect that everyone has rights and responsibilities.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Know Your Rights	Second reading: Know Your Rights	Third reading: Know Your Rights	Writing about the importance of going to school	Reading and Comprehension	Writing about children's rights	First reading: A Right to Learn	Second reading: A Right to Learn	Third reading: A Right to Learn
Key content	Rights, responsibilities, healthy, parents, education	Learn, safe, rights, play, rest, information	Must, must not	School, friends, chant, recite, draw, paint.	Play, rest, healthy information	Personal writing	Information, furniture, branches, board games, injured.	Injured, wheelchair, education, garage	Words with – arge and-anch
Language structures			Modal verbs			Modal verbs			Sounds and spellings

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Assessment	Remediation
Lesson name	Writing about our responsibilities	First reading: A Happy Classroom	Second reading: A Happy Classroom	Writing a chart about school rules	Assessment	Remediation
Key content	Modal verbs	Modal verbs	Charts, rules, large, raise, respect	Obedient, school rules, respectful	Assessment	Remediation
Language structures	Modal verbs	Modal verbs				

Attitudes and values: Respect that Everyone has Rights and Responsibilities

While pupils grow up thinking that they have to follow rules and procedures, they also need to learn about rights and responsibilities: their rights as citizens and respect for the rights of others; their responsibilities to themselves, their families, their community, the environment, their country and the world. Ultimately, teachers want their pupils to understand the concept of human rights and animal rights, as well as larger issues such as the protection of the environment. This unit provides teachers with an opportunity to help students build a foundation for understanding those larger issues.

An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster attitudes and values about rights and responsibilities. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Activity

This is an excellent project for the beginning of the school year because it can be revisited throughout the year. The teacher begins by guiding pupils to an understanding of the meaning of 'Rights' and 'Responsibilities'. The teacher can help pupils to brainstorm the meaning of 'rights' and 'responsibilities' by providing an example of each. The teacher then engages the students in identifying their rights and responsibilities: to each other; to their school; to their family; to their neighbours; to their community; to their country; to the world. (These would be done on different days.) The Rights and Responsibilities list could be posted in the classroom, and revisited frequently throughout the year. At the end of the year, the pupils could discuss how their responsibilities might change as they enter a new grade.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Respects the rights of other pupils.				
Demonstrates the responsibilities established in the <i>Rights and Responsibilities</i> document.				
Works cooperatively and respectfully with partners and in groups, demonstrating responsibilities to others.				
Identifies and describes respectful behaviours that should be exhibited by themselves to others.				

Lesson 1 First reading: *Know Your Rights*

Learning objectives

- State the basic vocabulary of rights, responsibilities and needs (knowledge and understanding).
- Listen to a text about rights, responsibilities and needs (skills).

Materials

Read-aloud story: *Know your Rights*.
Daily Reader: *Our Class Report*

Key content

Rights, responsibilities, healthy, parents, education.

Introduction

- In pairs, the pupils read *Our Class Report*.
- The whole class plays the *Word Detective* game.



**animals report elephants
zebras pictures giraffes drink**

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *Know your Rights*.
- In pairs, the pupils discuss the answers to the pre-reading questions.



Who takes care of your needs?

During reading

The teacher model reads the story *Know your Rights*.

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the text is about?



After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story in pairs.
- In pairs, the pupils discuss what their parents and community members do for them.

Comprehension questions

- Why do children need to have rights? Mention four children's responsibilities.
- Why do children need a right to have to good health?
- What is the role of adults in protecting children's rights?



Additional activities

In pairs, the pupils discuss what they learned from the story.

Assessment

The pupils write a list of things parents and community members do to help children grow up healthy and happy.

Homework

The pupils answer the questions below. Pupil's Daily Reader, page 113, exercise 6.

Lesson 2 Second reading: *Know Your Rights*

Learning objectives

- State the basic vocabulary of rights, responsibilities and needs (knowledge and understanding).
- List and define rights and responsibilities (skills).

Materials

Read-aloud story: *Know your Rights*.

Key content

Learn, safe, rights, play, rest, information.

Introduction

The whole class plays the *What is missing* game?
The teacher asks the daily question.



**learn, safe, rights, play, rest,
information and healthy**

Development

Pre-reading

- The pupils complete a short dictation exercise.
- The class discusses the new vocabulary.
- The pupils say what they remember about the text *Know your Rights*.

During reading

The teacher model reads the story *Know your Rights*.

After reading

- In pairs, the pupils discuss the things they should do in their community.
- The pupils draw a table and write their rights in one column and responsibilities in the other.

Rights	Responsibilities.

Additional activities

In pairs, the pupils discuss what happens if their right to good health is not respected.

Assessment

In pairs, the pupils discuss what they need to do to be responsible children and list what they should do.

Homework

The pupils read *Our Class Report*.

Pupil's Daily Reader, page 113, exercise 7. The pupils answer the comprehension questions.



Who protects your rights?

Lesson 3

Third reading: *Know Your Rights*

Learning objectives

- Identify the use of modal verbs must/mustn't (knowledge and understanding).
- The pupils write a short text about rights, responsibilities, rules and needs (skills).

Materials

Read-aloud story: Know your rights

Key content

Modal verbs: must, must not

Introduction

- The pupils recall the rights and responsibilities they learned from the text.
- The teacher asks the daily question.



How can you be a responsible citizen?

Development

Pre-reading

- The teacher introduces the story *Know Your Rights*.
- The whole class does a picture walk.

During reading

The teacher model reads the story *Know your Rights*.

We use must and must not when referring to our rights and responsibilities, e.g. We must respect our elders. We mustn't destroy our environment.

Teaching Tip

After reading

The pupils discuss in groups and list why their rights should be respected.

Assessment

The pupils write a summary about what they learned from the story.

Homework

The pupils read their writing at home.

Lesson 4 Writing about the importance of going to school

Learning objectives

- State the basic vocabulary of rights, responsibilities and needs (knowledge and understanding).
- List and define rights, responsibilities and needs, both orally and in writing (skills).

Materials

Daily Reader: *Take me to School*.

Key content

School, friends, chant, recite, draw, paint.

Introduction

- In pairs, the pupils read *Our Class Report*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



photos orange slowly fast survey

Development



Who needs to learn about children's rights?

Pre-reading

- The teacher introduces the poem *Take me to School*.
- The pupils predict what the poem will be about.

During reading

The teacher model reads the story: *Take me to School*.

After reading

The pupils discuss the poem. What did they like? In pairs, the pupils write another verse of the poem.

Assessment

In pairs, the pupils draw a table listing their rights in one column and in the other column they write what that right means.

Rights	Definition
A right to learn	All children must go to school.

Homework

The pupils read the poem *Take me to School*. The pupils read their writing to a family member.

Lesson 5 Reading and comprehension

Learning objectives

- State the basic vocabulary of rights and responsibilities (knowledge and understanding).
- Listen to a text about rights, needs and responsibilities (skills).

Materials

Daily Reader: *Children's Rights in the Community*.
Daily Reader: *Take me to School*.

Key content

Play, rest, healthy, information.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.

Development

Pre-reading

- In pairs, the pupils read the poem *Take me to School*.
- The teacher introduces the story *Children's Rights in the Community*.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story *Children's Rights in the Community*.

After reading

- In pairs, the pupils read the story *Children's Rights in the Community*.
- The pupils answer the comprehension questions.

Additional Activities

- The pupils role-play a scene from the story.
- The pupils summarise the story in pairs.

Assessment

The pupils write the answers in the table based on the information in the text.

Rights	Provider

Homework

The pupils read *Children's Rights in the Community* for a family member.
The pupils write a short text about how different people provide them rights.



**learn play rest safe protection
food clothes clean and health.**



Who protects children's rights in the community?

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the text is about?



Comprehension questions

- Who helps us with the right to good health?
- Why do children need friends?
- Who keeps children safe in the community?
- Where do children get clothes and healthy food?



Lesson 6 Writing about children's rights

Learning objectives

- State the basic vocabulary of rights and responsibilities (knowledge and understanding).
- The pupils write and review a short text about children's rights (skills).

Materials

Daily Reader: *Children's Rights in the Community*.

Introduction

The whole class plays the *What is missing?* game.
The teacher asks the daily question.



safe, healthy, education, clothes.



What are your responsibilities as a child?

Development

The teacher introduces the writing activity.

Pre-writing: In groups, pupils brainstorm what they learned from the stories:
Know Your Rights and *Children's Rights and Responsibilities*.

Pre-writing: Describe what each of the rights means. Who provides the rights you need?

Why is it important to have your rights respected?

Drafting: The pupils write a short text about their discussion.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

The pupils read the following text and identify the mistakes in the text.

All children have children's writes. It's important that children know their writes and responsibilities.

Homework

The pupils read the text *Children's Rights in the Community* to their family members.

The pupils read their writing to a family member.

Lesson 7 First reading: A Right to Learn

Learning objectives

- State the basic vocabulary of responsibilities and needs in society (knowledge and understanding).
- Listen to a text about rights and needs and show understanding orally or in writing (skills).

Materials

Read-aloud story: *A Right to Learn*.

Key content

Information, furniture, branches, board games, injured.

Introduction

- In pairs, the pupils discuss their responsibilities.
- The teacher asks the daily question.



Do you know someone with a disability?

Development

Pre-reading

- The teacher introduces the story *A Right to Learn*.
- The pupils discuss the answers to the pre-reading questions.

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the text is about?



During reading

The teacher model reads the story *A Right to Learn*.

After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story in their own words.

Comprehension questions

- Name the children in the story.
- Why was Emeline not going to school?
- How did David help Emeline go back to school?
- How does the story end?



Additional Activities

- The pupils role-play a scene from the story.
- The pupils discuss what they learned today.

Assessment

The pupils write about the characters in the story.

The pupils write their ideas in two columns in the table.

Emeline	David

Homework

The pupils retell the story *A Right to Learn*. The pupils answer the comprehension questions. Pupil's Daily Reader, page 111, exercise 4.

Lesson 8 Second reading: *A Right to Learn*

Learning objectives

- State the basic vocabulary of rights and responsibilities and needs in society (knowledge and understanding).
- The pupils write a short text about rights, responsibilities, rules or needs (skills).

Materials

Read-aloud story: *A Right to Learn*.
Flashcards with new vocabulary.

Key content

Injured, wheelchair, education, garage.

Introduction

- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



**respect health right learn safe
defend play and education.**

Development

Pre-reading

- The pupils discuss the new vocabulary.
- The pupils recall what they remember about the story *A Right to Learn*.
- The class discusses the new vocabulary.

During reading

The teacher model reads the text of *A Right to Learn*.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils write a dictation exercise based on the text.

Assessment

The pupils think and write a text about their responsibilities to help people with disabilities.

Homework

The pupils answer the comprehension questions: Daily Reader, page 111, exercise 3.



How can we make a child with a disability welcome at school?

Pre-reading questions

Why was Emeline not going to school?
How was she able to go back to school?
Who made a wheelchair for her?



Comprehension questions

Which one of Emeline's right was not respected? Why is not going to school bad?
What can we do to help children with disabilities?



Lesson 9 Reading and writing poetry

Learning objectives

- State the basic vocabulary of responsibilities and needs in society (knowledge and understanding).
- Read a text about responsibilities or needs and show understanding orally and in writing (skills).

Materials

Daily Reader: *Trees*.

Key content

Word with _arge and _anch.

Introduction

- In pairs, the pupils read *Children's Rights and Responsibilities*.
- The teacher asks the daily question.



Can you describe what you see when you go to a forest?

Development

Pre-reading

- The pupils complete a short dictation exercise.
- The teacher introduces the words with _arge or _anch endings.
- The pupils list words with _arge or _anch endings.
- The teacher introduces the poem *Trees*.
- The pupils predict what the poem is about.

Comprehension questions

- What did you like about the poem?
- What are the uses of trees?
- How can you protect trees?



During reading

- The teacher model reads the poem *Trees*.
- The whole class echo reads the poem together.

After reading

- The pupils identify words with –arge or –anch spellings.
- The pupils answer the comprehension questions.

Additional activities

The pupils write another verse of the poem.

Assessment

The pupils complete the dictation exercise: Our trees have large green branches. I am in charge of watering them.

Homework

The pupils read the poem *Trees* to their family members.

Lesson 10 Writing about our responsibilities

Learning objectives

- State the basic vocabulary of rights, responsibilities and needs in society (knowledge and understanding).
- The pupils write a short text about rights, responsibilities, rules and needs (skills).

Materials

Daily Reader: *Children's Rights and Responsibilities*.

Introduction

The pupils echo read *Children's Rights and Responsibilities*.

The teacher asks the daily question.



How can we make our school grounds better for people with disabilities?

Development

- The teacher introduces the writing activity.
- The pupils discuss the answers to the following questions:
- What do you do when you get home?
- What house work do you do to help your parents?
- What do you do at school to help others?

Pre-writing: In groups, the pupils brainstorm their responsibilities.

Drafting: The pupils write a short text about their responsibilities at home and at school.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback.

Publishing: The pupils present their work to their class.

Assessment

Read the following text and identify the mistakes in the text: A doctor can help with children's right to education. A teacher can help with children's right to health care.

Homework

The pupils read their texts to their family members.

Lesson 11 Reading: A Happy Classroom

Learning objectives

- Identify the use of modal verbs must / must not and the first conditional (knowledge and understanding).
- Write a list of school rules (skills).

Materials

Daily Reader: *A Happy Classroom*.
 A chart about school rules.

Key content

Modal verbs.

Introduction

- In pairs, the pupils read the poem *Trees*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



large benefit grow shade
branches wood

Development

Pre-reading

- In groups pupils brainstorm on what makes the classroom happy and peaceful.
- The class discusses the new vocabulary.
- The teacher introduces the story *A Happy Classroom*.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the text *A Happy Classroom*.

After reading

- The pupils read the story.
- The pupils answer the comprehension questions.
- The pupils identify the modal verbs in the story.

Additional activities

The pupils summarise the story.

Assessment

The pupils answer the comprehension questions. Pupil's Daily Reader, page, 106, exercise 2.

Homework

- The pupils read the story *A Happy Classroom* for their families.
- Complete the sentences. Pupil's Daily Reader, page 112, exercise 5.



What are the classroom rules?

Pre-reading questions

What does the title mean?
Is their classroom happy? Why?
What do you think the text is about?



Comprehension questions

What does Mrs. Mutesi like to do to make her classroom a happy place to work and learn?
What did Mrs Mutesi make with her pupils?
What are the class rules that they agreed upon?
Why do you think class rules are important?



Lesson 12 Second reading: A Happy Classroom

Learning objectives

- Identify the use of modal verbs must / mustn't and the first conditional (knowledge and understanding).
- Read a text about school rules (skills).

Materials

Daily Reader: *A Happy Classroom*.

Key content

Charts, rules, large, raise, respect.

Introduction

- In pairs, the pupils discuss whether their class is peaceful or not peaceful.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The pupils recall what they remember about the story *A Happy Classroom*.



What do you think is the most important classroom rule?

Pre-reading questions

Why was the class happy?
What rules can you remember from the story? Who made the rules?



During reading

The teacher model reads the text *A Happy Classroom*.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupil complete the dictation exercise: be on time, respect others, be kind, be clean, do your best, listen to others.

Assessment

The pupils fill in the missing words:

Be on _____ for school.

Always try to do my _____ work.

Be _____ and helpful to my classmates.

Show _____ for school property.

Homework

- The pupils read the text *A Happy Classroom* to family members.
- Pupil's Daily Reader, page 113, exercise 8.
- The pupils compose sentences using vocabulary learned from the text.

Comprehension questions

Why is it important to have class rules?

Why is it important to raise your hands before you speak in class?

What happens when you don't listen when others are speaking?



Lesson 13 Writing a chart about school rules

Learning objectives

- Developing school rules (knowledge and understanding).
- Design a poster about school rules (skills).
- Respect everyone's rights and responsibilities (attitudes and values).

Materials

Key content

Obedient, school rules, respectful.

Introduction

- The pupils choral read the story *A Happy Classroom*.
- The teacher asks the daily question.



What do you think makes a happy class?

Development

- The class discusses the new vocabulary.
- The pupils discuss what school rules they would like to have in their school and write the rules in their notebooks.
- The pupils design and draw a chart with their rules.
- The pupils present their rules on the charts and display their work around the class.
- The teacher walks around the class and gives points for the best written rules.

Additional activities

- The pupils discuss when they ever broke a school rule and what happened to them? What would they do differently if they found themselves in the same situation?

Assessment

- The pupils present their charts and the other pupils give feedback.

Homework

The pupils read the story *A Happy Classroom*.

Fluency and Comprehension Test

Schools

77

I love to go to school.	(6)
There is so much to do at school.	(8)
I can read and write.	(5)
I like to read and write about many things.	(9)
I can paint and colour.	(5)
I like to draw and paint pictures.	(7)
I like to learn history.	(5)
I like to learn about what life was like long ago.	(11)
We sing songs at school.	(5)
I like to sing songs from long ago.	(8)
I like to write letters to my friends.	(8)

Comprehension questions

1. What do they like to do?
2. What can they do at school?
3. What do they like to learn?
4. What do they like to sing?
5. What do they like to write about?
6. What do you like to write?
7. Would you like to go to this school? Why?

Unit 7 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	Describe rights and responsibilities (writing) List and define children's rights.	Describes children's rights using the first conditional. Uses vocabulary: modal verbs must / must not.
2	Describe children's responsibilities (speaking) Talk in groups about responsibilities	Describes children's responsibilities using the first conditional. Uses vocabulary: modal verbs must / must not.
3	Spelling Assessment Dictate the following words: Branch. Large, charge.	The pupils write the spellings clearly and accurately.

UNIT 8: TALKING ABOUT THE PAST.

Key competency: To use language learnt in the context of talking about the past

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Respect Rwanda's culture and heritage, Appreciate how our past has contributed to today's society.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Keza's Visit	Second reading: Keza's Visit	Third reading: Keza's Visit	Reading and writing poetry	Describing what happened in the past	Writing a letter to a friend	First reading: If You Lived A Hundred Years Ago	Second reading: If You Lived A Hundred Years Ago	First reading: A Visit to the National Museum
Key content	Traditional, life, long ago, presentation, record	Storytellers, spears, hides, past, photographs	Grandparents, papyrus, spears, campfire, milk jar	Words with – atch and-aste	Verbs in the past simple tense	Yours sincerely, Dear, I hope you are well	Electricity, telephone, cultivate, machete, furniture, entertain	Grazing, fetching, drums, wrestle, television	Museum, display, camera, milk gourds
Language structures	Past simple tense			Sounds and spellings	Past simple tense		Determiners of quantity	Determiners of quantity	

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	Lesson 16	Assessment	Remediation
Lesson name	Second reading: A Visit to the National Museum	Third reading: A Visit to the National Museum	First reading: Farming in Rwanda	Second reading: Farming in Rwanda	Writing an interview with a farmer	Conducting a survey about farming in the community	Writing about farming in Rwanda	Assessment	Remediation
Key content	Potter, weaver, tools, drummers, dancers	Weavers, traditional, modern, drummers, display	Farming, tools, crops, healthy, more less	Hoes, machines, animals cattle	Grow, farms, tractor, axes, machetes	Graph, demonstrate, represent	Personal writing	Assessment	Remediation
Language structures				Determiners of quantity	Determiners of quantity	Determiners of quantity			

Attitudes and values: Appreciate how our past has contributed to today's society. Respect Rwanda's culture and heritage.

This unit contributes to the pupils' developing sense of identity and their place in society, specifically as they reflect on the culture and heritage of Rwanda. The concepts of culture and heritage are themselves complex; this unit provides opportunities for teachers to encourage pupils to see themselves as belonging to a culture, that they are a part of the history of Rwanda and how that affects their beliefs and values. An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster attitudes and values about Rwanda's culture and heritage and the impact of historical events on Rwandan society today. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Activity:

The teacher introduces the terms 'culture' and 'heritage' by asking the pupils if they are familiar with them. The teacher leads a discussion of 'culture' and 'heritage,' and provides examples. The teacher shares with the pupils that one way to learn about their culture and heritage is to ask adults about their experiences. Pupils work together to design questions to ask a family member or neighbour about their culture and heritage. Pupils will then interview a family member or neighbour and write about that person's culture and heritage. The pupils will comment on how their own life compares with that of the person they interview.

Assessment of Attitudes and Values in this Unit

Observation criteria The pupil ...	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
Identifies one characteristic of her/his culture.				
Identifies one characteristic of her/his heritage.				
Works cooperatively and collaboratively with peers in designing the questions.				
Demonstrates a basic understanding of how one's past affects one's present life.				

Lesson 1 First reading: *Keza's visit*

Learning objectives

- Identify and use the past simple tense (knowledge and understanding).
- Listen to a story describing past activities (skills).

Materials

Read-aloud story: *Keza's Visit*.
Daily Reader: *A Happy Classroom*.

Key content

Traditional, life, long ago, presentation, record.

Introduction

- The pupils echo read *A Happy Classroom*.
- The teacher asks the daily question.



What were you doing this time last year ?

Development

Pre-reading

- The teacher introduces the story *Keza's Visit*.
- The pupils discuss the pre-reading questions.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.

Comprehension questions

- Who is the girl in the story?
- Why does she need to visit her grandparents?
- What did her grandparents tell her?
- What did she learn family long ago?



Additional activities

- In pairs, the pupils discuss the activities they heard in the story.
- The pupils summarise what they learned today.

Assessment

The pupils decide True or False statements about the story: Pupil's Daily Reader, page 117, exercise 1.

Homework

The pupils retell the story *Keza's Visit*.

Lesson 2 Second reading: *Keza's visit*

Learning objectives

- Identify the use of the past simple tense (knowledge and understanding).
- Describe past activities orally and in writing (skills).

Materials

Read-aloud story: *Keza's Visit*.

Key content

Storytellers, spears, hides, past, photographs.

Introduction

- The pupils pair read *A Happy Classroom*.
- The teacher asks the daily question.



What did you learn in Primary 3?

Development

Pre-reading

- The pupils complete a short dictation exercise.
- The teacher introduces new vocabulary.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story *Keza's Visit*.

After reading

- The pupils answer the comprehension questions.
- The pupils discuss what they learned from their grandparents.

Additional activities

The pupils write about their personal experience with their grandparents.

Assessment

The pupils write comparisons between their activities in daily lives and the activities described in the story.

Homework

- The pupils draw a picture to illustrate their writing.
- The pupils retell the story *Keza's Visit*.

Pre-reading questions

- What do you remember about the story?
- Where did Keza go?
- What did she learn from the story?



Comprehension questions

- What activities do they do at school?
- Have they ever been to the village?
- What did they see there?
- What activities did they carry out?



Lesson 3 Third reading: *Keza's visit*

Learning objectives

- Identify the use of the past simple tense (knowledge and understanding).
- Describe past activities orally and in writing (skills).

Materials

Read-aloud story: *Keza's Visit*.

Daily Reader: *A Happy Classroom*.

Key content

Grandparents, papyrus, spears, campfire, milk jar.

Introduction

- In pairs, the pupils read *A Happy Classroom*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



Word Detective pupil raise property homework

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *Keza's Visit*.
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils identify one new thing they have learnt about life long ago from the story.

Comprehension questions

- Can you describe Keza's visit?
- How did Keza's grandparents help her learn?



Additional activities.

The pupils write a short text about how and what they learn from their grandparents.

Assessment

The pupils answer the comprehension questions about the story: Pupil's Daily Reader, page 117, exercise 2.

Homework

- The pupils retell the story *Keza's Visit*.
- The pupils read their story to a family member.

Lesson 4 Reading and writing poetry

Learning objectives

- Recognise and pronounce words with –atch and –aste (knowledge and understanding).
- Describe past activities orally and in writing (skills).

Materials

Read-aloud story: *Keza's Visit*.
Daily Reader: *Long Ago*.

Key content

Words with –atch and –aste.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



playing cooking walking
dancing washing dancing

Development

Pre-reading

- Introduce –atch and –aste words.
- The pupils identify words with –atch or –aste.
- The teacher introduces the poem *Long Ago*.

During reading

- The teacher model reads the poem *Long Ago*.
- The pupils echo read the poem.

After reading

- The pupils answer the comprehension questions.
- The pupils discuss what they liked / disliked about the story.



What is your favourite poem?

Comprehension questions

What does the poet remember about long ago?
How does the poet describe her grandmother?



Additional Activities

- The pupils complete a dictation exercise.
- The pupils write sentences using –atch and –aste words.

Assessment

The pupils complete sentences about the story Pupil's Daily Reader, page 117, exercise 3.

Homework

The pupils read the poem *Long Ago* for family members.

Lesson 5

Describing what happened in the past

Learning objectives

- State verbs in the past simple tense (knowledge and understanding).
- Describe past activities in speech and writing (skills).

Materials

Daily Reader: *Long Ago*.

Key content

Verbs in the past tense.

Introduction

- The pupils read the story *Long Ago*.
- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

- The teacher introduces the past simple tense using questions.
- The pupils discuss activities they did yesterday.
- The teacher writes their answers on the board.
- The pupils read their answers.
- The pupils underline the verbs in the past tense.

Assessment

The pupils write verbs in the past tense: Pupil's Daily Reader, page 118, exercise 4.

Homework

The pupils read their writing to a family member.



clean help play go learn



What have you learnt from your grand parents?

Sample questions

- What did you study yesterday?
- What games did you play at break time?
- What did you do when you arrived home?



The past simple tense in English is used to describe events in the past.



Lesson 6

Writing a letter to a friend

Learning objectives

- Identify the use of the past simple tense (knowledge and understanding).
- Write a letter to a friend describing activities using the past tense (skills).

Materials

Example of a letter.

Key content

Yours sincerely, Dear, I hope you are well.

Introduction

- In pairs, the pupils read the poem *Long Ago*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.

Development

- The teacher reviews how to write a letter.
- The pupils identify how to write an informal letter.
- The teacher introduces the writing activity.

Pre-writing: In groups, the pupils brainstorm past activities.



grandma wise weaved



What food did people eat long ago?

Drafting: The pupils write a letter to a friend about events in the past.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

The pupils choose the correct word in the past tense. Pupil's Daily Reader, page 119, exercise 5.

Homework

The pupils read their writing to a family.

Lesson 7 First reading: *If You Lived a Hundred Years Ago*

Learning objectives

- State vocabulary of traditional and modern tools, farm products and household objects (knowledge and understanding).
- Read a text about the past and show understanding orally and in writing (skills).

Brainstorm

What did people do in the past? What activities do you like the most about the past? How did you learn about the activities in the past?



Materials

Daily Reader: *If You Lived a Hundred Years Ago*.

Examples or pictures of traditional and modern tools, farm products and household objects.

Key content

Electricity, telephone, cultivate, machete, furniture, entertain.

Introduction

- The whole class plays the *What is missing?* game
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces the new vocabulary.
- The teacher introduces the story *If You Lived a Hundred Years Ago*.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story in their own words.

Additional Activities

- The pupils role-play a scene from the story.
- In pairs, the pupils discuss what they liked/disliked about the story and explain why.



milk grazing hunting digging
storyteller campfire and
grandmother



What games did people play long ago?

Pre-reading questions

What can you see on the cover?
What does the title mean?
What do you think the story is about?



Comprehension questions

What was life like a hundred years ago?
How did people travel in Rwanda then?
What can you say about the farming then?
What jobs did people do a hundred years ago?



Assessment

The pupils write comparisons between their lives and the story using the table.

My life	Life a hundred years ago

Homework

- The pupils retell the story *If you Lived a Hundred Years Ago*.
- The pupils draw their favourite part of the story.
- The pupils read the story to a family member.

Lesson 8 Second reading: *If You Lived a Hundred Years Ago*

Learning objectives

- State vocabulary of traditional and modern life (knowledge and understanding).
- The pupils write about traditional and modern life (skills)

Materials

Daily Reader: *If You Lived a Hundred Years Ago*.

Key content

Grazing, fetching, drums, wrestle, television.

Introduction

- The whole class does a picture walk with the story *If you Lived a Hundred Years Ago*.
- The teacher asks the daily question.



How did people farm long ago?

Development

Pre-reading

- The teacher introduces the new vocabulary.
- The pupils discuss the answers to the pre-reading questions.

Pre-reading questions

What do they remember about the story?
 What did people do for a living?
 How did people communicate according to the story?



Reading

The teacher model reads *If you Lived a Hundred Years Ago*.

During reading

The pupils answer the comprehension questions.

Comprehension questions

What is the difference between today and the past?
 What games do you play now that children didn't play in the past?
 Which life was easier, today's or life in the past?
 What would you have enjoyed if you lived 100 years ago?



Additional activities

The pupils discuss farming today and farming in the past.

Assessment

The pupils compare modern and traditional technology using information learned from the story.

Modern technology	Traditional technology

Homework

- The pupils read the story *If you Lived a Hundred Years Ago*.
- Read their writing to the their family. The pupils draw a picture to accompany their writing.

Lesson 9

Reading a story: *A Visit to the National Museum*

Learning objectives

- State the basic vocabulary of traditional and modern household objects (knowledge and understanding).
- Listen to a text about traditional and modern household objects (skills).

Materials

Read-aloud story: *A Visit to the National Museum*.

Key content

Museum, display, camera, milk, gourds.

Introduction

- In pairs, the pupils read *If You Lived a Hundred Years Ago*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.

Development

Pre-reading

- The whole class plays the *Buzz* game.
- The teacher introduces *A Visit to the National Museum*.
- The class answers the pre-reading questions.

During reading

The teacher model reads the story *A Visit to the National Museum*.

After reading

The pupils answer the comprehension questions.
The pupils summarise the story in their own words.

Additional activities

The pupils role-play a scene from the story.
The pupils discuss what they liked about the story.

Assessment

The pupils answer the comprehension questions about the story: Pupil's Daily Reader, page 119, exercise 6.

Homework

- The pupils retell the story *A Visit to the National Museum* to a family member.
- The pupils draw their favourite part of the story.



grazing fetching drums
wrestle television and hundred.



Have you ever visited a museum?
What did you see?



went came didn't walked
lived

Pre-reading questions

What can you see on the cover?
What does the title mean?
What do you think the story is about?



Comprehension questions

Who took the children to the museum?
What did the teacher and children carry on the trip?
What did the children see inside the museum?
What did the children see outside the museum?
What entertainment was at the museum?



Lesson 10 Second reading: *A Visit to the National Museum*

Learning objectives

- State vocabulary of traditional and modern household objects (knowledge and understanding).
- Identify traditional and modern household objects (skills).

Materials

Read-aloud story: *A Visit to the National Museum*.

Key content

Potter, weaver, tools, drummers, dancers.

Introduction

- In pairs, the pupils describe the traditional and modern household items in their homes.
- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils complete the dictation exercise.
- The class answers the pre-reading questions.

During reading

The teacher model reads the *story*.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils role-play a scene from the story.

Assessment

The pupils complete sentences about the story: Pupil's Daily Reader, page 119, exercise 7.

Homework

The pupils read the text *If You Lived a Hundred Years Ago* to their family.



around, better, both, drink, eight, found and green.



What work does a potter do?

Pre-reading questions

What do you remember about the story? Where were the pupils going? What did they see on their trip?



Comprehension questions

Have you ever seen traditional Rwandan objects? What do they look like? Have you ever used them? How do they help us learn?



Lesson 11 Third reading: *A Visit to the Museum*

Learning objectives

- State the basic vocabulary of traditional and modern household objects (knowledge and understanding).
- Identify traditional and modern household objects (skills).

Materials

Read-aloud story: *A Visit to the National Museum*.

Key content

Weavers, traditional, modern, drummers, display.

Introduction

- The pupils choral read *If You Lived a Hundred Years Ago*.
- The teacher asks the daily question.



grazing fetching drums wrestle
television hundred.

Development

Pre-reading

- The pupils complete a short dictation exercise.
- The teacher introduces the story.
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.



Have you ever visited a museum?
What did you see?

Additional activities

The pupils draw an example of a display in the museum and write about it.

Assessment

The pupils draw and name four items that were used in the past. The pupils write where they learned about these items.

Homework

The pupils retell the story *A Visit to the National Museum* to a family member.

Comprehension questions

Would you like to visit a museum? What would you like to see there? What would you like to learn?
List the objects in the museum.



Lesson 12 Reading about farming in Rwanda

Learning objectives

- State vocabulary comparing traditional and modern farming (knowledge and understanding).
- Describe traditional and modern farming orally and in writing (skills).

Materials

Daily Reader: *Farming in Rwanda*.

Flashcards with new vocabulary and pictures of traditional and modern farming.

Key content

Farming, tools, crops, healthy, more, less.

Introduction

- The pupils echo read *If you Lived a Hundred Years Ago*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



imagine watches axes crops
pots ago radio drums



What would you grow on your farm?

Development

Pre-reading

- The teacher introduces the story *Farming in Rwanda*.
- The class answers the pre-reading questions.

During reading

The teacher model reads the story *Farming in Rwanda*.

Pre-reading questions

What can you see on the cover?
What does the title mean?
What do you think the story is about?



After reading

- In pairs, the pupils read the story.
- The pupils answer the comprehension questions.

Assessment

The pupils write answers to comprehension questions: Pupils Daily Reader, page 129, exercise 8.

Homework

The pupils read the story *Farming in Rwanda*.

Comprehension questions

- What is traditional and modern farming?
- What were the main farming tools?
- What are other types of farms are there?
- What are the differences between traditional and modern life?



Lesson 13 Second reading: *Farming in Rwanda*

Learning objectives

- State vocabulary of traditional and modern farming (knowledge and understanding).
- Describe traditional and modern farming orally and in writing (skills).

Materials

Daily Reader: *Farming in Rwanda*.

Key content

Hoes, machines, animals, cattle.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils complete the dictation exercise.
- The teacher introduces the story *Farming in Rwanda*.
- The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads the story *Farming in Rwanda*.

After reading

- The pupils choral read the story.
- The pupils answer the comprehension questions.

Additional activities

The pupils discuss if they would like to be a farmer. The pupils give reasons why or why not.

Assessment

The pupils complete sentences about the story: Pupil's Daily Reader, page 129, exercise 9.

Homework

The pupils read the story *Farming in Rwanda* to their families.



yellow pretty show long better done and right



What do you know about the life of your grandparents?

Pre-reading questions

- What do you remember about the story?
- Why is farming important in Rwanda?
- Describe a modern farms?



Comprehension questions

- Why is it important to learn about farming?
- Have you ever been to a farm?
- What did you see there?
- Compare the farming you know to the story about farming in the story *Farming in Rwanda*.



Lesson 14 ▶ Preparing an interview with a farmer

Learning objectives

- State vocabulary of traditional and modern farming (knowledge and understanding).
- Develop an interview with a farmer about traditional and modern farming (skills).

Materials

Daily Reader: *Farming in Rwanda*.

Key content

Grow, farms, tractor, axes, machetes.

Introduction

- In pairs, the pupils read the text of *Farming in Rwanda*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



learn farms produce grow
chicken tools protect



Do you know a farmer in your area?

Development

- The pupils complete the dictation exercise.
- The teacher explains to pupils that they need to prepare for an interview with a farmer and that they must ask questions about traditional farming and modern farming based on the story *Farming in Rwanda*.

Sample questions

- What were traditional farming tools?
- What were traditional crops?
- What were traditional household objects?
- What happens now?



- The pupils discuss and write a list of questions they would like to ask the farmer.
- In pairs, the pupils write questions they would like to ask the farmer.

Assessment

- The pupils share the questions they have drafted. The class discusses the questions and gives feedback.
- The pupils compile a list of questions for the interview.

Homework

The pupils discuss with family members about farming practices in the past and report what they said in class.

Lesson 15 ▶ Conducting a survey about farming in the community

Learning objectives

- State the basic vocabulary of traditional and modern tools, farm products and household objects (knowledge and understanding).
- Develop a survey questionnaire about traditional and modern farming (skills).

Materials

Daily Reader: *Farming in Rwanda*.

Key content

Graph, demonstrate, represent.

Introduction

- The pupils echo read *Farming in Rwanda*.
- The teacher asks the daily question.



What crops are grown in Rwanda?
What crops are not grown in Rwanda?

Development

- The teacher explains to the pupils that they will be conducting a survey about farming in their community.
- In groups, the pupils brainstorm what they must ask the farming community, such as do you use hoes? Do you use machines? Do you keep cattle? Do you grow a lot of crops for export?
- The pupils draw a table for the results on the board.
- Pupils demonstrate how to tick the box.

	Hoe	Machine	Cattle	Crops for export
Number of people	YYYYYYY	Y	YYYYYY	YY

The pupils role-play the survey.

Homework

The pupils conduct the survey in their communities and graph their findings.

Lesson 16 Writing about farming in Rwanda

Learning objectives

- Writing about farming in Rwanda (knowledge and understanding).
- The pupils write about farming in their community (skills).

Materials

Daily Reader: *Farming in Rwanda*.

Introduction

- The whole class plays the *Odd One Out* game.
- The teacher asks the daily question.



Hoe, axe, telephone, basket, milk jar, glass, electricity, telephone, drums.

Development

- The pupils present their surveys.
- The pupils complete a short dictation exercise.
- The teacher introduces the writing activity.
- In groups, the pupils brainstorm farming activities.



What is good about modern farming?

Drafting: The pupils draft a short text about farming.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with partners and give feedback.

Presenting: The pupils share their writings with their group in class.

Assessment

The pupils read their story to the class or group. The class provide feedback.

Homework

- The pupils read the story *Farming in Rwanda*.
- The pupils draw a picture to accompany their writing.

Brainstorm

What is good about farming?
What types of farm are there?



Fluency and Comprehension Test

Mary's Flowers

65

Mary went to pick flowers for Mother. (7)

She went into the garden. (5)

She picked blue and red flowers. (6)

She picked orange flowers too. (5)

She gave the flowers to Mom. (6)

Mom smiled. (2)

"Thank you", Mom said. (4)

She put the flowers in a jar of water. (9)

She put the jar on the table. (7)

People asked, "Where did you get the pretty flowers?" (9)

"Mary picked them", Mother said. (5)

Comprehension questions

1. Who is in the story?
2. Where did she go?
3. What did she pick?
4. What did Mom say?
5. What did Mom do with the flowers?
6. Why did Mary pick flowers for her mother?
7. Was Mary's mother happy? How do you know?

Unit 8 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	<p>Describe past events (speaking)</p> <p>The pupils write about a past event that happened a hundred years ago</p>	<p>Describes past activities using the past simple tense.</p> <p>Uses vocabulary: long ago, traditional, modern.</p>
2	<p>Describe past agricultural and household practices (writing)</p>	<p>The pupils write a short text comparing traditional and modern practises using determiners of quantity</p>
3	<p>Compare traditional and modern tools, farm products and household objects (writing)</p>	<p>Sort the following words into the categories traditional and modern tools, farm products and household objects:</p> <p>TV, hoe, machete, machines, computers, telephones, pots, wooden furniture, plastic, mobile phones, laptop, Internet, email.</p>
4	<p>Spelling assessment</p> <p>Dictate the following words: Match, thatch, patch, hatch, latch. Reach, teach, each, peach.</p>	<p>The pupils write the spellings clearly and accurately.</p>

UNIT 9 : COUNTRIES, RIVERS AND BUILDINGS OF THE WORLD.

Key competency: To use language learnt in the context of countries, rivers and buildings of the world.

Topic area: Oral and Written Communication

Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate the value of working in groups and keeping time, appreciate that the world is a big place of many countries and cultures.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Around the World	Second reading: Around the World	Third reading: Around the World	Reading: Fresh Air	Writing about countries, rivers and buildings	First reading: Around The World	Second reading: Children Around The World	Writing about a personal experience of a country	First reading: Countries and Cities of the World
Key content	Building, Australia, waterfall, USA	Melbourne, Canada, statue, Egypt	Country, world, airport, Africa, Europe	Words with – eath, -eave and -edge	Personal writing	Pilot, Dar Es Salam, China, Tanzania, Kenya	Coast, tour guide, chef, professional	Map, county, similar, different	Country, continent, Italy, Brazil, China
Language structures	Comparatives, superlatives	Comparatives, superlatives	Comparatives, superlatives	Sounds and spellings					

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Assessment	Remediation
Lesson name	Second reading: Countries and Cities of the World	Third reading: Countries and Cities of the World	Reading and writing poetry	First reading: Places around the World	Second reading: Places around the World	Assessment	Remediation
Key content	Planet, Brazil, citizens, tropical, gold	Continent, soils, industry, minerals	Words with – eech and -eeze	Uganda, Dodoma, Kenya, USA, Paris	New York, Akagera National Park, Nairobi	Assessment	Remediation
Language structures	Perfect present tense	Perfect present tense	Sounds and spellings				

Attitudes and values: Appreciate the value of working in groups and keeping time Appreciate that the world is a big place of many countries and cultures

This unit provides teachers with opportunities to address several attitudes and values. The first is the value of collaboration and cooperation that pupils discover as they work in groups. They learn to appreciate how the different skills, abilities and interests of their classmates enhance their work. At the same time, they learn that a group's effectiveness depends on all participants contributing, completing their assigned work and meeting the set deadlines.

As well, this unit provides pupils with an opportunity to learn about the world in which they live and of which they are an important part. As a foundation for understanding their place in the world, they learn that there are many countries and cultures other than their own.

Ultimately, the appreciation of working in groups and the appreciation of different countries and cultures complement one another. Working in groups successfully means appreciating and respecting the differences and unique contributions of each member of the group. Living in today's world means appreciating and respecting the differences and unique contributions of persons of different countries and cultures. This unit lays the foundation for the bigger idea – an understanding that our world comprises many different people who can work together for the collective good of the whole world.

An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can identify promote and foster positive attitudes and values about working in groups and about the world's many countries and cultures. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Activity 1: The teacher asks the pupils to describe what it means to work together to complete an assignment or task. The teacher asks them to share experiences that they have had when working with one or more pupils or friends to complete a task. The pupils share what they liked about working with another pupil or pupils. Next, the teacher provides the pupils with a project or task that reflects what they are studying at the time. Perhaps it is creating a role-play about a book they are reading. The teacher tells the pupils that they should first identify the different roles that each will have in the group. For the role play, for example, one person might be the person writing as the others dictate their lines; another person might be responsible for costumes and props; etc. After completing the task, the pupils reflect on what it was like to work together. The teacher asks, 'What would have happened if each of you had to do all the different roles and tasks yourself?' The pupils write their ideas about the advantages of working in groups.

Activity 2: Where am I? The teacher shows the students a map of Rwanda and students identify where they live. The teacher then shows the students a map of Africa and students locate Rwanda and identify other countries in Africa. The teacher shows the students a map of the world, and pupils identify Rwanda, Africa and other countries and continents. The teacher asks the pupils if they have ever met anyone from another country. The teacher shares that, in other countries, there are many different ways of life – with different schools, holidays, foods, and jobs. The pupils then imagine that they live in one of the countries they see on the map. The teacher asks them to write about what it might be like to live in that country. What foods might they eat? What would the schools be like?, Etc.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Explains the advantages of working with other pupils to complete a task.				
Explains why some tasks are harder to complete when working alone.				
Works actively as a member of a group, meeting deadlines for tasks.				
Listens respectfully to other pupils and responds when appropriate.				
Identifies a variety of other countries and continents on the map.				
Creates an imaginary person who lives in another country and describes that person's holidays, foods, school, etc., that are different from theirs in Rwanda.				

Lesson 1

First reading: *Around the World*

Learning objectives

- Identify the names of a number of countries, cities, buildings and rivers (knowledge and understanding).
- Read a story about countries and their capitals (skills).

Materials

Read-aloud story: *Around the World*.

Key content

Country, world, airport, Africa, Europe.

Introduction

- In pairs, the pupils read the story *Farming in Rwanda*.
- The teacher asks the daily question.



What countries in the world do you know?

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *Around the World*.
- The class answers the pre-reading questions.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- In pairs, the pupils summarise the story.

Comprehension questions

- Who are the main characters in the story?
- Where was their first stop?
- Which different places did they visit?
- Which animals did they see?
- Which places did they visit in the USA?



Additional activities

The pupils discuss what they liked/disliked about the story and explain why.

Assessment

The pupils complete the sentences using the words: Cairo, Australia, Washington DC, Nile.

We visited the river _____ in Egypt.

We saw animals like Kangaroos in _____.

The White House is in _____.

Our aunt lives in _____, the capital city of Egypt.

Homework

The pupils retell the story *Around the World* to a family member.

The pupils answer the comprehension questions about the story. Pupil's Daily Reader, page 130, exercise 1.

Lesson 2

Second reading: *Around the World*

Learning objectives

- Identify the names of countries, cities, buildings and rivers (knowledge and understanding).
- Listen to a short text about countries and their capitals and show understanding (skills).

Materials

Read-aloud story: *Around the World*.

Key content

Buildings, Australia, waterfall, USA.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils complete a short dictation exercise.
- The class discusses the new vocabulary.
- The teacher introduces the story *Around the World*.
- The teacher elicits pupils' prior knowledge about the story.

During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.

Additional activities

- List all the countries mentioned in the story.
- Identify them on the map.

Assessment

The pupils match the country and the city: Pupil's Daily Reader, page 130, exercise 2.

Homework

- The pupils write sentences about a country they know.
- Pupils read their writing to a family member.
- The pupils read the story *Farming in Rwanda*.



country city building travel



What country would you like to visit?

Pre-reading questions

What do you remember about the story?
Which places did the family visit?



Comprehension questions

Have you ever traveled to a new place?
How did you feel?
What did you see?
What did you learn about that new place?



Lesson 3

Third Reading: *Around the World*

Learning objectives

- Recognise and use comparatives and superlatives (knowledge and understanding).
- Listen to a short text about countries and their capitals and show understanding (skills).

Materials

Read-aloud story: *Around the World*.

Key content

Melbourne, Canada, statue, Egypt.

Introduction

- The pupils complete a short dictation exercise.
- The teacher asks the daily question.



In what continent is Rwanda?

Development

Pre-reading

- The teacher introduces the story.
- The whole class does a picture walk.

During reading

The teacher reads the story *Around the World*.

After reading

- The pupils answer the comprehension questions.
- The pupils identify the countries on a map.
- The teacher reviews comparatives.
- The pupils identify comparatives and superlatives in the story.

Comprehension questions

- Who are the main characters in the story?
- Which was their first stop?
- Which different places did they visit?
- Which animals did they see?
- Which places did they visit in the USA?



Additional activities

The pupils compare two countries using comparatives and superlatives.

Assessment

The pupils choose five words from the box and use them to describe some countries.

Smaller building largest country
smallest biggest cleanest river
tallest longer Nile lake

Homework

The pupils describe Rwanda. The pupils write sentences about Rwanda.

Lesson 4 Reading and writing stories

Learning objectives

- Recognise and use comparatives and superlatives (knowledge and understanding).
- Recognise and pronounce words with spelling patterns –eath, –eave and –edge (skills).

Materials

Read-aloud story: *Around the World*.
Daily Reader: *Fresh Air*.

Key content

Words with –eath, –eave and –edge.

Introduction

- The whole class reads the story *Farming in Rwanda*.
- The teacher asks the daily question.

Development

Pre-reading

The teacher introduces the words with –eath, –eave and –edge.



In what continent is Canada?

During reading

The teacher model reads the poem *Fresh Air*.

After reading

- The whole class reads the poem.
- In pairs, the pupils read the poem.
- Individual pupils read the poem.
- The pupils answer the comprehension questions.

Additional activities

The pupils identify words with –eath, –eave and –edge.

The pupils write sentences with –eath, -eave and -edge words.

Assessment

The pupils complete the dictation exercise: The children sat near the hedge beneath the leaves of the tall tree.

Homework

The pupils read the poem *Fresh Air* to a family member.

Brainstorm

Beneath, weave, leaves, hedge, knowledge, and wedge.



Comprehension questions

What did you like about the poem?
What is fresh in the poem?
What did they see around the house?



Lesson 5 Writing about countries, rivers and buildings

Learning objectives

- Identify the names of a number of countries, cities, buildings and rivers (knowledge and understanding).
- Write and review a text about a country (skills).

Materials

Daily Reader: *Fresh Air*.

Introduction

- The pupils echo read the poem *Fresh Air*.
- The teacher asks the daily question.



What countries are in East Africa?

Development

Pre-writing: In groups, the pupils brainstorm about a country they know.

Drafting: The pupils write a short text about a country they know, describing where it is and what you might see there.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about the shared writing.

Presenting: The pupils share their writing with the group or with the whole class.

Additional activities

The pupils draw a picture to accompany their story.

Brainstorm

Where is it found? What is its capital city called? What famous buildings are in this country. Why do you like this country?



Assessment

The pupils read the following text and identify the mistakes in it: We arrived in Cairo late at night. Our ant picked us up from the airport. She drive us to her home.

Homework

The pupils read their writing to a family member.

Lesson 6 First reading: *Children Around the World*

Learning objectives

- Identify the names of a number of key countries, cities, buildings and rivers (knowledge and understanding).
- Read and retell a story orally and in writing (skills).

Materials

Pupil's Daily Reader: *Children Around the World*.

Key content

Pilot, Dar Es Salam, China, Tanzania, Kenya.

Introduction

- The pupils solve the *Anagrams*.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The teacher introduces the story *Children Around the World*.
- The class answers the pre-reading questions.

During reading

- The teacher model reads the *story*.
- The pupils choral read the story.
- Individual pupils read the story.

After reading

- The pupils discuss and answer the comprehension questions.
- In pairs, the pupils summarise the story.

Additional activities

- The pupils draw and describe the characters in the story.
- The pupils role-play a scene from the story.
- The pupils summarise what they learnt today.

Assessment

- The pupils read and put the sentences in the correct order:
- She wants to be a pilot when she grows up.
- She lives in Dar es Salaam at the coast.
- This is Harriet.

Homework

The pupils read *Children Around the World* to their family members: Pupil's Daily Reader, page 134, exercise 3.



anChi, nyaKe, nadaCa,
ndaRwa, niazaTan.



Why is it good to learn about countries?

Pre-reading questions

- What is the title of the story?
- What is the story about?



Comprehension questions

- Where does Harriet come from?
- Which river is found in Congo?
- What is the capital city of Egypt?
- Who comes from France?
- What is the capital city of Brazil?



Lesson 7 **Second reading: *Children Around the World***

Learning objectives

- Identify the names of a number of key countries, cities, buildings and rivers (knowledge and understanding).
- Identify and locate rivers, buildings and cities on a map orally and in writing (skills).

Materials

Pupil's Daily Reader: *Children Around the World*.
Flashcards with new vocabulary.

Key content

Coast, tour guide, chef, professional.

Introduction

- The whole class plays the *Guess the word* game.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils complete a short dictation exercise.
- The pupils recall what they read yesterday.

During reading

The teacher model reads the story.

After reading

- In groups, the pupils read the story.
- Individual pupils read the story.
- The pupils answer the comprehension questions.

Additional activities

The pupils list the countries and cities in the story.

Assessment

The pupils complete sentences about the story: Pupil's Daily Reader, page 134, exercise 3.

Homework

The pupils read the story *Children Around the World*. The pupils write sentences about the story: Pupil's Daily Reader, page 134, exercise 4.



**Nile, Akagera, Bujumbura,
Kigali.**



How does knowing about countries help you learn?



**visit Rwanda, travel to Kigali, live
in New York, river Nile.**

Comprehension questions

- Where do you live?
- Which is the tallest building in your county? What is the capital city of your country?
- Which is the longest river in your country?



Lesson 8 **Writing about a personal experience of a country**

Learning objectives

- Identify the names of a number of countries, cities, buildings and rivers (knowledge and understanding).
- Write and review a short text about a country (skills).

Materials

Pupil's Daily Reader: *Children Around the World*.
Flashcards with new vocabulary
Pictures of buildings, cities and rivers.

Key content

Map, county, similar, different.

Introduction

- In pairs, the pupils read the story *Children Around the World*.
- The class plays the game word detective.
- The teacher asks the daily question.

Development

- The teacher introduces the writing activity.
- The teacher asks the pupils to imagine they are living in another country.

Pre-writing: In groups, the pupils brainstorm.

Drafting: The pupils write a short text about the picture.

Revising: The pupils review their own work and make changes if necessary.

Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Additional activities

The pupils draw a picture to accompany their story.

Assessment

The pupils read the following text and identify the mistakes in the text:

Yesterday, Jane went to visit her uncle. Her uncle lives in Nairobi Kenya. He took her to see the river Tana. She drove her around Nairobi city. Jane had a lot of fun.

Homework

The pupils read their story to their family members.



coast tour guide chef
family Canada



What country would you like to live in?

Brainstorm

- What is the name of your country?
- What is the tallest building in your country?
- Which is the longest river in your country?



Lesson 9 First reading: *Countries and Cities of the World*

Learning objectives

- Identify the names of a number of countries, cities, buildings and rivers (knowledge and understanding).
- Follow an information text aloud and retell the story orally and in writing (skills).

Materials

Information text: *Countries and Cities of the World*.

Daily Reader: *Children Around the World*.

Key content

Country, continent, Italy, Brazil, China.

Introduction

- The pupils echo read the story *Children Around the World*.
- The teacher asks the daily question.

Development

Pre-reading

- The teacher introduces *Countries and Cities of the World*.
- The class discusses the new vocabulary.
- The class answers the pre-reading questions.



How does knowing about countries help you learn?

During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils list the foods mentioned in the story.

Assessment

The pupils complete comprehension questions: Pupil's Daily Reader, page 134, exercise 5.

Homework

The pupils retell the story *Countries and Cities of the World*.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- What are the continents of the world?
- What do we call the planet we live on?
- Which is the biggest country in South America?
- What is the capital city of Australia?
- Which continent is China in?
- What is the capital city of China?



Lesson 10 Second reading: *Countries and Cities of the World*

Learning objectives

- Identify the names of a number of countries, cities, buildings and rivers (knowledge and understanding).
- Read and retell a story orally and in writing (skills).

Materials

Read-aloud story: *Countries and Cities of the World*.

Key content

Planet, Brazil, citizens, tropical, gold.

Introduction

In pairs, the pupils read *Children Around the World*.

The teacher asks the daily question.



How does knowing about countries help you learn?

Development

Pre-reading

- The class discusses the new vocabulary.
- In pairs, the pupils describe a city they have seen or heard about. What do they like about this city?
- The pupils recall what they remember about the story *Countries and Cities of the World*.

During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils list the animals mentioned in the story.

Pre-reading questions

- What information is in this story?
- What did you learn yesterday?
- What animals are mentioned in the story?



Comprehension questions

- What are the continents of the world?
- What do we call the planet we live on?
- Which is the biggest country in south America?
- What is the capital city of Australia?
- Which continent is China found?
- What is the capital city of China?



Assessment

The pupils match the country, the city, the continent and the nationality: Pupil's Daily Reader, page 135, exercise 6.

Homework

The pupils draw a map of a country they would like to visit and write a short text about it.

Lesson 11 Third reading: *Countries and Cities of the World.*

Learning objectives

- Recognise the use of present perfect tense (knowledge and understanding).
- Describe activities in the present tense orally and in writing (skills).

Materials

Read-aloud story: *Countries and Cities of the world.*

Key content

Continent, soils, industry, minerals.

Introduction

- The whole class plays the *Odd One Out* game.
- The teacher asks the daily question.

Development

Pre-reading

- The pupils complete a short dictation exercise.
- The teacher reviews the present perfect tense and explains when to use the present perfect tense.
- The teacher introduces *Countries and Cities of the World.*
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

- The pupils answer the comprehension questions.
- The pupils compose sentences about the information in the story using the present perfect tense.

Additional activities

The pupils list the industries in the story.

Assessment

The pupils match the country, the city and the river: Pupil's Daily Reader, Page 130, exercise 7.

Homework

The pupils retell the story *Cities and Countries of the World* to a family member .



R. Nile, New York, Kenya, Mt. Kilimanjaro, Canada, Dodoma, Africa, Lake Tanganyika.



Would you like to visit China?
Explain why?

Pre-reading questions

What have you learned from this story?



Comprehension questions

- What are the continents of the world?
- What do we call the planet we live on?
- Which is the biggest country in South America?
- What is the capital city of Australia?
- Which continent is China found?
- What is the capital city of China?



Lesson 12 Reading and writing poetry

Learning objectives

- Recognise and pronounce words with –each and –eeze (knowledge and understanding).
- Describe activities in the present tense in speech and writing (skills).

Materials

Daily Reader: *The Mighty River*.

Key content

Words with –each and –eeze.

Introduction

- The whole class plays the *Odd One Out* game.
- The teacher asks the daily question.



Africa Asia Europe Earth
North South Up West

Development

Pre-reading

- The teacher introduces the words with _each or _eeze.
- The pupils compose sentences using _each or _eeze words.



Would you like to visit Brazil?
Explain why?

Reading

The teacher model reads the poem *The Mighty River*.

After reading

- The pupils choral read the poem.
- The class discusses the poem; What is the poem about? What does the river have to offer?

Assessment

The pupils write the words with –each or –eeze found in the poem.

Homework

The pupils write sentences using the words breeze and speech.

Lesson 13 First reading: *Places around the World*

Learning objectives

- Identify the use of comparatives (knowledge and understanding).
- Read a short text comparing buildings, cities and rivers and show understanding orally and in writing (skills).

Materials

Daily Reader: *Places Around the World*.

Key content

Uganda, Dodoma, Kenya, USA, Paris.

Introduction

- The pupils read *The Mighty River*.
- The teacher asks the daily question.



What country would you like to learn about?

Development

Pre-reading

- In groups, the pupils brainstorm comparatives they can use to compare cities, rivers and buildings.
- The teacher introduces the story *Places around the World*.
- The class answers the pre-reading questions.

During reading

The teacher model reads *Places around the World*.

After reading

- The pupils choral read the text.
- The pupils answer the comprehension questions.
- The pupils summarise the text in their own words.

Assessment

The pupils complete sentences about the story:
Pupil's Daily Reader, page 140, exercise 8.

Homework

Write the name of a river from each of the following countries: Rwanda, Uganda, Tanzania and Kenya.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- What is the capital city of Uganda?
- Which is the tallest building in Dodoma?
- Which river flows through Kenya?
- Which is the longest river in the USA?
- What is the famous land mark in Paris?



Lesson 14 Second reading: *Places around the World*

Learning objectives

- Recognise the use of comparatives and superlatives (knowledge and understanding).
- Read a short text comparing buildings, cities and rivers and show understanding orally or in writing (skills).

Materials

Daily Reader: *Places around the World*.

Key content

New York, Akagera National Park, Nairobi.

Introduction

- The whole class plays the *What is missing?* game.
- The teacher asks the daily question.

Development

Pre-reading

- The class discusses the new vocabulary.
- The pupils complete the dictation exercises.
- The pupils recall what they remember about the story *Places around the World*.

During reading

The teacher model reads *Places Around the World*.

After reading

- The pupils summarise the story.
- The pupils list the buildings and rivers mentioned in the story.

Additional activities

In pairs, the pupils compare two rivers mentioned in the story.

Assessment

The pupils answer the comprehension questions about the story Pupil's Daily Reader, page 140, exercise 11.

Homework

- The pupils read the story *Places around the World* to a family member.
- The pupils complete sentences about the story: Pupil's Daily Reader, page 140, exercise 9.



New York Akagera Missouri
Kigali Nairobi Tana



Which country would you like to visit? Why?

Pre-reading questions

- What is the story about?
- Which places are mentioned?
- Which buildings are mentioned in the story?



Fluency and Comprehension Test

Mountains, Rivers and Lakes **74**

Mountains are taller than hills.	(5)
Mountains are found all over the world.	(7)
A mountain is colder at the top than at the bottom.	(11)
Some people live and work on mountains.	(7)
There are many tall mountains in Rwanda.	(7)
Rivers and lakes are found in every country.	(8)
Rivers and lakes give us fresh water.	(7)
Some people swim in them.	(5)
People fish on rivers and lakes too.	(7)
They catch fresh fish and sell them at the market.	(10)

Comprehension questions

1. What are mountains taller than?
2. What do some people do on mountains?
3. Are there tall mountains in Rwanda?
4. What type of water is found in rivers and lakes?
5. What do people do on rivers and lakes?
6. What animals live on mountains?
7. Would you like to live on a mountain? Why? Why not?

Unit 9 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	Identify cities, buildings and countries of the world using a map (listening and speaking)	Using a map: pupils can identify the countries, capital cities, main river, highest mountain and other geographical features of interest.
2	Comparing two countries (writing)	Describe two countries using comparatives.
3	Spelling assessment Dictate the following words: Leech, speech. Beneath. Breeze, freeze. Leave, heave.	The pupils write the spellings clearly and accurately.

UNIT 10 : CLIMATE CHANGE.

Key competency: To use language learnt in the context of climate change.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Respect the local environment, Appreciate the importance of caring for the environment.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Lesson name	First reading: Protect Our Environment	Second reading: Protect Our Environment	Writing about climate change	First reading: Dangers to Our Environment	Second reading: Dangers to Our Environment	Writing about the causes of climate change	First reading: Let's Save Our Forest	Second reading: Let's Save Our Forest	Third reading: Let's Save Our Forest
Key content	Environment, social studies, Easter, protect	Trees, forest, drought, environment	Warmer, floods, melting	Rubbish, burning, cutting, wood, ice	Deforestation, erosion, burn, cut down, flood	Flood, wood, burn, pollute	Forest, weaver bird, flames, smoke, pour	Mountain, huge, beak, forest, burn, pick	Cut, burn, protect, clean, cultivate.
Language structures	Modal verbs	Declaratives							

	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Assessment	Remediation
Lesson name	Reading and writing poetry	Determiners of amount	First reading: Save Our Environment	Second reading: Save Our Environment	Designing a poster about climate change	Assessment	Remediation
Key content	Words with – ench and-ight	Much, a lot of, many, more, fewer, less	Environment, rubbish, collected, energy	Protect, erosion, terraces,	Writing about reducing the effects of climate change.	Assessment	Remediation
Language structures		Determiners of amount			Declaratives		

Attitudes and values: Respect the local environment
Appreciate the importance of caring for the environment

An appreciation for the importance of caring for the environment and respecting one’s local environment begins when children are very young. It plays an essential role in shaping their lifelong attitudes, values and patterns of behaviour toward natural environments. When our world is so fragile, pupils need to learn that every action they take has an effect on their environment and the well-being of themselves and people across the globe. They need to learn that they can make good environmental choices and decisions. Since they have been learning about countries throughout the globe and about collaborating with others in Unit 9, this unit provides teachers with an opportunity to extend that learning into environmental protection activities that the pupils can participate in.

An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster attitudes and values about protecting the environment. Assessment criteria are also provided to enable the teacher to assess pupils’ attitudes accurately, without bias or subjectivity.

Activity

The teacher shares with the pupils that each of them has a responsibility to protect the environment, both locally and globally. The teacher suggests adding this to their Rights and Responsibilities chart, if it isn’t already there. The teacher tells the pupils that they will be working in groups of three to create an environmental protection plan. They are to come up with at least three actions to protect the environment and explain how each idea will protect the environment. If possible, the pupils in each group can create a poster to present their ideas.

Assessment of Attitudes and Values in this Unit

Observation criteria	Achieving the standard very well	Achieving the standard	Achieving parts of the standard	Not yet achieving the standard
The pupil ...				
Identifies reasons the environment needs to be protected.				
Identifies three actions they can take to protect the environment.				
Explains what will happen if the environment is not protected.				
Works collaboratively and respectfully in a group.				

Lesson 1**First reading: *Protect Our Environment*****Learning objectives**

- Recognise the basic vocabulary of climate change (knowledge and understanding).
- Read a text about climate change and show understanding orally and in writing (skills).

Materials

Read-aloud story: *Protect Our Environment*

Key content

Environment, social studies, Eastern, protect.

Introduction

- The pupils complete a short dictation exercise.
- The teacher asks the daily question.



What are the features in your environment?

Development**Pre-reading**

- The class discusses the new vocabulary.
- The teacher introduces *Protect Our Environment*.
- The pupils answer the pre-reading questions.

Pre-reading questions

What do you see in the picture?
Can you read the title of the story?
What do think the story is about?

**During reading**

The teacher model reads the story
Protect Our Environment.

After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story in pairs.

Comprehension questions

Name the people in the story?
How was life in the Eastern province?
What problem did they have?
What was the advice?

**Additional activities**

The pupils draw their favourite part of the story and write about it using words learned from the story.

Assessment

The pupils answer the comprehension questions: Pupil's Daily Reader, page 141, exercise 1.

Homework

The pupils write sentences using the words environment and protect.

Lesson 2**Second reading: *Protect our Environment*****Learning objectives**

- Recognise the basic vocabulary of climate change (knowledge and understanding).
- Describe climate change orally (skills).

Materials

Read-aloud: *Protect Our Environment*.
Flashcards with new vocabulary.

Key content

Trees, forest, drought, environment.

Development

Pre-reading

The pupils discuss the answers to the pre-reading questions.

During reading

The teacher model reads *Protect Our Environment*.

After reading

The pupils answer the comprehension questions.

Additional activities

The pupils design a poster to encourage people to protect their environment.

Assessment

The pupils write sentences about how they can protect the environment, using examples from the story.

Homework

The pupils retell the story *Protect Our Environment*.



How can we protect the trees?

Pre-reading questions

What do you remember about the story?

Why did Karekezi called the community members?

What did people agreed on?



Comprehension questions

What was the problem in the community?

How did people solve the problem?

Who advised the people in the community?

Does the story remind you of any other stories?

Do the characters remind you of any particular people you know in your community?



Lesson 3 Writing about climate change

Learning objectives

- Describe the basic vocabulary of climate change (knowledge and understanding).
- The pupils write a short text describing climate change (skills).

Materials

Picture of the effects of climate change.

Key content

Warmer, floods, melting.

Introduction

- The pupils complete a short dictation exercise.
- The teacher asks the daily question.

Development

The whole class looks at the pictures of the effects of climate change.

The class discuss causes and effects of climate change.

Pre-writing: In groups, the pupils brainstorm the new vocabulary they have learned to describe climate change. The pupils discuss what they are going to write about and who will read their work.

Drafting: The pupils write a short text about the picture.

Revising: The pupils review their own work and make changes where necessary.



It's too hot. It's clear. It's warm.



What do you do to protect the environment?

Brainstorm

Look at the pictures.

What can they see?

What are the people doing?

How are they destroying the environment?



Editing: The pupils share their writing with a partner and give feedback to each other about their writing.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

Write a paragraph describing the difference of weather between December and July.

Homework

The pupils read the sentences they wrote to their family members.

Lesson 4 First reading: *Dangers to Our Environment*

Learning objectives

- Recognise the basic vocabulary of the causes of climate change (knowledge and understanding).
- Describe the causes of climate change orally (skills).

Materials

Daily Reader: *Dangers to our Environment*.

Flashcards with new vocabulary.

Key content

Rubbish, burning, cutting, wood, ice.

Introduction

- The whole class play the *Guess the Word* game.
- The teacher asks the daily question.



Burn, cut down, wood, wetland, soil, flood, erosion.

Development

Pre-reading

- The teacher introduces the story *Dangers to Our Environment*.
- The pupils discuss pre-reading questions.

During reading

- The teacher model reads *Dangers to Our Environment*.
- The pupils echo read the story.

After reading

The pupils answer the comprehension questions.

Assessment

The pupils write a paragraph on the dangers to our environment.

Homework

The pupils read *Dangers to Our Environment*.

Pupil's Daily Reader, page 145, exercise 3.



What are dangers to our environment?

Pre-reading questions

- What can you see in the picture?
- Can you read the title of the story?
- What do you think the story is about?



Comprehension questions

- What causes climate change?
- Why wood is an important natural resource?
- Why wetlands are very important.
- What happens when wetlands are destroyed?



Lesson 5 Second reading: *Dangers of Our Environment*

Learning objectives

- Recognise the basic vocabulary of causes of climate change (knowledge and understanding).
- Describe the causes of climate change orally (skills).

Materials

Daily Reader: *Dangers to our environment*.

Flashcards with new vocabulary.

Key content

Deforestation, erosion, burn, cut down, flood.

Introduction

- The pupils complete a short dictation exercise.
- The teacher asks the daily question.



it's too hot, weather, it's clear, it's warm.



What happens when there is a drought?

Development

Pre-reading

- The pupils recall what they remember about the story *Dangers to Our Environment*.
- The teacher introduces the new vocabulary: deforestation, erosion, burn, cut down, flood.

Pre-reading questions

- What do you remember about the story?
- Why do people cut down trees?
- Why do people burn trees?



During reading

- The teacher model reads the story.
- In pairs, the pupils read the story.

Comprehension questions

- Do you take care of our environment?
- How do people destroy the environment?
- Why is it bad to destroy the environment?
- How do you take care of our environment?



After reading

The pupils discuss the comprehension questions.

Assessment

The pupils write sentences about *Dangers to Our Environment* using the words: burn, cut down, flood, wood, erosion.

Homework

- The pupils read the story *Dangers to Our Environment*.
- The pupils draw a picture to illustrate *Dangers to Our Environment*.
- The pupils complete the sentences: Pupil's Daily Reader, page 146, exercise 5.

Lesson 6 Describing the causes of climate change

Learning objectives

- Recognise the basic vocabulary of the causes of climate change (knowledge and understanding).
- Describe the causes of climate change orally (skills).

Materials

Pictures of people destroying the environment.
Word wall.

Key content

Flood, wood, burn, pollute.

Introduction

- The pupils read *Dangers to Our Environment*.
- The whole class plays the *What is my name?* game
- The teacher asks the daily question.



Furniture, wood, dry, wet, weather, hot.



What can we do at school to protect the environment?

Development

- The teacher shows the pupils pictures of people destroying the environment.
- In pairs, the pupils describe what the people are doing in the pictures.
- The whole class discusses the new vocabulary: flood, wood, burn, pollute.
- The whole class discusses what things can destroy the environment.
- The pupils design posters encouraging people to protect the environment.
- The pupils present the posters to the rest of the class.

Assessment

The other pupils give feedback to their classmates about their posters.

Homework

The pupils read *Dangers to Our Environment*.

Lesson 7 Reading a text about our responsibilities

Learning objectives

- Recognise the basic vocabulary about our responsibilities on climate change (knowledge and understanding).
- Make suggestions orally for reducing the effect of climate change (skills).

Materials

Read-aloud story: *Let's Save Our Forest*.

Key content

Forest, weaver bird, flames, smoke, pour.

Introduction

- The pupils read *Dangers to Our Environment*.
- The teacher asks the daily question.



What happens when there is forest fire?

Development

Pre-reading

- The teacher introduces the story *Let's Save our Forest*.
- The pupils discuss the answers to the pre-reading questions.

Pre-reading questions

What can you see on the cover?
What do you think will happen in the story?



During reading

The teacher model reads the story *Let's Save Our Forest*.

After reading

- The pupils answer the comprehension questions.
- The pupils summarise the story in pairs.

Comprehension questions

Why do birds and animals love the forest?
What happened to the forest?
How did the animals feel?
Do you think the trees will grow soon?
What do you think trees need to grow well?



Additional activities

- The pupils role-play a scene from the story.
- The pupils explain what is happening in the scene.

Assessment

The pupils write sentences in order according to the story: Pupil's Daily Reader, page 146, exercise 6.

Homework

The pupils retell the story *Let's Save Our Forest*.
Read the paragraph to your family members.

Lesson 8 Second reading: *Let's Save Our Forest*

Learning objectives

- Recognise the basic vocabulary about our responsibilities on climate change (knowledge and understanding).
- Describe the causes of climate change orally (skills).

Materials

Daily Reader: *Dangers to Our Environment*.
Read-aloud story: *Let's Save Our Forest*.
Flashcards with new vocabulary.

Key content

Mountain, huge, beak, forest, burn, pick.

Introduction

- The pupils read *Dangers to Our Environment*.
- The whole class plays the *Word Detective* game.
- The teacher asks the daily question.



hot, weather, dry, warm, storm, sky, clear, cut, wood.

Development

Pre-reading

- The pupils recall the story *Let's Save Our Forest*.
- The class discusses the new vocabulary.

During reading

The teacher model reads the story *Let's Save Our Forest*.

After reading

The pupils answer the comprehension questions.



How can we prevent deforestation?

Comprehension questions

- What was the problem in the story?
- How did the animals solve the problem?
- Does this story remind you of another story?



Assessment

The pupils draw a table in their notebooks and write what they like and don't like about the story *Let's Save Our Forest*.

I like.	I don't like.

Homework

- The pupils write sentences about how you can save the environment.
- The pupils read the sentences to family members.

Lesson 9 Third reading: *Let's Save Our Forest*

Learning objectives

- Recognise the basic vocabulary about our responsibilities on climate change (knowledge and understanding).
- Read a story about the dangers to the environment and respond orally and in writing (skills).

Materials

Read-aloud story: *Let's Save Our Forest*
Daily Reader: *Dangers to Our Environment*.

Key content

Cut, burn, protect, clean, cultivate.

Introduction

- The pupils complete dictation exercises.
- The pupils choral read *Dangers to Our Environment*.
- The teacher asks the daily question.



dry, sky, hot, cut, storm, wood, warm



What ways can you prevent forest fires from happening?

Development

Pre-reading

- The teacher introduces the story.
- The whole class does a picture walk.

During reading

The teacher model reads the story.

After reading

The pupils answer the comprehension questions.

Comprehension questions

Would you like to visit a forest?
What would you like to see there?
What would you like to learn about the forest?



Additional activities.

- The pupils draw a forest and list the animals and plants that live there.
- The pupils write how they can protect the forest.

Assessment

Pupil's Daily Reader, page 146, exercise 4.

Homework

The pupils read their writing to a family member.

Lesson 10 Reading and writing poetry

Learning objectives

- Recognise the use of the present continuous tense (knowledge and understanding).
- Recognise and pronounce words with -ench and -ight (skills).

Materials

Flashcards with verbs.
Daily Reader: *My Night*.

Key content

Words with -ench and -ight.

Introduction

- The pupils complete a short dictation exercise.
- The teacher asks the daily question.



What animals like in the forest?

Development

- The teacher introduces the words with -ench and -ight.
- In groups, the pupils brainstorm words.
- The teacher model reads the poem *My Night*.
- In pairs, the pupils read the poem *My Night*.
- The pupils underline the words with -ench and -ight in the poem.
- The pupils answer the comprehension questions.
- The teacher reviews the present continuous tense.
- The pupils compose sentences using the present continuous tense.

Brainstorm

bench, light, bright, French.



Assessment

The pupils write the dictation: The light is bright tonight. The bench is French.

Homework

The pupils write sentences in the present continuous using –ench and –ight.

Comprehension questions

Discuss the poem.
What is the poem about?
What have do you like about the poem?



Lesson 11 Determiners of amount

Learning objectives

- Identify the use of quantifiers (knowledge and understanding).
- Describe the causes and effects of climate change orally (skills).

Materials

Read-aloud story *Let's Save Our Forest*.
Flashcards with new vocabulary.

Key content

Much, a lot of, many, more, fewer, less.

Introduction

- The whole class plays the *Buzz* game.
- The teacher asks the daily question.



**cut down wood burn floods
erosion forest wetland conserve**

Development

- The whole class does a picture walk.
- The pupils answer the comprehension questions.
- The teacher introduces quantifiers and says that sometimes we estimate and use words instead of numbers like: some, any.
- In pairs, the pupils construct sentences using the words much, a lot, many, few, some, any.
- The pupils share their sentences to group/class.
- The pupils describe the causes and effects of climate change.



How do we protect the forest?

Comprehension questions

How many animals are in the picture?
How many birds can you see in the picture?



Additional activities

In groups, the pupils write a short text about reducing the effects of climate change using determiners of amount.

The pupils present their text using the new vocabulary: some, many, any, etc.

Assessment

The pupils draw a picture showing people trying to reduce the effects of climate change. The pupils write sentences using the words: much, a lot of, many, more, fewer, less.

Homework

The pupils read their sentences to a family member.

Lesson 12 First reading: *Save Our Environment*

Learning objectives

- Recognise the basic vocabulary of causes and effects of climate change (knowledge and understanding).
- Make suggestions for reducing the effects of climate change (skills).

Materials

Daily Reader: *Save Our Environment*

Vocabulary

Environment, rubbish, collected, energy

Introduction

- The pupils complete a short dictation exercise. It's too hot. It's too sunny. It's too windy.
- The teacher asks the daily question. What do you do to protect the environment?



it's dry, it's too hot, strong storm,
wood, burn.



What weather do you like? Why?

Development

Pre-reading

- The teacher introduces the story: *Save Our Environment*.
- The pupils discuss the answers to the pre-reading questions.
- What can you see on the cover?
- What do you think will happen in the story?

During reading

The teacher model reads the story *Save Our Environment*.

After reading

- The pupils choral read the story.
- The pupils discuss answers to the comprehension questions.
- What is the story about?
- Why do you have to protect our environment?
- What have you learnt from the story?
- The pupils summarise the story in pairs.

Additional activity

The pupils role-play a scene from the story.

The pupils discuss what is bad and good in the story.

Assessment

The pupils write a short text about ways of reducing the effects of climate change.

Homework

The pupils read the text to their family members.

Lesson 13 Reading a text about climate change

Learning objectives

- Describe the causes of climate change (knowledge and understanding).
- Write a short simple text about climate change and show understanding orally and in writing (skills).

Materials

Read-aloud: *Let's Save Our Forest*.
Word wall.

Key content

Weaver bird, fire, huge, home, harmoniously.

Introduction

- The pupils complete a short dictation exercise. Warm, clear, dry, hot, sunny, sky, large, green, blue, storm.
- The teacher asks the daily question: Do you see effects of climate change in your district? What are they?



strong storm, this land, it's warm,
it's dry, it's too hot.



Why is rain good for us?

Development

- In pairs, the pupils discuss what they do to reduce the effects of climate change.
- The teacher elicits prior knowledge about the story *Save our Environment*.

- What do you remember about the story?
- Why are reducing the effects of climate change good for Rwanda?
- Why should we keep our forests?

During reading

- The teacher model reads the story *Save our Environment*.

Additional activity

- The pupils compose sentences using vocabulary in the story: cut down, flood, wetland, and burn, protect wood.
- In pairs, the pupils discuss the answers to the comprehension questions.
- What are the advantages of preventing the effects of climate change?
- Do you teach others about climate change? What do you say to them?
- How did you protect them?

Assessment

- The pupils write sentences with the words: terraces, stoves, rubbish and firewood.

Homework

- The pupils draw a picture to illustrate their writing.
- The pupils read the story *Save our Environment* for a family member.

Pre-reading questions

- What can you see on the cover?
- What does the title mean?
- What do you think the story is about?



Comprehension questions

- What did the other animals decide to do?
- How did animals in the forest solve the problem?
- How does the story end?



Lesson 14 Writing prohibition measures to reduce the effects of climate change

Learning objectives

- Recognise the basic vocabulary about prohibition measures to reduce the effects of climate change (knowledge and understanding).
- Write a short simple text about prohibiting the effects of climate change (skills).

Materials

- Daily Reader: *Dangers to Our Environment*.
- Word wall.

Introduction

The teacher asks the daily question.

Development

- The class brainstorms ways of reducing the effect of climate change.
- In groups, the pupils discuss ways of reducing effects of climate change.
- The pupils share their ideas.
- In groups, the pupils design a poster about how people can reduce the of effects climate change.

Assessment

The pupils present their posters and the pupils give feedback.

Homework

The pupils complete sentences about reducing the effects of climate change.



erosion, floods, drought, conserve, burn, wood.



Do you have terraces in your district? What do they do?

Lesson 15

A poster about possible prohibitions measures to reduce the effects of climate change

Learning objectives

- Recognise the basic vocabulary about prohibition measures for reducing the effects of climate change (knowledge and understanding).
- Design and write a poster about prohibition on reducing the effects of climate change (skills).

Materials

- A poster drawn with different pictures about possible prohibition measures to reduce the effects of climate change.
- Word wall vocabulary.

Introduction

- The pupils complete a short dictation exercise.
- The teacher asks the daily question.



it's hot, warm, storm, weather,
land, forest, mountain, it's dry,
cool, it's clear

Development

- The teacher introduces the writing activity.
- The whole class looks at the posters.



How can we make our environment
better?

Pre-writing: In groups, the pupils discuss how to draw pictures about prohibition measures to reduce the effects of climate change.

Viewing: The pupils discuss and add what is missing in the pictures.

Drafting: The pupils draw on posters different pictures about prohibition measures to reduce the effects of climate change.

Revising: The pupils review their own work and make changes if necessary.

Editing: Share pictures with a partner and give feedback to each other about their work.

Presenting: The pupils share their writing with their group or with the whole class.

Assessment

The pupils write a paragraph about the prohibition measures to reduce the effects of climate change using phrases like: don't cut down, cut down fewer trees, burn less.

Homework

The pupils read the paragraph written about the prohibition measures to family members.

Lesson 16

Presenting and interpreting posters about prohibition measures

Learning objectives

- Recognise the basic vocabulary about prohibition measures to reduce the effects of climate change (knowledge and understanding).
- Design a poster about prohibition on reducing the effect about climate change (skills).

Materials

Read-aloud: *Protect Our Environment*.

Daily Reader: *Save Our Environment*.

A poster with pictures of people cutting down trees and others burning trees.

Key content

Harsh, garden, cursed, situation.

Introduction

- The whole class plays the *Guess my name* game.
- The teacher asks the daily question.

Development

- The teacher model reads the story *Save Our Environment*.
- The teacher reviews the story *Protect Our Environment*.
- The pupils discuss pre-reading questions:
- The pupils look at a poster and discuss prohibition measures to reduce the effects of climate change.
- The pupils write sentences about possible prohibition measures to reduce the effects of climate change.

Assessment

The pupils write a short text about possible prohibition measures to reduce the effects of climate change.

Homework

The pupils read their text to family members.



don't cut down trees, cut down fewer trees, burn less wood.



Why is it good to protect our environment?

Pre-reading questions

- What do you see on the cover?
- What does the title mean?
- What do you think the story is about?



Fluency and Comprehension Test**Rivers****55**

There are rivers all over the world.	(7)
Some rivers are wide, like the Nile.	(7)
Other rivers are deep, like the Congo.	(7)
Rivers can also be as small as a stream.	(9)
Rivers are home to fish and wild animals.	(9)
Keeping rivers clean helps everyone.	(5)
People use bridges to cross rivers.	(6)
Some people swim in rivers.	(5)

Comprehension questions

1. Where can you find rivers?
2. What river is wide?
3. What river is deep?
4. What lives in rivers?
5. What do some people do in rivers?
6. Are rivers dangerous? Explain your answer.
7. Why does keeping rivers clean help everyone?

Unit 10 Assessment Activities

These recommended assessments engage students in authentic, high-level work that is aligned to curricular areas so that teachers can more carefully plan for instruction. The overarching goal of the assessments is to provide a clear sense of what pupils have internalised and what still needs review.

Task		Success Criteria
1	Describe climate change (listening and speaking)	Identify reasons for the cause of climate change. Put them under 4 columns: reason / result / cause / effect.
2	Design a poster highlighting the effects of climate change (writing)	Design and write a poster about climate change using: <i>must, mustn't, let's, don't</i> with <i>more, fewer, less</i> .
3	Discuss our responsibilities in combating climate change and make suggestions for resisting climate change (writing)	The pupils write sentences about responsibilities using <i>we must, must not</i> .
4	Spelling assessment Dictate the following words: Bench, wrench. Light, fight, fright, might, sight.	The pupils write the spellings clearly and accurately.

