



P2 English Teacher's Guide

Term 1

Experimental Program

L3 Initiative



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Note to teacher

The improvement of English skills, particularly in the early grades, is a primary goal of the Rwanda Education Board. Improving children's English language skills in P1 to P3 will ensure that children are better equipped to make the transition to learning in English starting in P4.

In an attempt to provide increased support to English teachers in early primary, in 2012 the Curriculum and Pedagogical Materials Department (CPMD) of the Rwanda Education Board began working with the L3 Initiative to develop interactive audio programs for P1 and P2 English with two goals in mind: 1) to improve children's oral listening and speaking skills and 2) to improve their reading skills.

Interactive audio programs, delivered via cellphone, are designed to do just that. The programs are designed to be used in the classroom, with your children. There are four interactive audio programs per week (three in term 1 of P1). During the 30 minute programs, the characters on the programs (the teacher who is called Mr. Kamanzi, and three young children named Hirwa, Mahoro and Jane) introduce you and your children to games and activities designed to develop or reinforce the skills outlined above.



The programs also model for you how to implement learner-centered learning activities to develop children's listening, speaking and reading skills: how to use simple games, songs and chants to learn and practice new expressions and develop basic readings skills. All of this is done in an engaging, interactive manner.

The audio programs are research-based. They draw from the latest findings on how children learn— and how they learn a second language and how they learn to read. It is hoped that their regular use will help your children develop stronger English skills, and that this will be evident in future national assessments.

In addition to the audio programs, beginning in term 2 of P1 the students receive a weekly story book in English. The story books are written in simplified English and are designed to be used with the interactive audio programs to develop children's reading skills.

Why this teacher's guide?

Since 2009, the Ministry of Education and the Rwanda Education Board have distributed new textbooks for P1 and P2 English. Beginning in 2013, REB will distribute interactive audio programs to schools, to be used four times a week, in conjunction with the English textbooks, as well as simplified English story books.

This guide was developed to help you understand how to integrate the three resources (textbooks, interactive audio programs, storybooks), in order to provide children with a rich and well-structured program.

Weekly schemes of work The guide contains weekly schemes of work for each of the three terms. The schemes of work were developed by CPMD and L3 English specialists. They are closely aligned with the curriculum for each grade level and identify the specific learning outcomes teachers should focus on each day. They also identify the pages of each of the four authorized P1 and P2 textbooks that address those learning outcomes.

Each weekly scheme of work follows the same pattern. In primary two, lessons 1, 3, 5 and 6 of the week are audio-based whereas lessons 2, 4 and 7 do not have audio support.

Overview of weekly lesson plans for P2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Audio support	Teacher-led	Audio support	Teacher-led	Audio support	Audio support	Teacher-led

Daily lesson plans The guide contains daily lesson plans, aligned with the weekly schemes of work. The lesson plans for lessons 1, 3, 5 and 6 outline follow-up activities for you to do with your students after the 30 minute audio program is over. The lesson plans for lessons 2, 4 & 7 outline all of the activities necessary to continue children's learning. In most cases, the plans call for you to re-do some of the activities presented in the audio lessons, but with new content. The hope is that you will take the new learning activities presented in the audio lessons and use them in your teaching, when there is no audio support.

Each of the daily lesson plans gives the learning outcome for the lesson and the resources required to carry it out. The lesson plan follows the general required format:

- Warm up
- Review
- Presentation of new learning
- Application
- Conclusions

In addition, the lesson plan specifies the related activities you should ask children to do at home that evening with a sibling or family member.

What is different about this English program...and why

This consolidated English program integrates a number of practices that may be new to you and to most early primary English teachers. All of these practices are based on latest research on how children learn to read. They include:

- **Use of print letters only in P1 and P2**

Most students arrive in P1 having had little or no exposure to written words. Understanding that spoken words can be represented physically by letters is a difficult concept for many children to handle. Having to learn 4 different representations of a letter (for example, R, r, R and r) in order to learn to read and write constitutes a huge challenge for a lot of children.

For that reason, the new P1 and P2 English program has children learn to print letters in P1 and P2, and introduces handwriting (cursive letters) starting in P3, once children have a firm grounding in basic reading and writing skills

For that reason, the interactive audio programs will ask you to PRINT letters or words on the board. You may find pages in this guide that show how each of print letters (upper case and lower case) are formed are a useful reference.

- **Learning the names of the letters of the alphabet and the sounds they make**

Children need to be able to talk about the words they are seeing in the textbooks. For that reason, from term 1 of P1 children sing songs and play games to quickly learn to name the different letters of the alphabet in English. By the end of that first term, children should be able

to name the English letters that are present in a word – including their own name - even if they cannot yet read that word. Learning the names of the letters of the alphabet allows students to talk about the English words they are seeing.

However, learning the names of the different letters of the alphabet is not the same as learning the sounds that these different letters make when they are present in a word. That learning begins towards the end of term 2, P1, with the formal study of the sounds different letters make in English.

- **Use of larger print size...and exaggerated spacing between words**

Recent research suggests that young children's eyes are not sufficiently developed to be able to distinguish between small letters. For that reason, the simplified English texts for P1 and P2 are written in larger than normal letters and the spaces between words are exaggerated, so that children can clearly see where a word starts and ends. In P2, the letter size is reduced, but still larger than what is normally found in P2 textbooks.

- **5 minutes of games or activities at the beginning of each audio Reading lesson to development automaticity**



Automaticity refers to the ability to quickly identify letter names or the sounds that different letters make. Children who struggle to identify the sound that different letters make (for example, th or cl) will have great difficulty reading English words or sentences. For that reason, every lesson begins with 5 minutes of games (like Buzz!) or flashcards to review the letter sounds studied previously. The goal is to increase the speed with which children can identify letter sounds.

- **Activities to development fluency**



Fluency refers to being able to read a text quickly and accurately, and using the appropriate expression and intonation. Automaticity (being able to recognize – quickly – the sounds that letters make) is a necessary first step to beginning able to read fluently.

However, students develop their fluency when they have the opportunity to re-read texts that they have already read. Fluency activities can take many forms:

- **Choral reading with the teacher** – where the students read out loud, with you.
- **Choral reading without the teacher** – where students read out loud, as a group, and you listen.
- **Echo reading** – where you read a few words or a sentence, while students follow along in their own text with their eyes and their finger, and then repeat what you have read after you have stopped.
- **Pair reading** – where students either take turns reading a sentence from their story to each other, or where one student puts his finger under each word as the two students read the words together.
- **Silent reading** – where all students read alone – whispering – and putting their fingers and their eyes on each word as they read it.

At various points during each week, you will be asked to model reading to the children. This is important as it allows children to hear what fluent reading sounds like.

- **Regular use of interactive writing activities**

During interactive writing, students stretch out words so that they can hear the different sounds in the English word, propose to you the letters that make those sounds, and you write them on the board. Interactive writing reinforces children's understanding of the relationship between sounds and letters. This in turn strengthens their reading – as well as their writing - skills.

- **Introduction of authentic writing activities**

It is important that children learn to form letters correctly. Copying letters and words is one way of getting them to practice forming letters.



However, P2 children need to be exposed to writing activities that go beyond copying words or sentences. Students need opportunities to engage in authentic writing – where they attempt to write a word or sentence of their own choosing.

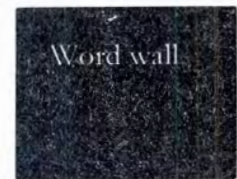
This can begin by simply having students complete a sentence that has already been started, for example: **My favourite color is _____.**

and develop to the point where students are writing complete sentences on their own. Interactive writing (see above) can help children figure out how to write the words they need for their sentences: students can use the strategy of stretching out words to hear individual sounds, then identifying the letters they need to make these sounds, to write each word.



- **Introduction of word walls**

Children who are surrounded by print in the classroom learn to read faster and better. The simplest way of introducing English print in your classroom is to start a word wall. A word wall can be as simple as a permanent section of a blackboard reserved for recording the words that students encounter that they find interesting. You can arrange the words alphabetically to make them easier to locate. Children should be encouraged to read the words on the word wall on a regular basis, and to refer to them when they are trying to write sentences.



- **Introduction of weekly simplified English stories**

Children who read regularly in English, learn to read better and faster than children who do not. For that reason, the consolidated English program contains simple stories, tied to the sounds being studied that week, that children should be able to read by themselves. Each story contains the letter-sound combinations targeted that week. The stories are carefully constructed, with each story being slightly more difficult than the previous week's story.

- **Introduction of interactive audio programs**

The programs will also model for you how to do the different activities outlined above: how to do a successful read-aloud story, how to organize an interactive writing activity, how to organize games to develop automaticity or how to do choral, echo, pair or silent reading to develop students' fluency, etc.



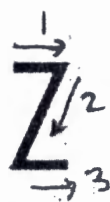
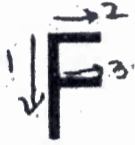
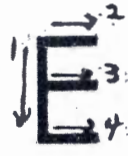
What additional materials do you need to deliver this program?

There are no additional materials required. However, teachers are encouraged to make locally developed materials (alphabet charts, vocabulary charts, flash cards, etc.). The use of such materials can only enhance students' learning and make learning English that much more engaging and interesting.

Printing lower case letters of the alphabet



Printing upper case letters of the alphabet -



Week 2 – Week at a glance - Greetings and Farewells Decodable story: Cat on the Mat

	Lesson 1 (Audio)	Lesson 2	Lesson 3 (Audio)	Lesson 4	Lesson 5 (Audio)	Lesson 6 (Audio)	Lesson 7
New Learning	Greetings	Greetings	Farewells	Farewells	Greetings Farewells	Reading	Reading and Writing
New structures & vocabulary	<ul style="list-style-type: none"> • Good morning • Good afternoon • Good evening • Hello 	<ul style="list-style-type: none"> • How are you? Fine, thank you. 	<ul style="list-style-type: none"> • Goodbye, Goodnight 	<ul style="list-style-type: none"> • REVIEW ALL 	<ul style="list-style-type: none"> • Hi • Bye 	<ul style="list-style-type: none"> • cat, mat, fat, rat, bat 	<ul style="list-style-type: none"> • cat, mat, fat, rat, bat
Letter study	b, c, d, f and g	b, c, d, f and g	h, j, k, l, m	h, j, k, l, m	Recognizing and using short vowel /a/	Words with /at/that rime	Words with /at/that rime
Phonemic Awareness	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Identify the sounds in a word	Add or substitute sounds in a word	Blend sounds in a word
Song, chant or rhyme	<ul style="list-style-type: none"> • Good morning • Alphabet song • Song with letters b, c, d, f and g 		<ul style="list-style-type: none"> • Good evening • Alphabet song • Song with letters b, c, d, f and g 		<ul style="list-style-type: none"> • Good morning • Short a song • Alphabet song 	<ul style="list-style-type: none"> • Alphabet song 	
Game	Which words begin the same?	Which words begin the same?	Which words begin the same?	Which words begin the same?	Do this if you hear short /a/ Elastic word	Find the word Change the first sound game	Find the word Elastic word
Textbooks							
Success English	pp.8	pp.1,5	pp.2,3,4	pp.8	pp. 2,3,4		
Progressive	pp.23	pp.2,4	pp.5,9	pp.23	pp. 7,8		
Keynote	pp.6	pp.1	pp.2	pp.6	pp.4		
New Primary	pp.42	pp.3,4,6	pp.7,8	pp.42	pp.1,2,5		
This Guide	p. 8	p.9	p.10	p. 11	p. 12	p. 13	p. 14

Students will be able to:

- Greet appropriately, using *hello, good morning, good afternoon* and *good evening*, depending on the time of day.
- Identify the letter name and sounds of consonants Bb, Cc, Dd, Ff and Gg

Content

- **-Hello-** Muraho
- **-Good morning-** Mwaramutse
- **-Good afternoon-** Mwiriwe
- **-Good evening-** Muramucye

Teaching tip

When introducing a new word or structure, repeat it many times and encourage students to use it often and in different ways.

BEFORE THE PROGRAM

- Talk about how you greet people in Kinyarwanda in the morning, in the afternoon and in the evening.

DURING THE PROGRAM

B b C c D d F f G g

AFTER THE PROGRAM

Activity 1 The alphabet song (Whole class)

- Have children open to their alphabet charts or the alphabet pages in their textbooks:

Keynote pp.6

Success English pp.8

New Primary pp.42

Progressive pp.23



- Have children point at each letter as the others sing.
- Ensure that children point to the letters as they are singing.

Activity 2 Greetings (Pairs)

- Draw a sun coming up (morning), a full sun (afternoon) and a moon (evening) on the board.
- Point to a drawing and say the time of day, for example, "Evening"
- Children greet their partner with the appropriate greeting, for example, "Good evening".
- Once children can do this easily, point to a drawing but don't say the time of day.
- Walk around and make sure all of the children are participating and greeting their partners appropriately.



Week 2 Lesson 2: How are you? I am fine, thank you.

Students will be able to:

- greet appropriately, using *hello*, *good morning*, *good afternoon* and *good evening*, depending on the time of day
- Ask and answer “How are you?”, “I am fine, thank you.”

Content

- **How are you?**- Amukuru ki?
- **I am fine.** – Ni meza.
- **Thank you**- Murakoze
- **You**- Wowe
- **I**- Njyewe

WARM UP

- Children stand up and sing the *Good morning* song

REVIEW

- Talk about the 3 different greetings learned in the previous lesson.
- Have children practice each greeting with a friend.

PRESENTATION: TEXTBOOK

- Children open up to their textbook pages:
 Keynote pp.1 **New Primary pp.3, 4,6**
 Success English pp.1,5 **Progressive pp.2,4**
- Have children describe what is happening in each picture.
 Present the structure: *How are you? I am fine, thank you.*



APPLICATION

Activity 1: Repeat game (Whole class)

- Have students repeat after you the following statements:
 “*Good morning*” “*How are you?*” “*I am fine, thank you.*”
- Continue until children are comfortable with pronunciation.

Activity 2: Role play (Whole class).

- Call a girl to the front of the class and ask:
 “*Good morning, how are you?*”
- Help the girl answer: “*I am fine, thank you.*”
- Then help the girl to ask: “*How are you, teacher?*” and answer her.
- Then call a boy and a girl from the back of the class to the front to model the conversation together.



Activity 3 Role play (Pairs)

- Have children shake hands with their partner and say “*Good morning, how are you?*” The other child responds “*I am fine. Thank you!*”. Circulate and help children.

CONCLUSION

- Write the new greetings learned on the board.
- Have students come to the board, point to letters they know, say the letter names AND the sound the letters makes.

AT HOME

- Have children practice greeting their family members.

Students will be able to:

- Use the farewells 'goodbye' and 'goodnight'
- Identify the letter name and sounds of consonants Hh, Jj, Kk, Ll and Mm

Content

- **Goodbye**- Murabebo
- **Goodnight**- Ijoro ryiza

Teaching tip

Use print rather than cursive when teaching letters.

BEFORE THE PROGRAM

- Brainstorm all the greetings learned this week. Write them on the board.

DURING THE PROGRAM



AFTER THE PROGRAM

Activity 1 Which words begin the same? (Whole class)

- Say 3 words the children know, two of which begin with one of the consonants studied today, for example: help, hand, pen.
- Exaggerate the first sound of the words.
- Have children identify the 2 words that begin with the same letter.
- Then ask children to name the letter.



Activity 2 Hello, goodbye (in pairs)

- Put students in pairs.
- When you clap **once**, one child must say "Hello, how are you?" to the other child.
- When you clap **two** times, the other child must say "I am fine, thank you."
- When you clap **three** times, each child must say "Goodbye" and then find another partner.
- The game starts again, with you clapping one, two and three times.



Week 2 Lesson 4: Goodbye, goodnight

Students will be able to:

- Use the farewells 'goodbye' and 'goodnight'

Content

- **Goodbye-** Murabeho
- **Goodnight-** Ijoro ryiza

WARM UP

- Have children stand up and sing the *Good evening* song

REVIEW

- List the words learned this week (*hello, good morning, good afternoon, good evening*) on the board. Talk about when we use each greeting or farewell.

PRESENTATION

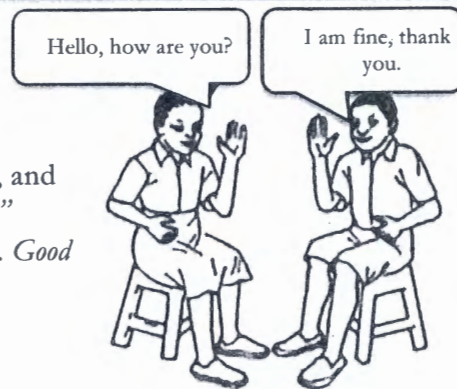
- Draw a moon on the board. Explain to children that they will pretend it is evening time.
- Have two children model the dialogue:
Child A: Good evening.
Child B: Good evening.
Child A: How are you?
Child B: I am fine, thank you. How are you?
Child A: I am fine. Goodnight.
Child B: Goodnight.
- Repeat with two other children.



APPLICATION

Activity 1. Role play (Pairs)

- Put students in A B pairs.
- When you clap, each child must say "Good evening" to the other.
- When you clap again, Child A must say "How are you?", and Child B must respond "I am fine. Thank you. How are you?"
- When you a third time, the Child A responds "I am fine. Good night" and B says "Good night".
- Have students find new partners and restart the game.



Activity 2 Alphabet song (Whole class)

- Children open to their alphabet charts or to the alphabet pages in their textbook pages:
Keynote pp.6 **New Primary pp.42**
Success English pp.8 **Progressive pp.23**
- Children sing the alphabet song and point to the letters as they sing.



CONCLUSION

- Have the children sing the *Good evening* song.

AT HOME

- Children practice greeting at different times of the day.

Students will be able to:

- Greet their friend informally by saying “Hi!” and “Bye!”
- Identify the letter name and sounds of consonants Bb, Cc, Dd, Ff and Gg

Content

- Hi
- Bye

Note: Explain to students that “Hi” and “Bye” are informal and should not be used to greet elders.

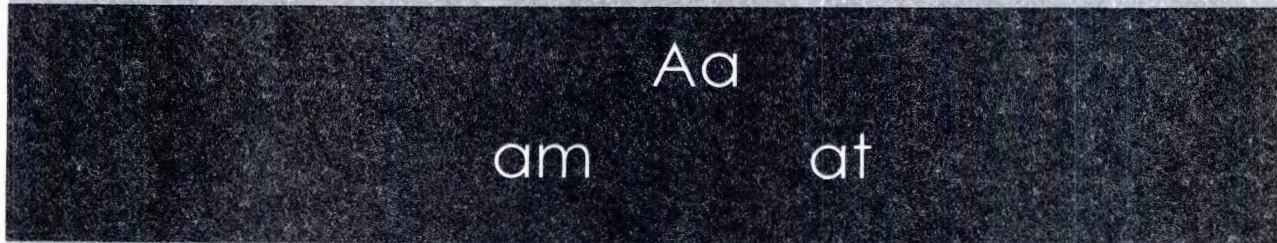
Teaching tip

Use natural intonation when modeling these greetings. The melody of your voice will help children understand the words.

BEFORE THE PROGRAM

- Have children volunteer letters for the class to sing the new letter songs.

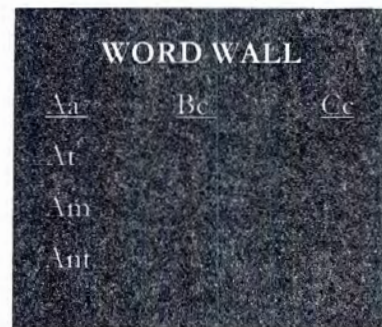
DURING THE PROGRAM



AFTER THE PROGRAM

Activity 1 Beginning a Word Wall (Whole class)

- Put the letter **Aa** on a section of the chalk board reserved for the word wall.
- Have the children think of words in English that begin with the letter **Aa**.
- Write those words on the board under the letter **Aa**
- As you learn more letters in the alphabet, add words to the list under each letter.



Activity 2 Greetings (Pairs)

- Draw a sun coming up over the horizon (morning), a full sun (afternoon) and a moon (evening) on the board
- Each time you point to one of the drawings, the partners must greet someone near them appropriately.
- Have them find a new partner each time.
- Walk around and make sure everyone is participating and greeting appropriately.



Students will be able to:

- Use phonics knowledge to decode the words: cat, fat, mat, rat and bat
- Recognize the words: the, on, a, and, The
- Read the decodable text *Cat on the Mat*

Content

- **Cat**- Injangwe
- **Mat**- umusambi/umukeka
- **Fat**-umubyibuho
- **Bat**-agacurama
- **Rat**-imbeba

Teaching tip

Do not read the book to the children before the program. It is important that this is the first time the children read the book.

BEFORE THE PROGRAM

Talk about the cover of the book *Cat on the Mat*. Have students make predictions what might happen in the story based on what they see on the cover.

DURING THE PROGRAM

c	the	on	a
f			
m	___at	and	The
r			
b			

AFTER THE PROGRAM

Activity 1 Re-tell the story (Pairs)

- Put students in pairs.
- Children retell the events in the story, while looking at the pages.
- Have the student retell the story altogether, in a large group.
- Encourage children to use as many details as possible.
- Reinforce new English vocabulary.

The cat sat on the mat



Activity 2 Rhyming Dictation (Individually)

- Dictate a rhyming word from the story (cat, mat, fat, rat, sat, bat).
- Have children write the word.
- Have children explain how they wrote the word and why.
- Write correct word on board and begin again with a second word.



Week 2 Lesson 7: Reading book 'Cat on the Mat'

Students will be able to:

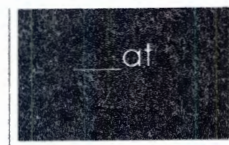
- Use phonics knowledge to decode the words: cat, fat, mat, rat and bat
- Recognize the words: the, on, a, and, The
- Read the decodable text *Cat on the Mat*

Content

- **Cat**- Injangwe
- **Mat**- Umusambi/umukeka
- **Fat**-Umubyibuho
- **Bat**-Agacurama
- **Rat**-Imbeba

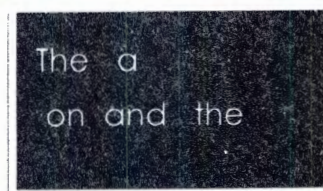
WARM UP

- Write ___at on the board.
- Replace ___ with the consonant c (c at) and have children read the word.
- Repeat with consonants r, f, b, s and m (rat, fat, bat, mat)



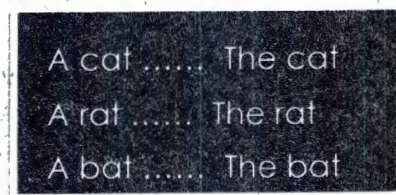
REVIEW

- Write on the board the words: The, a, the, and, on.
- Play BUZZ. Have children call out words as you point to them. Go as quickly as possible.



PRESENTATION

- Write the words in the box on the board.
- Point to each word and have children read it with you.
- Have the children read each word as you point to it.
- Go as quickly as possible



APPLICATION

Activity 1 Echo reading of *Cat on the Mat* (Whole class)

- Have children turn to *Cat on the Mat* in their reader.
- Read the first page to the children.
- Have them point to each word as you read it.
- Then have them repeat what you have just read, pointing to words as they read.
- Continue, page by page, until all pages have been read.

Gusoma



Activity 2 Choral reading (Whole class)

- Have children read the book out loud together, pointing to each word as they read.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little bit faster.

CONCLUSION

- Have children copy the sentences at the end of the book in their notebooks, and then fill in the blanks to make sentences.

AT HOME

- Children take the primer home and read the story to an adult or a sibling

Week 3 – Week at a glance - Greetings and Farewells Decodable story: Dan and a Van

	Lesson 8 (Audio)	Lesson 9	Lesson 10 (Audio)	Lesson 11	Lesson 12 (Audio)	Lesson 13 (Audio)	Lesson 14
New Learning	Review Greetings & Farewells	Review Greetings & Farewells	Greeting people at school	Greeting people at school	Farewells	Reading	Reading and Writing
New structures & vocabulary	<ul style="list-style-type: none"> • Good morning, good afternoon, good evening, • hello, hi, bye • goodbye 	<ul style="list-style-type: none"> • How are you? Fine, thank you. • Nice to meet you. 	<ul style="list-style-type: none"> • Sir, Madam, Mr., Mrs. 	<ul style="list-style-type: none"> • Sir, Madam, Mr., Mrs. 	<ul style="list-style-type: none"> • Tomorrow • See you • See you tomorrow 	<ul style="list-style-type: none"> • man, van, ran, hat, red, 	<ul style="list-style-type: none"> • man, van, ran, hat, red,
Letter study	n, p, q, r, s	n, p, q, r, s	t, v, w, x, z	n, p, q, r, s	Recognize and use short vowels /a/ and /e/	Words with the letters/ an/ that rime	Words with the letters/ an/ that rime
Phonemic Awareness	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Identify the first consonant in a word	Blend sounds in a word	Blend sounds in a word	Blend sounds in a word
Song, chant or rhyme	Good morning Alphabet song Song with letters n, p, q, r, s		Good evening Alphabet song Song with letters t, v, w, x, z		Good morning Short a song Short e song Alphabet song	Alphabet song	
Game	<ul style="list-style-type: none"> • Which words begin the same? • Do this if you hear... 	<ul style="list-style-type: none"> • Which words begin the same? 	<ul style="list-style-type: none"> • Which words begin the same? • Do this if you hear... 	<ul style="list-style-type: none"> • Which words begin the same? 	<ul style="list-style-type: none"> • Do this if you hear ... • Change the first sound 	<ul style="list-style-type: none"> • Find the word • Change the first sound • Elastic word 	<ul style="list-style-type: none"> • Find the word • Elastic word
TEXTBOOKS							
Success English	pp.4,6	pp.4,6	pp.4,6	pp.4, 6	pp.4,6		
Progressive	pp.6, 9	pp.6, 9	pp.6, 9	pp.6, 9	pp.6, 9		
Keynote	pp.3 5	pp.3 5	pp.3 5	pp.3, 5	pp.3 5		
New Primary	pp.4, 6	pp.4, 6	pp.4, 6	pp.4, 6	pp.4, 6		
This Guide	p. 16	p.17	p.18	p.19	p.20	p.21	p.22

Students will be able to:

- Greet appropriately, using hello, good morning, good afternoon and good evening
- Identify the letter name and sounds of consonants Nn, Pp, Qq, Rr and Ss

Content

- Hello Muraho
- Good morning Mwaramutse
- Good afternoon Mwiriwe
- Good evening Muramuce
- Goodbye Murabeho

Teaching tip

Erase the blackboard frequently. Too much writing on the board distracts and confuses young children.

BEFORE THE PROGRAM

Sing the *Alphabet song* in Kinyarwanda and count the letters. Then sing it in English and count the letters. Ask children which language has more letters.

DURING THE PROGRAM

N n P p Q q R r S s

AFTER THE PROGRAM

Activity 1 Letter List (whole class)

- Review the consonants on the board.
- Ask children to stand up if their name begins with the letter Nn.
- Write the children's names on the board under Nn.
- Repeat with Pp, Qq, Rr, and Ss.
- Exaggerate the first sound to make it easier for children to hear the letter.
- Talk about why there are no names that begin with the letter Qq.

<u>Nn</u>	<u>Pp</u>	<u>Qq</u>	<u>Rr</u>	<u>Ss</u>
Neza	Paul		Rose	Sam
Nina	Pascal		Rene	
Nadia				

Activity 2 Greetings (in pairs)

- Put the children in pairs.
- Draw a sun coming up over the horizon (morning), a full sun (afternoon) and a moon (evening) on the board (see example on right).
- Point to a drawing and say the time of day.
Example: **evening**
- Ask children to greet their partner with the appropriate greeting. Example: **Good evening.**
- Once children can do this easily, point to a drawing but don't say the time of day
- Ask the children to greet their partner with the appropriate greeting.



Week 3 Lesson 2: How are you? I am fine, thank you.

Students will be able to:

- Greet appropriately, using hello, good morning, good afternoon and good evening
- Ask and answer "How are you?", "I am fine, thank you."

Content

- **How are you?** Amukuru?
- **I am fine.** Ni meza.
- **Thank you** Murakoze

WARM UP

- Ask children to stand up and sing the Letter Songs for N, P, R and S.

REVIEW

- Talk about the 3 different greetings learned in the previous lesson.
- Have children practice each greeting with a friend.

PRESENTATION: TEXTBOOK

- Ask children to open up to their textbook pages:
Success English pp 2, New Primary pp.4 & 5,
Keynote English pp. 3, Progressive pp. 4
- Have children to describe what is happening in the picture.
- Review the use of: "How are you?" "I am fine, thank you."



APPLICATION

Activity 1: Repeat game (Whole class)

- Say the following statements. Have students repeat after you each time.
Good morning How are you? I am fine, thank you.
- Continue until children are comfortable with the pronunciation.

Activity 2: Role play (Whole class).

- Call a girl to the front of the class. Ask: "Good morning, how are you?"
- Help the girl answer: "I am fine, thank you."
- Help the girl to ask: "How are you, teacher?" and then answer
- Call a boy and a girl from the back of the class to the front and help them model the same conversation together.



Activity 3 Role play (Pair work)

- Ask children to shake hands with a classmate sitting near them, and say "Good morning, how are you?" The other child responds "I am fine. Thank you!" Ask them to repeat this will all the classmates near them.

Circulate and help children.

CONCLUSION

- Ask children words they practiced in English today. Write the new greetings learned on the board.
- Ask children to go to the board and point to letters they recognize. Children should say the letter name and the sound the letter makes.

AT HOME

- Ask children to practice greeting their family members.

Students will be able to:

- Address grownups appropriately using the titles Sir, Madam, Mr. and Mrs.
- Identify the letter name and sounds of consonants Tt, Vv, Ww, Xx, Yy and Zz

Content

- **Sir** Bwana
- **Madam** Madamu
- **Mr.** Bwana
- **Mrs.** Madamu

Teaching tip

Model the new words as much as possible. When children are listening, address your colleagues in English, as Sir, Madam, Mr. or Mrs.

BEFORE THE PROGRAM

- Ask children to stand up and sing the *Alphabet* song.

DURING THE PROGRAM

Hello Sir.

Hello Mr. Kamanzi.

Goodbye Sir.

Goodbye Mr. Kamanzi.

Hello Madam.

Hello Mrs. Uweru.

Goodbye Madam.

Goodbye Mr. Kamanzi.

Tt

Vv

Ww

Xx

Yy

Zz

AFTER THE PROGRAM

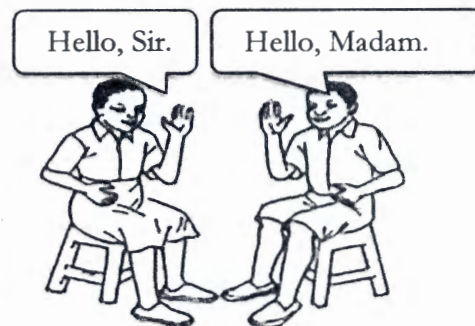
Activity 1 Do this if you hear T....(Whole class)

- Say a word in English.
- If the word begins with the sound /t/ (teacher, two, ten, to, take, tell..) .have children to put their hands on their heads.
- Use names of children in the class as well as familiar words.



Activity 2 Hello, goodbye (Pairs)

- Put students in pairs A and B. Tell Children A they will pretend to be a teacher.
- When you clap once, Children B say
- **“Hello, sir /madam”** and Children A respond.
- When you clap again, Children B say
- **“How are you, sir/madam?”** and Children A respond.
- When you clap three times, Children B say **“Goodbye, sir/madam’** and Children A respond.
- Ask the children to change roles and play again.



Week 3 Lesson 4: Sir, Madam, Mr., Mrs. & letters T, V, W, X, Y, Z

Students will be able to:

- Address grownups appropriately using the titles Sir, Madam, Mr. and Mrs.
- Identify the letter name and sounds of consonants Tt, Vv, Ww, Xx, Yy and Zz

Content

- **Sir** Bwana
- **Madam** Madamu
- **Mr.** Bwana
- **Mrs.** Madamu

Note: Explain to students that "Ms." can also be used for younger, unmarried women.

WARM UP

- Ask children to stand up and sing the T, V and Z letter songs.

REVIEW

- List the words Sir, Madam, Mr. and Mrs. on the board. Ask children when we use each title.

PRESENTATION

- Draw a picture of a man and a woman on the board.
- Tell your children to imagine it is morning.
- Point to a picture of the man.
- Ask children how you greet him (*Good morning sir*).
- Then point to the woman, and ask how we greet her. (*Good morning, Madam*). Repeat with different times of day.



APPLICATION

Activity 1. TEXTBOOK Role play (Whole class)

- Ask children to open their textbooks to the pages:
Success English pp 4&5, New Primary pp.4 & 5,
Keynote English pp.1 &4 New Progressive pp. 2&3
- Discuss what is being said in the pictures.
- Call one child to the front of the class to role play the teacher and one child to role play a student.
- Help the children to greet each other using the same language as shown in the textbook.



Activity 2 Role play (Pairs)

- Ask children to repeat the role playing activity in pairs.

CONCLUSION

- Ask the children to sing the *Good evening* song.

AT HOME

- Ask children to greet adults using the learned titles.

Week 3 Lesson 5: See you & short a and e sounds**E-P2-T1-W3-L5****Students will be able to:**

- Say farewell to people by saying “See you” or “See you tomorrow”
- Distinguish between the short a and short e vowel sounds

Content

- **See you** Ni aho mu kanya
- **Tomorrow** ejo
- **See you tomorrow** Tuzabonana ejo

Note: Explain to students that “See you” is informal.

Teaching tip

Reinforce the new structures by saying “See you tomorrow” or “See you” to your children at the end of English lessons.

BEFORE THE PROGRAM

Talk about different ways you say farewell to people in Kinyarwanda. Think of as many different ways as possible.

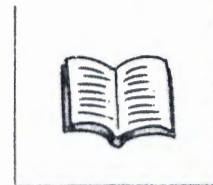
DURING THE PROGRAM

A a

E e

AFTER THE PROGRAM**Activity 1 TEXTBOOK Role play (In pairs)**

- Have children open their textbooks to pages:
Success English pp 2, New Primary pp.4 & 5,
Keynote English pp. 3 Progressive pp. 4
- Discuss what is being said in each picture.
- In pairs, the children role play the situations in the pictures.

**Activity 2 Rhyme Time (Whole class)**

- Write on the board: an
- Ask children to sound out the two letters.
- Then ask children to come to the board to write a consonant in front of the an.
- Encourage children to make real words by adding the letters: **m (man), c (can), r (ran), v (van), f (fan), p (pan).**
- Ask the class to sound out the letters to read the words.
- Talk about the meaning of any new words.



Students will be able to:

- Sound out the words man, van, red, hat
- Recognize the words 'and', 'on', 'to', 'a' and 'the'
- Use this knowledge to read *Dan and a Van*

Content

- **Man** Umugabo
- **Van** Imodoka
- **Ran** Yirutse
- **Red** Umutuku
- **Hat** Ingofero

Teaching tip

Allow the children some minutes before the program to look at the pictures of the book. Don't read it to them but let them browse through it independently.

BEFORE THE PROGRAM

Talk about the cover of the book *Dan and a Van*. Ask children to make predictions of what might happen in the story.

DURING THE PROGRAM

v		the	on
d			
m	an	and	to
r			
c		a	

AFTER THE PROGRAM

Activity 1 Re tell the story (Pairs or triads)

- Put children in groups of 2 or 3.
- Ask children to retell the events in the story, while looking at the pages.
- Walk around and encourage children to include details.
- Have the children retell the story all together, in a large group.



Activity 2 Rhyming Dictation (Individually)

- Say a word from the story, for example, man.
- Ask the children to write the word in their notebooks.
- Have children explain how they wrote the word.
- Ask them how did they know which letters to write?
- Write the correct word on the board and begin again with another rhyming word, like van.
- Repeat with more rhyming words.
- Make sure children are not copying but recording the sounds they hear.



Week 3 Lesson 7: Reading book 'Dan and a Van'

Students will be able to:

- Sound out consonant + vowel + consonant words.
Example: **van**
- Recognize the words 'and', 'on', 'to', 'a' and 'the'
- Use this knowledge to read *Dan and a Van*

Content

- **fan** ventilateur
- **pan** isafuriya
- **can** gushobora

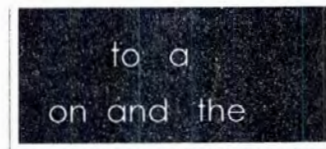
WARM UP

- Write ___an on the board.
- Replace the ___ with the consonant m (man) and have children read the word.
- Repeat with consonants r, f, v, p and c (ran, Dan, van, etc.)



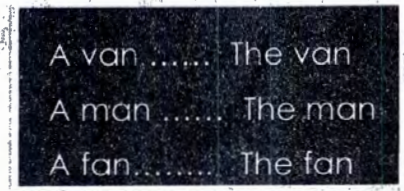
REVIEW

- Write these words on the board: to, a, the, and, on
- Play BUZZ. Ask children to call out the words as you point to them. Go as quickly as possible.



PRESENTATION

- Write the words in the box on the board.
- Point to each word and have children read it. Go as quickly as possible



APPLY

Activity 1 Echo reading of Dan and a Van (Whole class)

- Have children turn to Dan and a Van in their reader.
- Read the first page to the children.
- Have them keep their eyes on and point to each word as you read it.
- Then have them repeat what you have just read, while pointing to each word as they say it aloud.
- Continue, page by page, until all pages have been read

Gusoma



Activity 2 Choral reading (Whole class)

- Ask children to read the story out loud together, keeping their eyes on and pointing to each word as they read it.

Activity 3 Pair reading (Pairs)

- Ask children to take turns, each reading a page to their partner. When they finish, they can start again and try to read a little bit faster.

CONCLUSION

- Ask children to copy the sentences at the end of the book in their notebooks, and then fill in the blanks to make sentences.

AT HOME

- Ask children to take their primer home and read the story of *Dan and a van* to an adult or a sibling.

Week 4 – Week at a glance - Greetings and Farewells Decodable Story: The Hen in a Pen

	Lesson 15 (Audio)	Lesson 16	Lesson 17 (Audio)	Lesson 18	Lesson 19 (Audio)	Lesson 20 (Audio)	Lesson 21
New learning	Greeting people at school	Greeting people at school	Greeting people at school	Greeting people at school	REVIEW	Reading	Reading and Writing
New structures & vocabulary	Visitor class	visitor friend	teacher head teacher we are fine	teacher head teacher we are fine	REVIEW	hen, pen, men, ten	hen, pen, men, ten
Letter study	<ul style="list-style-type: none"> • /th/ at the beginning of words • short /a/ 	<ul style="list-style-type: none"> • /th/ at the beginning of words • short /a/ 	<ul style="list-style-type: none"> • short /a/ • /th/ 	<ul style="list-style-type: none"> • Words that end in / an/ • Words that end in / en/ rime 	<ul style="list-style-type: none"> • Recognize medial short vowels /e/ 	<ul style="list-style-type: none"> • Read words with short vowel /e/ 	<ul style="list-style-type: none"> • Read and write words with short vowel /e/
Phonemic awareness	Changing the first consonant in a word	Changing the first consonant in a word	Identifying /th/	Identifying /th/	Changing the first consonant in a word	Blend sounds in a word	Blend sounds in a word
Song, chant or rhyme	Good evening Short /a/ song /th/ song	Good evening	Good morning Short /e/ song /th/ song	Good morning	Hello song Short /e/ song Letter chants /t/ /m/ and /p/		Alphabet song
Game	Make a new word	Do this if you hear... short /a/	Do this if you hear... /th/	/th/ textbook search	Change the first sound	Buzz Find the word	Find the word Elastic word

TEXTBOOKS

Success	pp.4	pp.4	pp.2	pp. 15 16	pp.17	The Hen in a Pen	The Hen in a Pen
Progressive	pp.8	pp.8	pp. 2	pp. 14 17	pp. 2 9		
Keynote	pp. 4	pp.4	pp.2	pp.12-13	pp. 1 6		
New Primary	pp.4	pp.4	pp. 7	pp.17 19	pp. 1 10		
This Guide	p. 24	p.25	p.26	p.27	p.28	p.29	p.30

Students will be able to:

- Greet visitors appropriately when they enter the classroom
- Identify the sound made by /th/

Content

- Visitor- Umushyitsi
- Class- Abanyeshuri

Teaching tip

Reinforce the new vocabulary regularly. Begin addressing the children as "Class" and encourage them to greet guests as "Visitor"

BEFORE THE PROGRAM

Talk about how you welcome visitors in Kinyarwanda.

DURING THE PROGRAM

Th

AFTER THE PROGRAM

Activity 1 Make a silly Word (whole class)

- Say an easy word, for example, "Book!"
- Ask children to say the ending sound in the word (ook).
- Ask children to change the first sound in the word, such as "Look! Cook! Dook!"
- Write the answers on the board.
- Explain incorrect answers.



Activity 2 Greetings Visitors (in pairs)

- Put the children in pairs, assign one of them to pretend to be a visitor
- Draw a sun coming up over the horizon (morning), a full sun (afternoon) and a moon (evening) on the board
- Point to a drawing.
- Children greet their partner with the appropriate greeting, for example "Good evening, visitor."
- After practicing each time of day, partners change roles.
- Circulate and make sure children are all participating and using the appropriate greetings and the word 'visitor'.
- Time permitting, allow children to draw the same pictures in their books and play the game again with their partners.
- Children point at a picture and their partner says they correct greeting.



Week 4 Lesson 2: Greeting visitors & sound made by letters 'th'

Students will be able to:

- Greet visitors appropriately when they enter the classroom
- Identify the sound made by /th/

Content

- Visitor- Umushyitsi
- Class- Abanyeshuri

WARM UP

Students stand up and sing *The Good Morning* song. Talk about what the lyrics say in the song.

REVIEW

- Talk about how visitors greet children when they enter the classroom, and how the children greet the visitor

PRESENTATION

- Ask children to open up their textbook pages:
Success English pp 2 **New Primary pp.1**
Keynote English pp. 1 **Progressive pp. 2**
- Have children say who in the picture is greeting the class and who is greeting a visitor, Review the words 'visitor' and 'class'.



APPLICATION

Activity 1: Do this if you hear Th....(Whole class)

- Say a word in English.
- If the word begins with the sound /th/ have children put their hands on their heads.
- Use names of children in the class as well as familiar words, such as **this, that, Thursday, thanks, three, thirteen** and **thirty**.



Activity 2: Role play (Whole class)

- Call a child to the front of the class
- Have the children pretend to be a visitor and greet the class
- Instruct the children to respond appropriately calling the child "visitor"
- Have another child come to the front of the class and repeat the process using a different greeting.

CONCLUSION

- Ask students words they practiced in English today.
- Write the new greetings learned on the board.
- Have students come to the board, and point to locate letters they know.
- Students should say the letter name and the sound it makes.

AT HOME

Have children practice greeting their family members using different greetings

STUDENTS WILL BE ABLE TO:

- Address teachers and head teachers appropriately
- Use "We are fine" to collectively answer the question, "How are you?"
- Hear and recognize the initial /th/ sound

CONTENT

- **Teacher-** Mwarimu
- **Head teacher-** Umuyoyi w'ikigo
- **We are fine-** Ni byiza

Teaching tip

When teaching new sounds like /th/, make sure to articulate clearly and make your mouth visible to all the children.

BEFORE THE PROGRAM

Sing the *Good Evening* song.

DURING THE PROGRAM

E e

Th

AFTER THE PROGRAM

Activity 1 Textbook Role play (in pairs)

- Have children open up to their textbook pages

Success English pp 2
Keynote English pp. 3

New Primary pp.7
Progressive pp. 2



- Discuss what is being said in each picture.
- In pairs, have children role play the situations in the pictures.

Activity 2 Textbook search (in pairs)

- In pairs, children flip the pages of the textbook and look for words that are spelled with /th/.
- List the words on the board.
- Reread the words and exaggerate the /th/ sound.
- Help children make the /th/ sound themselves.



CONCLUSION

- Have children stand up and sing the Short A song.

Week 4 Lesson 4: We are fine & reading words ending in "an"

Students will be able to:

- Address teachers and head teachers appropriately
- Use "We are fine" to collectively answer, "How are you?"
- Write words that end in /an/

Content

- **Teacher-** Mwarimu
- **Head teacher-** Umuyozi w'ikigo
- **We are fine-** Ni byiza

WARM UP

- Have children stand up and sing the *Alphabet* song.

REVIEW

- List the words **Sir, Madam, teacher** and **head teacher** on the board. Ask children when we use each title.

PRESENTATION

- Ask the children "**How are you?**" and remind them to answer "**We are fine.**" Have children take turns pretending to be a teacher and ask the class "**Good morning. How are you?**"

APPLICATION

Activity 1 Role play (Whole class)

- Children open their textbooks to the pages:
Success English pp.14, 26 New Primary pp.17-19,
Keynote pp.12-13, Progressive pp. 14, 17
- Discuss what is being said in the pictures.
- Call two children to the front of the class: one plays the role of the teacher and the other the role of the child.
- They greet each other and use the same language as shown in the textbook.
- In pairs, children repeat the same conversation as modeled in textbooks.



Activity 2 Brainstorm words (In pairs)

- In pairs, children write **an** words they can remember that end in **-an**.
- Share words as a class.
- Write them in the board.

Dan can fan man
pan ran tan van

CONCLUSION

- Have the children sing the *Good morning* song.

AT HOME

- Children greet adults using the learnt titles.

Students will be able to:

- Use and understand the greetings and farewells studied
- Decode words with the -en rime

Content

Review of all greetings

Teaching tip

Encourage children to say the sound of each letter in a word in order to read it.

BEFORE THE PROGRAM

Brainstorm all of the greetings and farewells studied over the last three weeks.

DURING THE PROGRAM

__en hen pen ten

AFTER THE PROGRAM

Activity 1 TEXTBOOK Search (In pairs)

- Say a greeting, such as *good morning*.
- In pairs, children look through the greeting pages of their textbooks and find someone saying 'good morning'
- When the page is correctly identified, talk about how that child knew it said good morning.
- For example, *did the child look at the time of day? Or did he look at the letters in the word?*



Activity 2 Rhyme Time (Whole class)

- Write on the board: __en
- Ask children to sound out the two letters.
- Ask children to come to the board to write a consonant in front of the en.
- Encourage children to make real words by adding letters: m (men), p (pen), t (ten), h(hen), B (Ben)
- Ask the class to sound out the letters and read the words.
- Talk about the meaning of any new words.



Students will be able to:

- Sound out the words men, pen, hen, ten
 - Recognize the words 'and', 'is', 'in', 'a' and 'the'
- Use this knowledge to read *Hen in a pen*

Content

- **Hen-** Inkok ikazi
- **Pen-** inzu y'ikoko
- **Men-** amagabo
- **Ten-** icumi

Teaching tip

Encourage children to say the sounds of the letters rather than memorizing the words.

BEFORE THE PROGRAM

Talk about the cover of the book **Hen in a Pen**. Have students make predictions what might happen in the story

DURING THE PROGRAM

p		the	in
h			a
t	en	and	is
m			

AFTER THE PROGRAM

Activity 1 Re-tell the story (Pairs)

- Put students in pairs.
- Ask children to retell the events in the story, while looking at the pages.
- Have the children retell the story altogether, in a large group.
- Encourage children to include as many details as possible.
- Reinforce new English vocabulary.



Activity 2 Rhyming Dictation (Individually)

- Dictate a rhyming word from the story (men, pen, hen, ten). Say slowly, sounding each letter
- Have children write the word.
- Have children explain how they wrote the word and why.
- Write the word correctly on the board and begin again with a second word.



it

Week 4 Lesson 7: Reading The Hen in a Pen

Students will be able to:

- Sound out consonant + vowel + consonant words
- Recognize the words 'and', 'in', 'is', 'a' and 'the'
- Use this knowledge to read *The Hen in a Pen*

Content

- **Hen-** Inkok ikazi
- **Pen-** Inzu y'ikoko
- **Men-** Amagabo
- **Ten-** Icumi

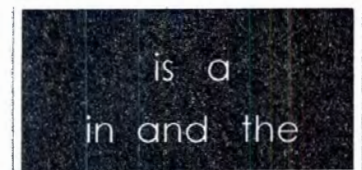
WARM UP

- Write ___en on the board.
- Replace the ___ with the letter m (m en) and have children sound out the letters and read the word. Repeat with consonants t, h, p and B.



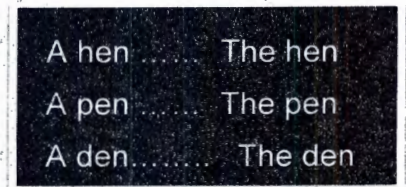
REVIEW

- Write the words is, a, the, and, in on the board.
- Play BUZZ. Have children call out words as you point to them. Go as quickly as possible. Reinforce incorrect answers.



PRESENTATION

- Write the words in the box on the board.
- Point to each word and have children read it.
- Have the children read each word as you point to it.
- Go as quickly as possible.



APPLICATION

Activity 1 Echo reading of *The Hen in a Pen* (Whole class)

- Have children turn to **The Hen in a Pen** in their reader. Read the first page to the children. Have them keep their eyes on and point to each word as you read it.
- Then have them repeat what you have just read, pointing to each word as they read it.
- Continue, page by page, until all pages have been read

Gusoma



Activity 2 Choral reading (Whole class)

- Have children read the book out loud together, keeping their eyes on and pointing to each word as they read it.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

CONCLUSION

- Have children copy the sentences at the end of the book in their notebooks, and then fill in the blanks to make sentences.

AT HOME

- Have children practice greeting their family members using different greetings

Week 5 – Week at a glance - Introductions Decodable story: Zet and the Net

	Lesson 22 (Audio)	Lesson 23	Lesson 24 (Audio)	Lesson 25	Lesson 26 (Audio)	Lesson 27 (Audio)	Lesson 28
New Learning	Introducing myself	Introducing myself	How old am I?	How old am I?	What class am I in?	Zet and the Net	Zet and the Net
New structures & vocabulary	What is your name? My name is...	What is your name? My name is...	How old are you? I am ... years old. Thank you You are welcome	How old are you? I am ... years old.	In which class are you? I am in Primary 2	net, pet, wet, vet, get, let have, me	net, pet, wet, vet, get, let have; me
Letter study	G, j Short /e/	G, j Short /e/	Z, w, v Short /e/	Z, w, v Short /e/	Short /e/	Short /e/ and /en/	Short /e/ and /en/
Phonemic Awareness	<ul style="list-style-type: none"> Identifying a sound in a word 	<ul style="list-style-type: none"> Identifying words with the same sound 	<ul style="list-style-type: none"> Manipulating final sounds Identifying a sound 	<ul style="list-style-type: none"> Identifying words with the same sound 	<ul style="list-style-type: none"> Manipulating final sounds Identifying words with the same sound 	<ul style="list-style-type: none"> Blending sounds to form a word 	<ul style="list-style-type: none"> Blending sounds to form a word
Song, chant or rhyme	<ul style="list-style-type: none"> What is your name? Short /e/ song Song with g and j 	<ul style="list-style-type: none"> Alphabet chants Short /e/ song 	<ul style="list-style-type: none"> What is your name? Short /e/ song Song with g and j 	<ul style="list-style-type: none"> Alphabet chants Short /e/ song 	<ul style="list-style-type: none"> What is your name? Alphabet song 	<ul style="list-style-type: none"> What is your name? Short /e/ songs 	
Game	<ul style="list-style-type: none"> Make a new word Do this if you hear short /e/ 		<ul style="list-style-type: none"> Make a new word What is the vowel? 	<ul style="list-style-type: none"> Which words end the same? 	<ul style="list-style-type: none"> Do this if you hear the sound /en/ Make a new word 	<ul style="list-style-type: none"> Find the word Change the end sound Elastic word 	<ul style="list-style-type: none"> Find the word Change the end sound Elastic word
TEXTBOOKS							
Success English	pp.9	pp.9	pp.9	pp.9	pp.9		
Progressive	pp.10, 11	pp.10, 11	pp.10, 11	pp.10, 11	pp.10, 11		
Keynote	pp. 7, 8	pp. 7, 8	pp. 7, 8	pp. 7, 8	pp. 7, 8		
New Primary	pp. 11 and 13	pp. 11 and 13	pp. 11 and 13	pp. 11 and 13	pp. 11 and 13		
This guide	p.29	p.30	p.31	p.32	p.33	p.34	p.35



Students will be able to:

- Ask and answer the question “What is your name?”
- Identify the letter names and sounds of /g/ and /j/

Content

- What is your name? *Witwa nde?*
- My name is... *Nitwa...*

Teaching tip

To give everyone an equal chance, encourage children to raise their hands quietly to answer a question.

BEFORE THE PROGRAM

- Talk about the expressions you use to introduce yourself in Kinyarwanda.

DURING THE PROGRAM

Jj
jump

Gg
good

AFTER THE PROGRAM

Activity 1 Word lists (whole class)

- Ask children the names of the letters on the board.
- Ask children to say the sounds the letters make.
- Read the words for each letter. Exaggerate the first sound of the word.
- Have the children repeat the words.
- Challenge children to think of more words that begin with the letters.
- List the words under the letters. See example.
- Add the words to the class word wall.

<u>Jj</u>	<u>Gg</u>
jump	good
Jane	girl
jug	goat
jet	go

Activity 2 Introducing yourself (whole class)

- Tell all the girls to stand up.
- Tell the girls to walk around the classroom.
- When you clap your hands, the girls each stand next to a seated boy and ask him “What is your name?”
- The boys answer.
- Repeat this three times.
- Then have boys stand up and walk around to introduce themselves
- Walk around and make sure everyone is participating.



Week 5 Lesson 2: What is your name? My name is...

Students will be able to:

- Ask and answer the question "What is your name?"
- Differentiate between the letter names and sounds of /g/ and /j/

Content

- **What is your name?**
Witwa nde?
- **My name is...** Nitwa...

WARM UP

- Students stand up and sing *The Hello song*.

REVIEW

- Talk about what we do and say when we meet someone new.

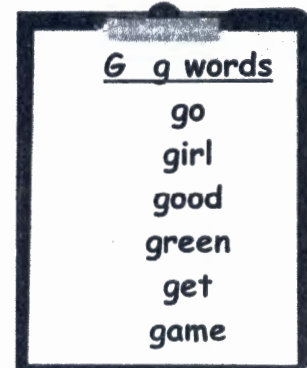
PRESENTATION

- Ask children to open up their textbook to pages: **Success English pp. 9, New Primary pp.11 & 13, Keynote English pp. 7 8, Progressive pp. 10 11**
- Have children describe what is happening in the picture and what they think the people are saying.

APPLICATION

Activity 1: Do this if you hear /g/ (Whole class)

- Say a familiar word aloud to the children.
- If the word begins with the /g/ sound, the children put their hands on their heads.
- Vary the words to make it challenging
- See the list of the G words for ideas.



Activity 2: Textbook Role Play (Pairs)

- Put children in A B pairs.
- Have children describe to each other what is happening on the textbook pages.
- Have children role play the situation.
- Walk around and make sure children are using the target language structures "What is your name?" and "My name is.."



CONCLUSION

- Ask children the question and the response they learned today. Write both sentences on the board.
- Have children come to the board and point to locate letters they know.
- Children should say the letter name and the sound it makes.

AT HOME

- Have children practice asking people their names as well as introducing themselves.

Students will be able to:

- Recognize short sound /e/ and /et/
- Ask and answer the question What class are you in? I am I Primary Two

Content

- **What class are you in?** – Wiga mu mwaka wa kangahe?
- **I am in Primary two.** – Niga mu mwaka wa kabiri.
- **Head teacher** – umuyobozi w'ikigo.

Teaching tip

Encourage children to say the sound of each letter in a word to read it.

BEFORE THE PROGRAM

Hold short conversations beginning with greetings, asking the name and then the age. They do this in pairs and each child gets to ask and also answer.

DURING THE PROGRAM

__et net pet wet

AFTER THE PROGRAM

Activity 1 Textbook Search (Pairs)

- In pairs, children look through the greeting pages of their Textbooks and try to find someone saying 'good morning'.
- When the page is correctly identified, talk about how that child knew it said *good morning*. For example, *did he look at the time of day? Or did he look at the letters in the word?*
- Ask children to role play the conversation and add on the questions *How old are you?* and *Which class are you in?*



Activity 2 Add a letter (Whole class)

- Write on the board: __et
- Ask children to sound out the two letters.
- Ask children to come to the board to write a consonant in front of the __et.
- Encourage children to make real words by adding letters: m (met), p (pet), g (get), w(wet), b(bet)
- Ask the class to sound out the letters and read the words.
- Talk about the meaning of any new words.





Students will be able to:

- Sound out the words net, pet, wet, vet, and get
- Recognize the words 'have' and 'no'
- Use this knowledge to read *Zet and the Net*

Content

- Net - akatimba
- Pet – itungo ryo mu rugo
- Wet – gikonje
- Vet muganga w' amatungo
- Get – zana

Teaching tip
Encourage children to say the sounds of the letters rather than memorizing the words.

BEFORE THE PROGRAM

- Talk about the cover of the book **Zet and the Net**. Have students make predictions what might happen in the story.

DURING THE PROGRAM

z		no	have	and	the	this
v						
w	_ _ _	et				
g						
n						

AFTER THE PROGRAM

Activity 1 Retell the story (Pairs)

- Put students in pairs.
- Ask children to retell the events in the story, while looking at the pages.
- Have the children retell the story altogether, in a large group.



Activity 2 Rhyming Dictation (Individually)

- Dictate a rhyming word from the story (zet, pet, vet, get, net).
- Say it slowly, sounding each letter
- Have children write the word.
- Have children explain how they wrote the word and why.
- Write the word correctly on the board and begin again with a second word.



Week 5 Lesson 7: Reading Zet and the Net

Students will be able to:

- Sound out the words net, pet, wet, vet, and get
- Recognize the words 'have' and 'no'
- Use this knowledge to read *Zet and the Net*

Content

- Net akatimba
- Wet – gikonje
- Vet muganga w' amatungo
- Get – zana

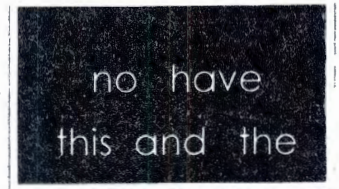
WARM UP

- Write ___et on the board.
- Put the letter g in front of the ___et and have children sound out the letters and read the word (get).
- Repeat with consonants w, n, v and z



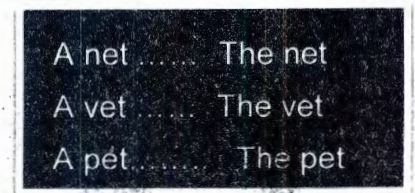
REVIEW

- Write the words on the board: **no, have, the, and, this**
- Play BUZZ. Have children call out words as you point to them. Go as quickly as possible.
- Reinforce incorrect answers.



PRESENTATION

- Write the words in the box on the board.
- Point to each word and have children read it.
- Have the children read each word as you point to it.
- Go as quickly as possible.



APPLICATION

Activity 1 Echo reading of Zet and the Net (Whole class)

- Have children turn to **Zet and the Net** in their reader.
- Read the first page to the children. Have them keep their eyes on and point to each word as you read it.
- Then have them repeat what you have just read, pointing to each word as they read it.
- Continue, page by page, until all pages have been read.



Activity 2 Choral reading (Whole class)

- Have children read the book out loud together, keeping their eyes on and pointing to each word as they read it.

Activity 3 Pair reading (Pairs)

- Have children take turns reading a page with their partner. When they finish, they can start again and try to read a little faster.

CONCLUSION

- Have children copy the sentences at the end of the book in their notebooks, and then fill in the blanks to make sentences.

AT HOME

- Children take the primer home and read the story **Zet and the Net** to an adult or a sibling.