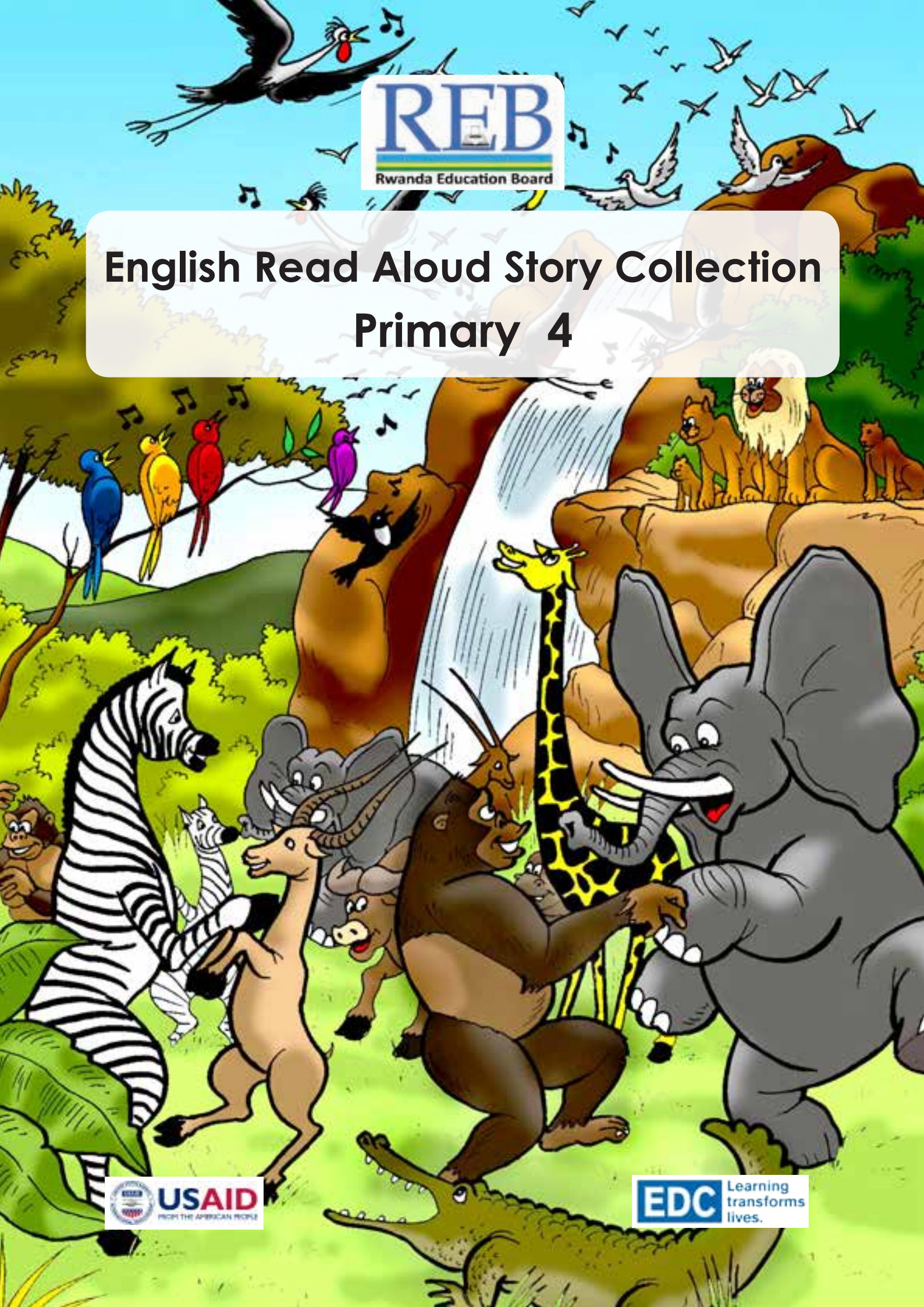




English Read Aloud Story Collection Primary 4





English Read Aloud Story Collection
Primary 4

Authors

Hope Ikiriza
Dative Niyitegeka
Catherine Katuura
Maureen Mutesi
Mary Assumpta Kayirangwa
Didace Ndandali
Yvonne Lloyd

Illustrators

Sefu Bizimana
Frederic Safari
Felix Seminega
Dolph Banza

Desktop Publisher

Jean Pierre Twizeyimana
Eric M. Sibomana

Editor

Dr. Jacques Kayigema

Text Approval Committee Members

Dr. Joyce Musabe
François Rwambonera

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Foreword

The book “English Read Aloud Story Collection Primary 4” was produced in 2015 by REB and funded by USAID through the EDC Literacy, Language and Learning Initiative. The aim of this book is to enhance the English language culture among Primary 4 pupils during their lower level of primary education. This will allow them to grow up with the language skills that are fundamental for quality education, including reading, writing, listening and speaking.

This book will help learners acquire the above English language skills, which will be developed progressively through exercises that are found in each lesson. The book was written following an approach that progresses from simple to more complex concepts and vocabulary during the learning process. This approach will help the learner in his/her daily learning activities and situations as he/she develops effective English language skills and knowledge. It is supplemented with audio lessons that will especially enhance the learner’s ability to listen and speak in English.

The book was written based on research carried out in education on effective teaching and learning with learner-centered methodologies that encourage children to actively read, write, listen and speak.

It is hoped that children who will learn using this book and the related audio materials will grow up having basic English language skills and knowledge, which hopefully they will be able to apply in their environment and surroundings.

It is in this regard that people with various English language education capabilities and specialties were involved in the design and development of this book to ensure its success in contributing to teaching and learning inside and outside of the classroom.

We therefore sincerely thank all of the people who participated in the writing and editing of this book. They are meant to help children to develop English language skills at the early stage of their learning process. We also request people who read this book to give their ideas for its improvement for the eventual benefit of its future users.

Janvier I. GASANA

Director General of Rwanda Education Board (REB)

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Introduction

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 stories are designed to provide pupils with a variety of text types (fiction and nonfiction), on a variety of crosscutting issues that correspond with pupils' interests and experiences. The images in the stories convey clear messages to boys and girls about the roles, relationships and actions they wish to adopt.

Before reading

Teachers should preview the story before they read it so they can anticipate questions or reactions. It is important that teachers practise reading the story so they can decide where to pause for emphasis and where to elicit questions, predictions or reactions. Before reading, the teacher should introduce the story to the class, point out the cover illustration and title, and invite the pupils to predict what the story is about.

During reading

Teachers should read with expression and let their voice reflect the tone of the story or the personalities of the characters. Teachers should not read too fast; instead, they should vary their pace so they can pause for emphasis at appropriate points in the story. They should allow time for pupils to study the pictures as they read, make comments and ask questions about the story. During reading the teacher can encourage predictions from the class by asking the pupils what they think will happen next.

After reading

After reading, it is important for teachers to allow time to discuss the story with the class. The teacher may ask comprehension questions and open-ended questions; for example, they may ask what the pupils liked (or disliked) about the story and why. The teacher may ask what the pupils thought about the characters or how the problem was solved. The teacher may show the pupils special language patterns or phrases in the story. The pupils may also want to share thoughts of any personal experiences or other stories they have heard or read.

My New School



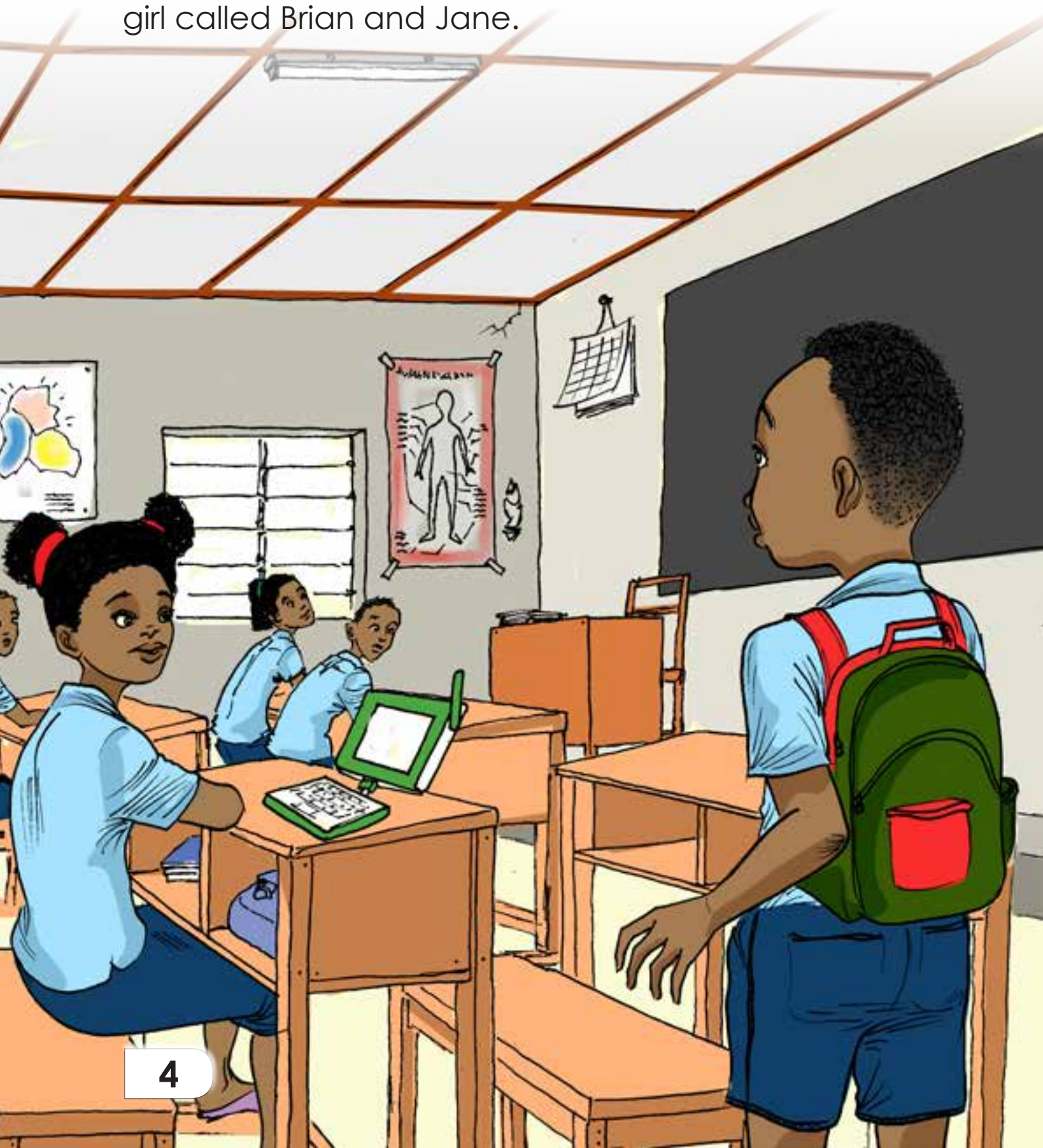
Allan was excited about going to a new school. His family had moved to Kigali. Allan wondered what his new school would be like. He liked English, French, music, science and Kinyarwanda. His favourite subject was mathematics.





Allan's mother escorted him to school. When he entered the schoolyard, he saw a big school with lots of classrooms. There were many boys and girls there. "This is a nice school," his mother said, "you will learn lots of new things and make lots of new friends." Allan's mother took him to his new class.

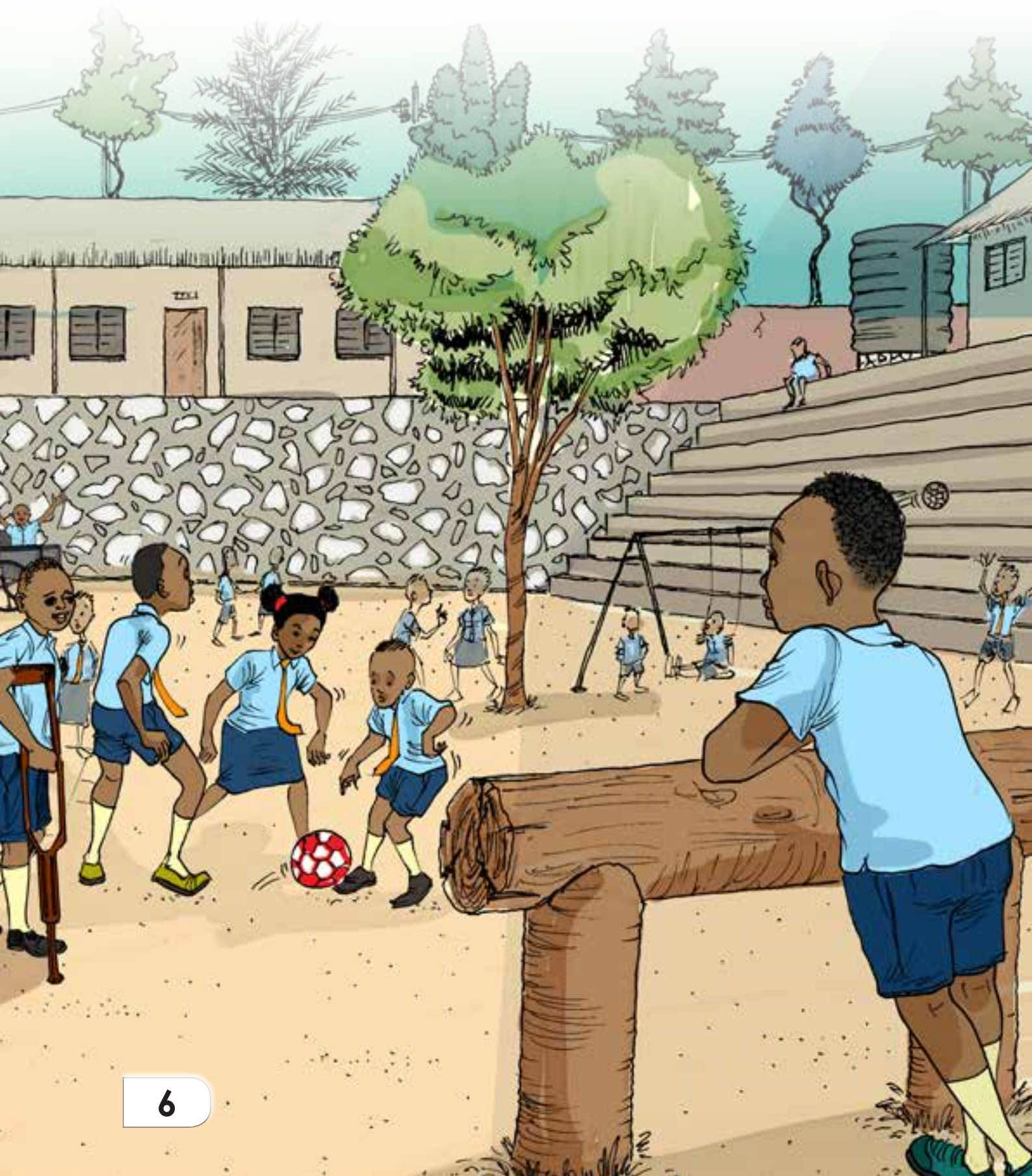
Allan's new teacher was called Ben. Allan looked around the room. He saw many interesting things. Allan saw colourful charts on the wall. There was a big library at the back of the classroom. There was a computer too. Allan sat between a boy and a girl called Brian and Jane.





Ben started teaching mathematics. Jane and Allan found the lesson easy but Brian found it difficult. Allan finished quickly and showed his notebook to the teacher. "Well done, Allan," his teacher said. Allan felt very proud. "Can you help me?" Brian asked Allan. "No," said Allan. "I'll help you, Brian," said Jane.

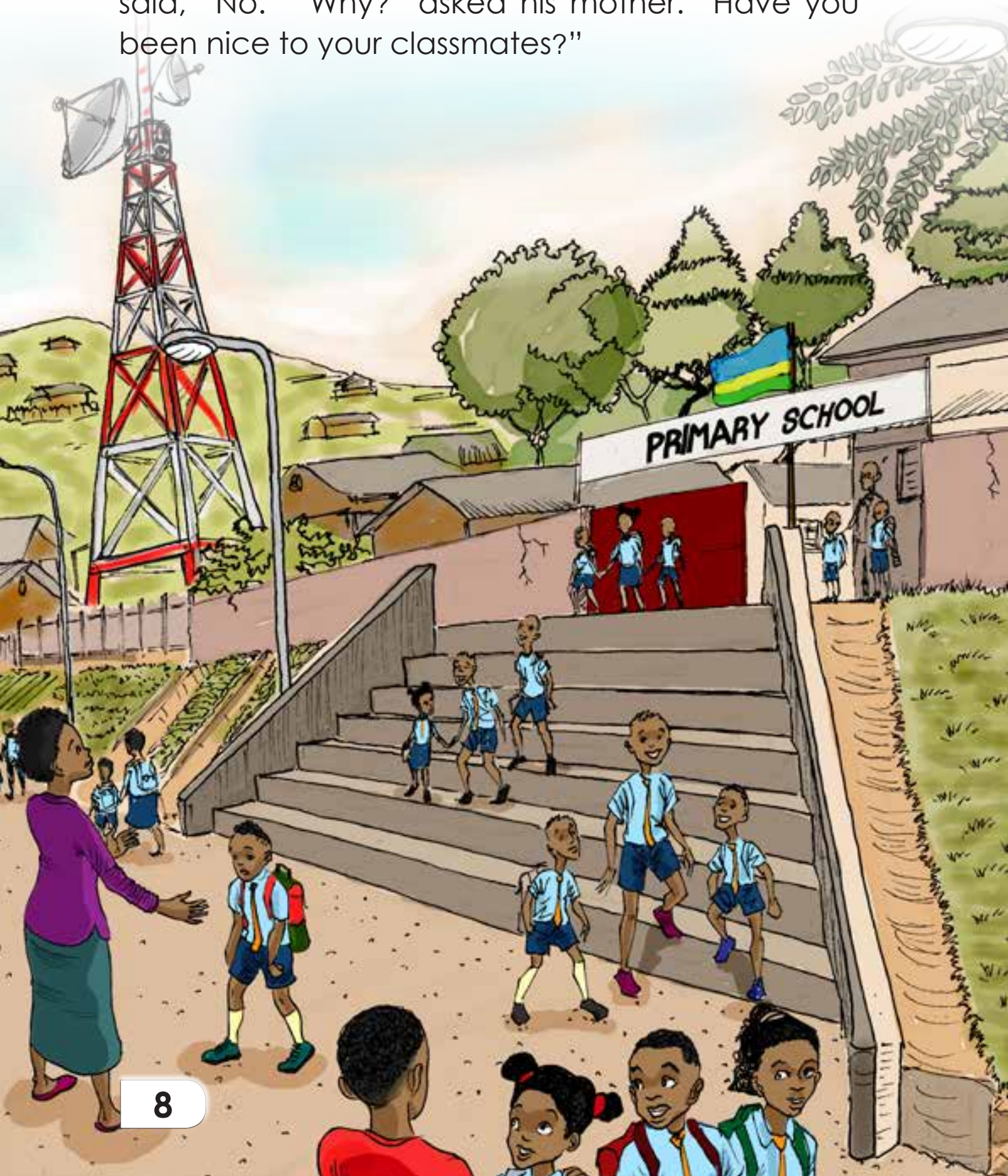
At break time, the children went outside to play. Allan stood and watched them. Brian played hopscotch with the children. Jane played football.

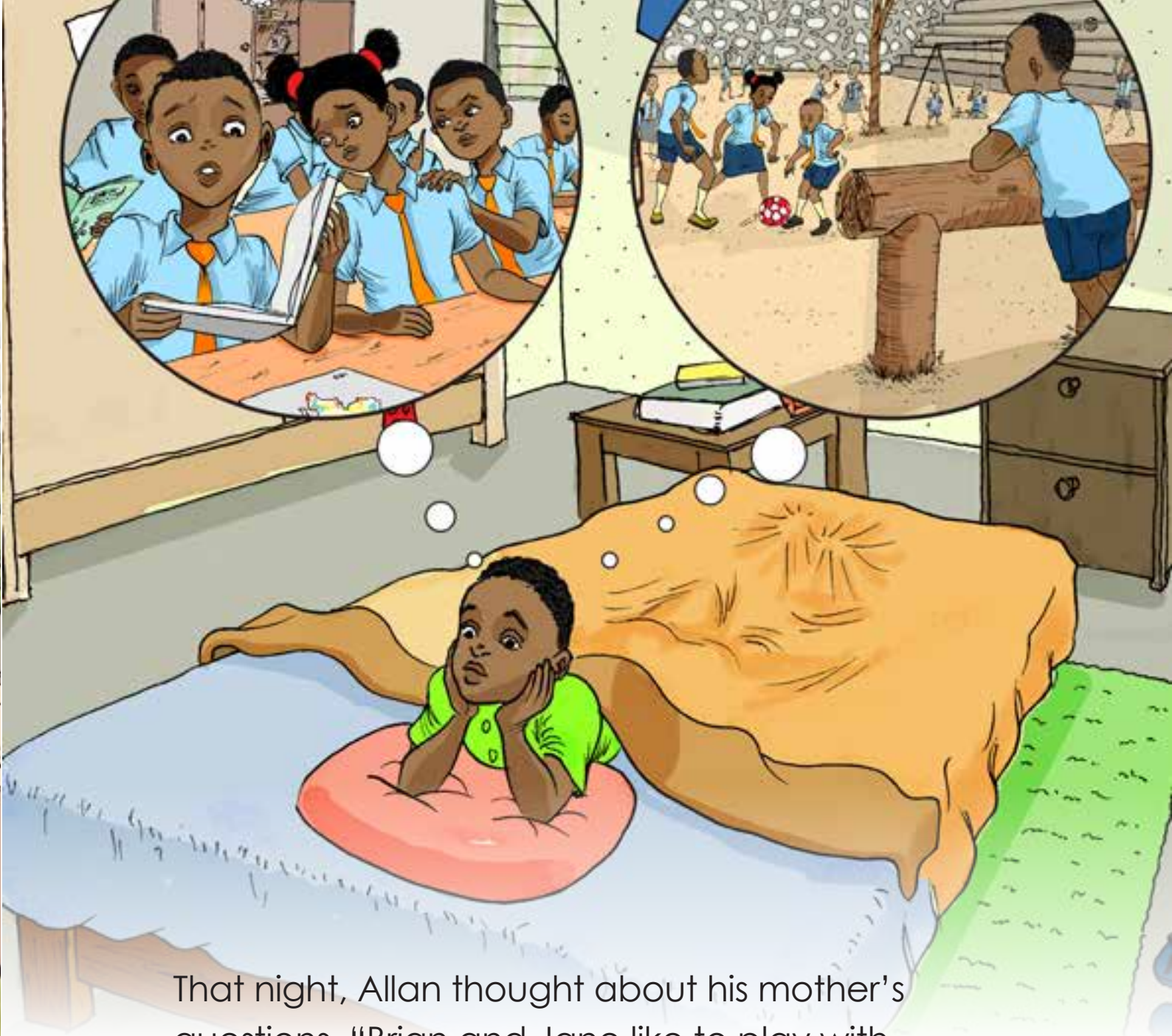




Next, it was reading time. Ben gave out the reading books. Allan was very excited when he saw the new books. He wanted to read the book all by himself. Allan wouldn't let Jane look at the stories. Jane felt very sad.

After school, Allan's mother met him at the gate. "Why are you alone, Allan?" She asked. "Have you made friends?" Allan shook his head and quietly said, "No." "Why?" asked his mother. "Have you been nice to your classmates?"



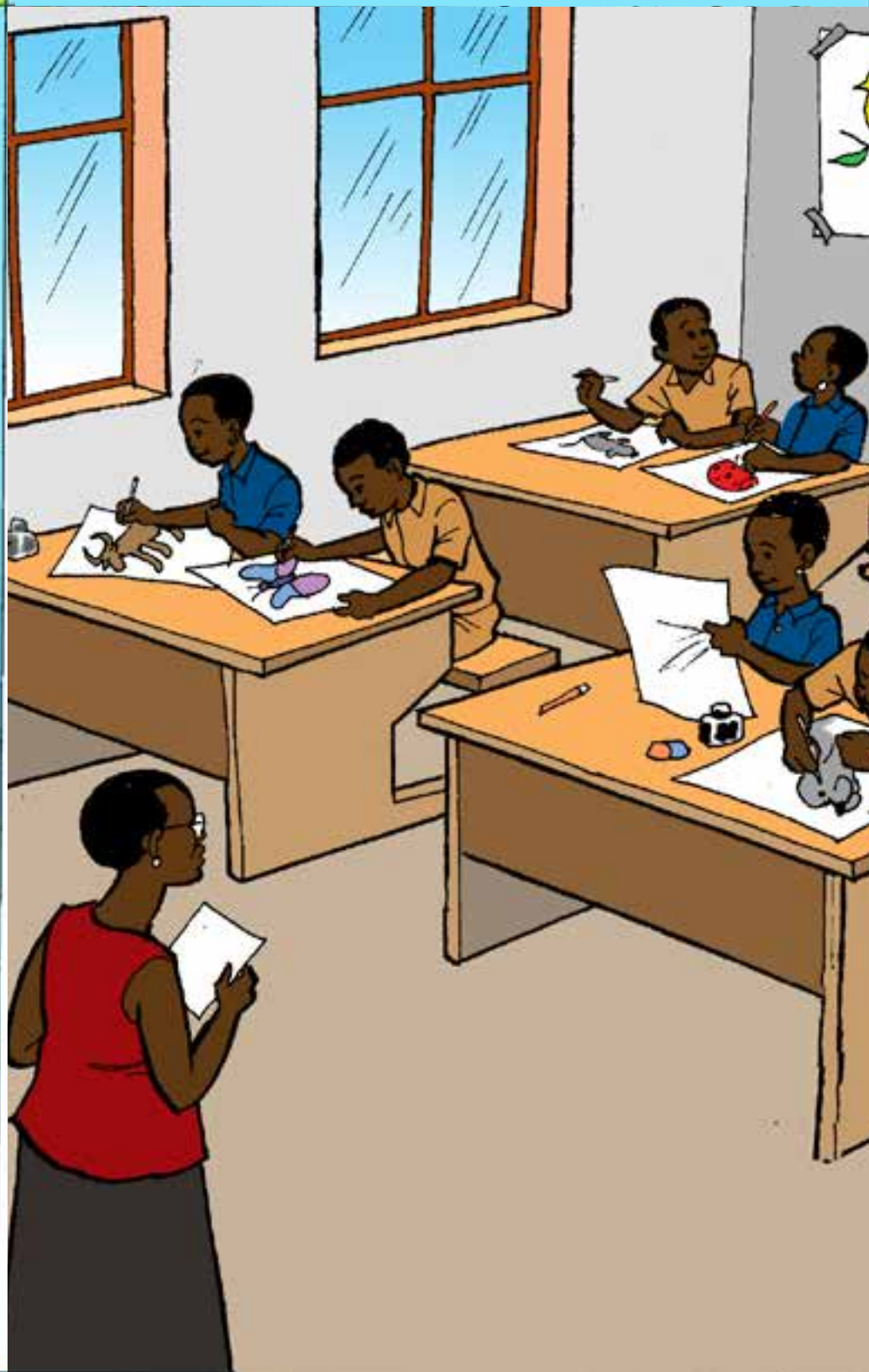


That night, Allan thought about his mother's questions. "Brian and Jane like to play with the other children in the school," he thought. "Why didn't they want to play with me?" Allan remembered that Jane helped Brian during the mathematics lesson. Brian was very kind to other children in the playground. He thought about what he did. He didn't help Brian. He didn't share the reading book with Jane. He didn't play with anyone. Allan realised that his behaviour had not been good.

The next day, Allan went to school ready to make new friends. He shared his book with Jane. He played with Brian at break. Jane, Brian and Allan worked together during the science lesson. Soon, Jane, Brian and Allan were very good friends. They played together at break time and helped each other in class. Allan was learning a lot in his new school.



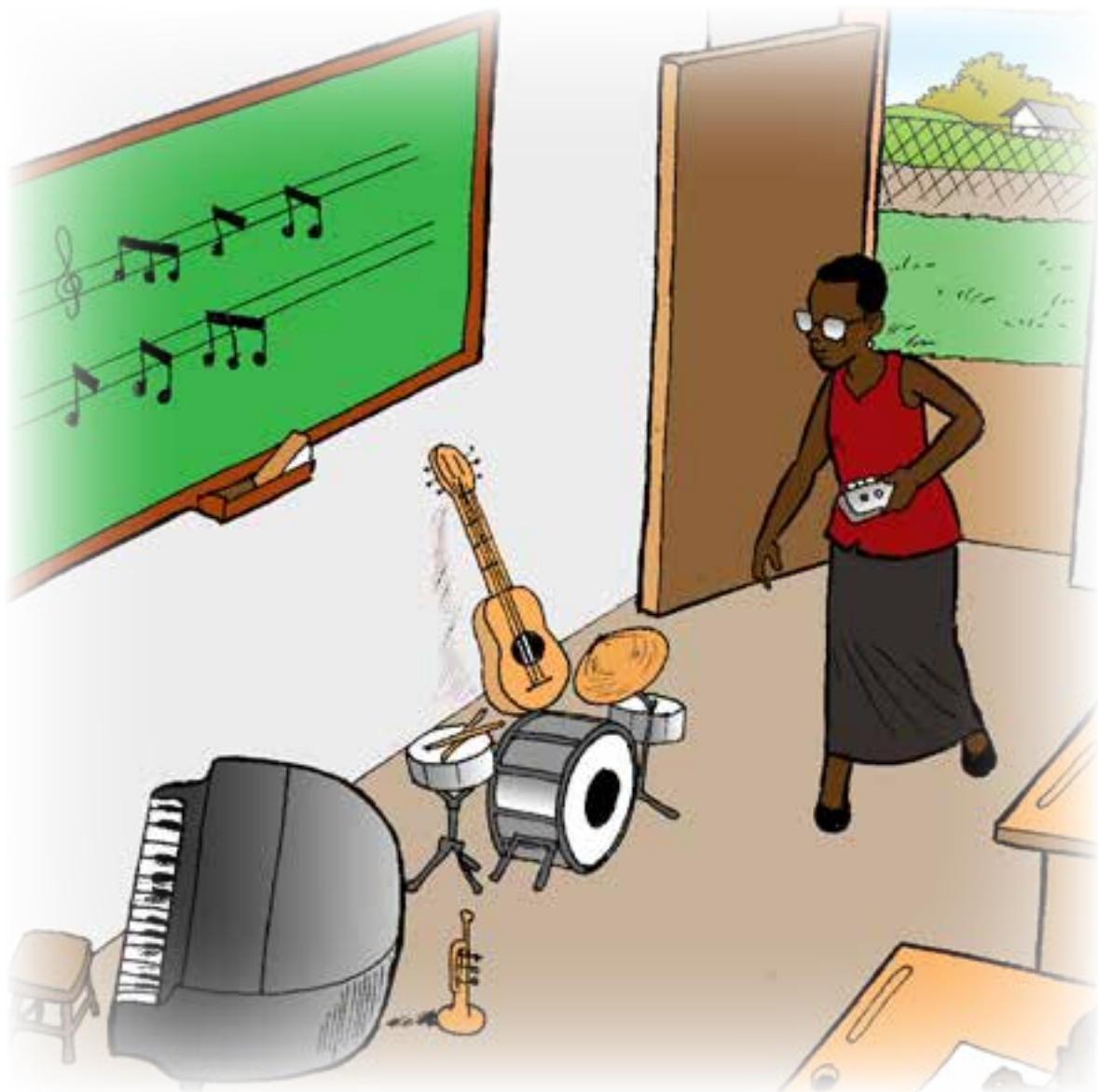
The Drawing Lesson





Mercy stood in the middle of the road and looked at her brother Samuel. He was walking slowly. "Hurry up, Sam! We are going to be late!" she said. "I am coming," said Samuel. Today, Samuel and Mercy had music. Samuel liked music class. Music was his favourite subject. He did not want to be late. Mercy did not like music as much as Samuel. Mercy's favourite subject was art and craft.

Teacher Hope was Mercy and Samuel's favourite teacher. She taught English, art and music. Teacher Hope taught them songs and dances. She taught them how to play musical instruments. She even taught them how to play the piano. Today, the class was going to sing Samuel's favourite song, "Farmer Mugabo Had a Farm." Later they would have art class. Samuel was very happy as he sang his favourite song.





After music, the pupils started art and craft. Teacher Hope asked the pupils to draw and paint their favourite animals. Samuel tried to draw a dog, but he couldn't. He kept drawing and rubbing and drawing and rubbing, but it didn't look right. He looked around the classroom. All the children had beautiful drawings of cats, monkeys, dogs, elephants and fish. Samuel threw his paper and crayons on the floor. Teacher Hope was surprised. The classroom was very quiet. Teacher Hope looked very disappointed with Samuel's behaviour.



During break time, Teacher Hope asked Samuel to stay in class and think about his behaviour. Samuel was sad that he could not play with his friends. He decided that he would always try his best at school. He would not lose his temper when he couldn't do something.

After school, Mercy and Samuel walked home together. They talked about how Samuel could apologise. "I have an idea!" Samuel said, "I will make my teacher a card. I'm not good at drawing and painting," he continued. "But I will try my best to make a card to say I am sorry."



When the children reached home, Samuel took out his crayons, pencils and paper. He started drawing. He folded the paper to make a card. He drew a beautiful rose. He wrote the words: *I'm sorry* on the front. Inside he wrote:

*Dear Teacher Hope,
I'm sorry I behaved badly today. I promise, I will never do it again. I promise to work hard at school and always try my best.
Your pupil, Samuel*

Mercy read the card. "This is a very nice card," she said.





The next morning, Samuel and Mercy woke up early. They walked quickly to school and waited for Teacher Hope in the classroom. When Teacher Hope entered, Samuel gave her the card. "I made this for you Teacher Hope. I'm sorry I behaved badly yesterday." Teacher Hope looked at the card and smiled. "This is a lovely card. Thank you Samuel," she said. Samuel learned a lesson that day: Always try your best and say sorry when you do something wrong.

The Forest School



Every Saturday morning, the forest animals had a meeting. One Saturday, Rabbit raised his hand to speak. "Good morning, everybody. Eagle told me some interesting news." "What news?" called out Giraffe. "Tell us the news," squeaked Mouse. "Well," said Rabbit, standing tall, "Eagle told me that her cousins go to school." Lion, Giraffe, Elephant, Zebra, Mouse, Hyena and Snake looked at each other, very puzzled.

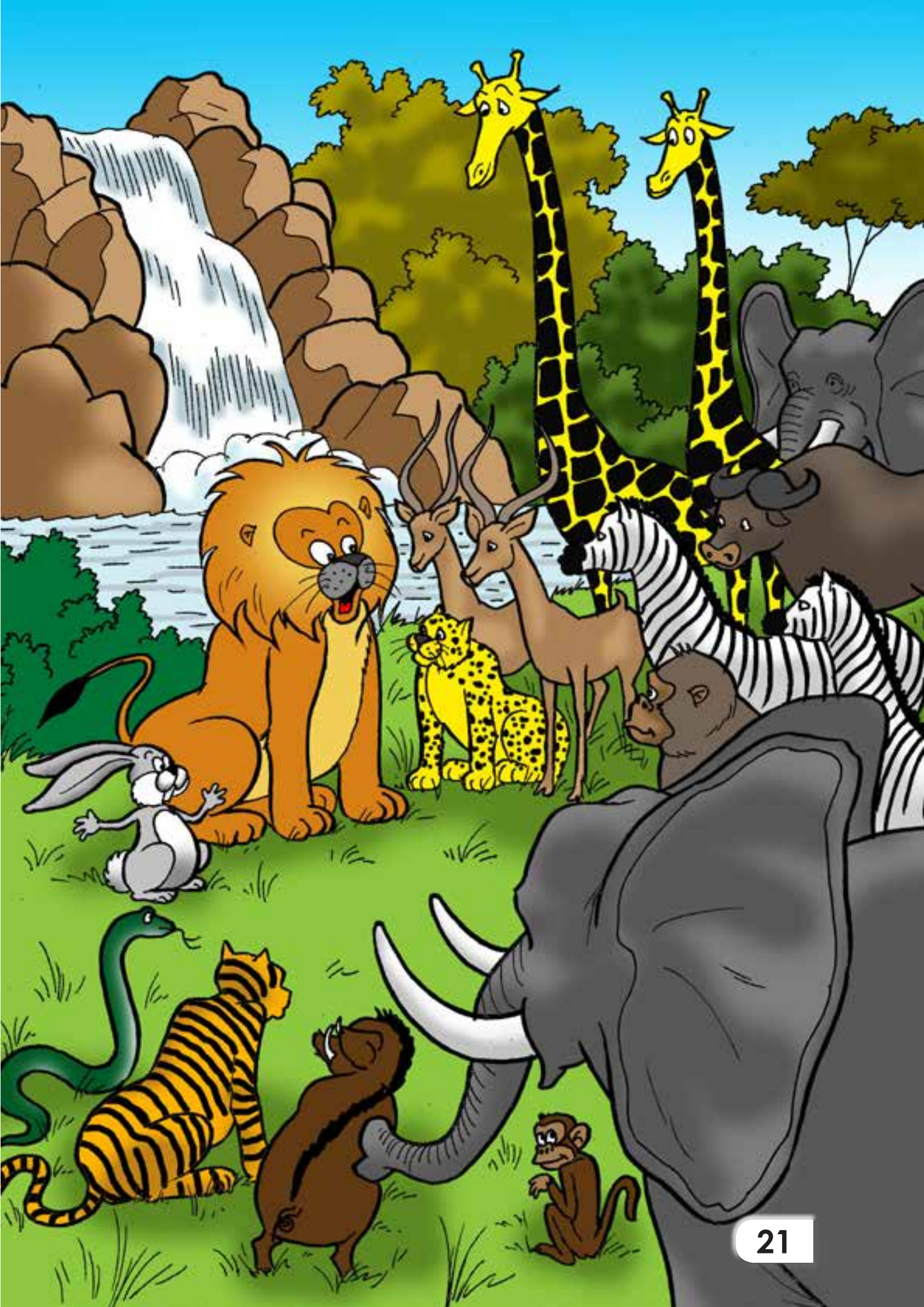
"What's a school?" asked Hyena.

"What's a school?" asked Zebra.

"What's a school?" asked Lion.

"A school," Rabbit explained, "is a place where you learn subjects like mathematics, Kinyarwanda, English, social studies, music, art, craft and science."

"What's mathematics?" growled Lion. "Well," said Rabbit, "It's learning about numbers. You can count the trees in the forest." "What is social studies?" Zebra asked Hyena. "In social studies, you learn about forests, lakes and mountains. You learn about the past and what happened long ago," said Hyena.





“I think we should build a school so we can learn too. I think a school is a very good idea,” said Lion seriously. “I would love to be able to read books. I heard you can get a lot of information from them,” he continued. “We will build a school, right here in the forest,” chanted the animals. “But I don’t want to go to school,” hissed Snake. The animals started to sing.

*“What’s a school?” asked Hyena. “What’s a school?”
“What’s a school?” asked Zebra. “What’s a school?”
“What’s a school?” asked Lion. “What’s a school”
“What’s a school?” they all asked “What’s a school?”
Giraffe asked Snake, “What’s a school?”
Elephant asked Mouse, “What’s a school?”
and Mouse asked Zebra, “What’s a school?”
And they all asked Rabbit, “What’s a school?”
“A school is a place where you learn,” Rabbit said
“Day after day you return,” rabbit said*



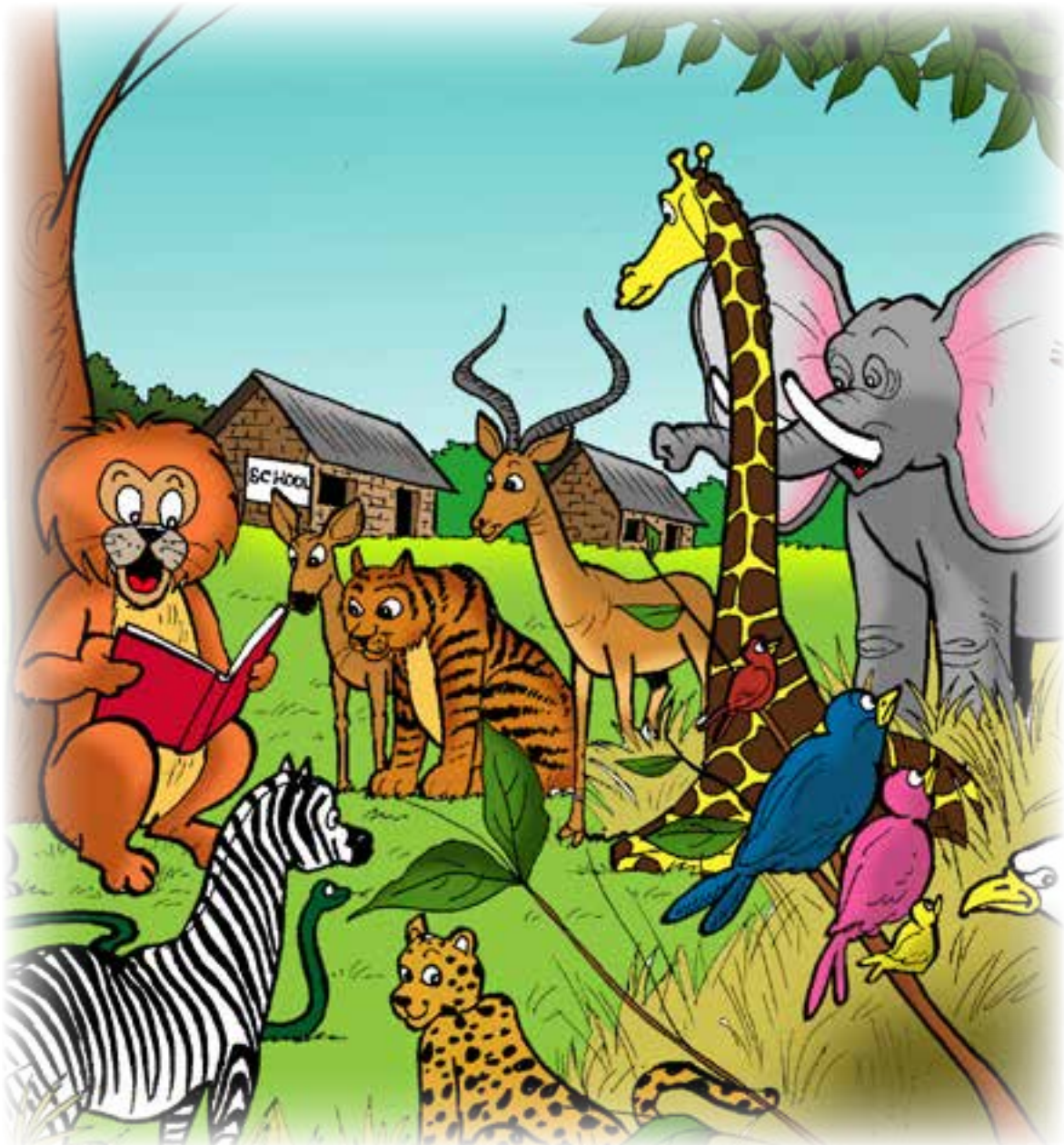
“Now we have a school and books to read. We need a teacher!” Lion said. The animals thought and thought about this. “Gorilla is very clever. He can teach us,” Elephant said.

The animals thought this was a great idea. The next morning, Gorilla met them at school. “Good morning, everyone,” said Gorilla. “Good morning, teacher,” the animals replied. “Please sit down,” Gorilla said.

Everyone sat down, except snake. He didn't know what to do. "Snake, don't worry. School is fun. Gorilla will teach us. Don't you want to read all these books?" Snake nodded his head shyly. Teacher Gorilla asked everyone to stand up and he taught them a song. Gorilla taught them Farmer Mugabo Had a Farm. And they all sang together. Later Gorilla read the story of *The Three Little Pigs*.



Snake was surprised when Gorilla rang the bell and classes were over. He had had so much fun. "I can't wait to come to school tomorrow," said Snake. From that day, all the animals in the forest went to school. In the evening, they sat together under the mango tree to do their homework and read their books. Everyone liked going to the forest school.



When I Grow Up



It was 7 o'clock in the evening. Agnes was sitting at the table. She was staring at a blank piece of paper. She picked up her pen to write. She gave a big sigh and put her pen down again.





Mum heard Agnes sigh. “What is wrong?” she asked. “I don’t like my English homework,” said Agnes. “It’s very difficult. I have to write a story,” she explained. “Oh dear,” said Mum. “This page is blank,” she added. “I don’t know what to write,” Agnes said. “Hmm,” Mum said. “When I was in P4, my English teacher taught me about writing. My teacher taught me that it’s important to write from the heart.” “From the heart?” asked Agnes. “Yes,” said Mum. “You should write about what is important to you,” Mum explained.

“Pick up your pen and write about something that is important to you,” she said. Agnes picked up her pen. First, she wrote about her school, her teacher, her friends and her favourite subjects. Next, she wrote about what she liked at school, what she didn’t like about school. Then, she thought about her mother. She thought about how kind and caring her mother was. She started to write.





After a while, Mum came back into the room. "Can I read it?" she asked. "No, not yet," said Agnes, "I need to read it again, check my spellings and then I want to draw a picture," she said. "Ok," said Mum. Agnes re-read her story. She changed some words and drew a picture. "Mum," she shouted, "I have finished! Do you want to read it?" "I want you to read it," said Mum.

Agnes began to read very slowly.

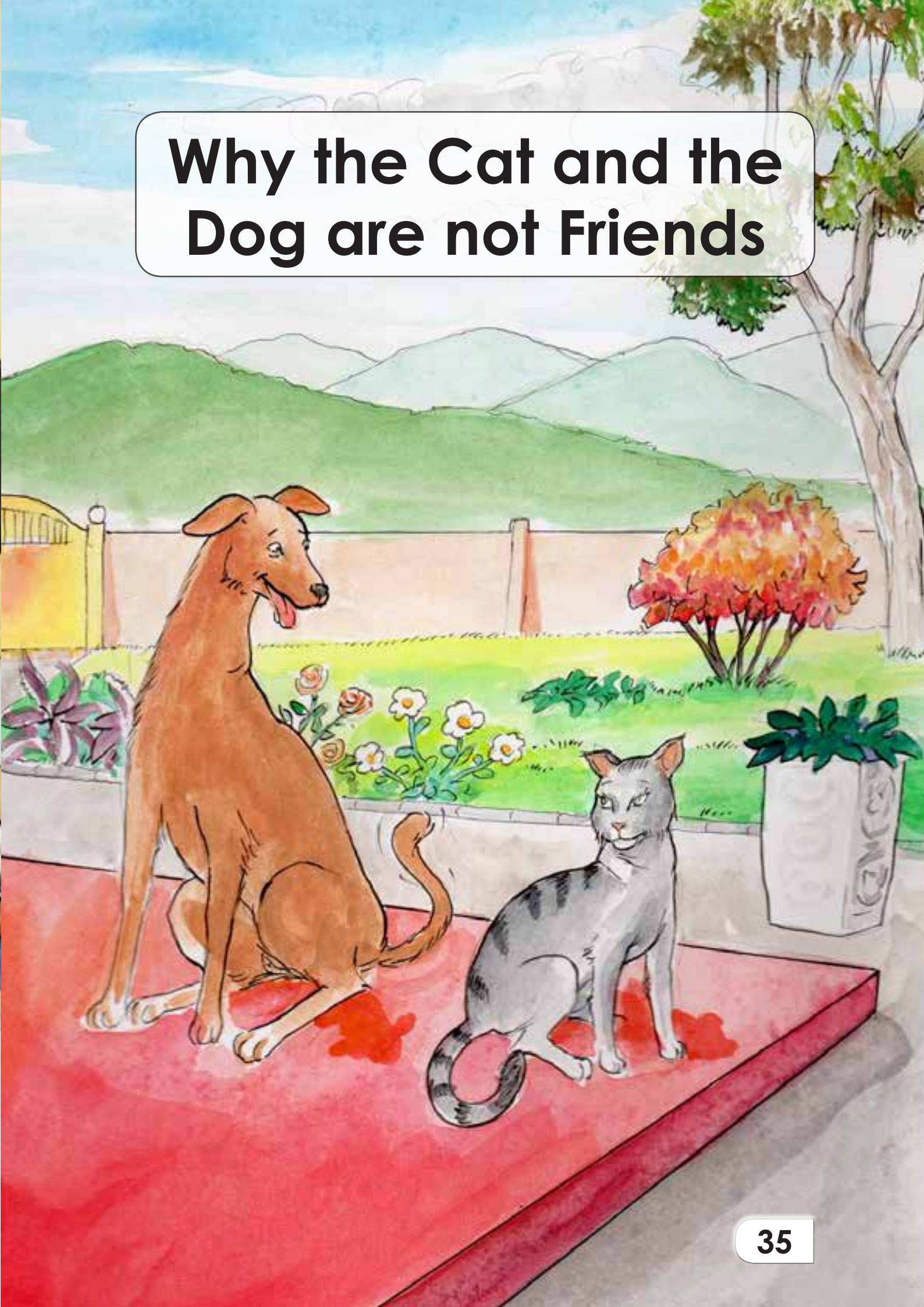
My name is Agnes. I am 10 years old. I am in Primary 4. I like going to school because I have many friends there. I learn many things at school. My favourite subject at school is English. I like science and social studies too. When I grow up, I want to be a doctor. I want to help people and make them feel better when I can. If I do well at school, I will go to the University of Rwanda and study medicine. I hope to be a good and kind doctor. I hope to give encouraging words to people when they feel scared and sick. When I had to write my homework, I felt scared. I didn't know what to write. My mum spoke to me and told me not to worry. She gave me good advice and she gave me confidence to write. She is patient and understanding. She works very hard to look after our family. When I grow up, I want to be like my mother.





The next day, Agnes read her story to the class. When she finished reading her story, the class clapped and cheered.

Why the Cat and the Dog are not Friends



Once upon a time, the cat and the dog were friends. Dog lived outside the house and cat lived inside. As you know, it is a good idea to have a written agreement. One day, dog and cat found a pen and paper. They sat in front of their master's house and wrote their agreement.



The agreement said:
Dog works outside the house and must watch
for thieves. Cat has to work inside and protect
everything inside the house.

5th December, 2014

Dog.....Signature.....

Cat Signature.....

The two animals agreed that the cat should take
care of the agreement, so the cat put it in the
ceiling.





One day, the dog and the cat started to argue. The dog did not see why he should have to deal with all the trouble outside the house, watching for thieves. He protected the house in the cold and the rain with only scraps and bones to eat. While he was suffering, the cat was living in comfort, enjoying herself and eating good food. The cat said, "An agreement is an agreement." "Let me see that agreement," the dog demanded.

The cat went quickly to get the agreement from the ceiling. Cat was not lucky because the paper had been nibbled by the mouse. The mouse had nibbled and nibbled until nothing was left but a heap of dust. When the cat saw what the mouse had done, she was furious. She chased him round and round, trying to catch him.



Dog was hungry, thirsty, angry and impatient. When the cat came back, the dog asked him for the agreement. Cat explained that the mouse had nibbled the agreement. Dog was so angry. He started to chase the cat around the house and the cat started chasing the mouse. That is why the cat and dog are not friends and also why cats like to chase mice.



The Adventures of Aunt Grace





Kate, Maureen and Didace were waiting outside. "Can you see her?" asked Didace. "No," said Maureen. "When is she coming?" sighed Kate. The children were excited. Today, their Aunt Grace was coming to visit them.

Suddenly, Aunt Grace arrived in a taxi.



Aunt Grace was the children's favourite aunt. She wore her hair wrapped in a big colourful turban. She wore bright colourful clothes. Her earrings were of different shapes and sizes and she always carried a big pink bag.

Aunt Grace was a social studies teacher. She loved learning and teaching about the countries of the world. The children loved listening to their aunt's stories about other countries. They always learned new things from her.

As usual, Aunt Grace greeted her grandparents first with a big smile and warm hugs. Then she hugged and kissed all her family: mother and father, aunts and uncles, brothers and sisters, nephews and nieces. Everyone was so happy to see their aunt and listen to her happy loud laugh.



That evening, everyone listened to Aunt Grace's stories. Aunt Grace told them about her holidays in Africa. Aunt Grace showed them photos of Kilimanjaro Mountain, Lake Victoria and the River Nile. She pointed to places on her map of Africa as she spoke about her long journey to a special country in Africa.





“Please, please, Aunt Grace, where did you go?” asked Didace. “Which country did you visit?” asked Kate and Maureen. Aunt Grace laughed. “I am not going to tell you the country I visited,” she said. “I want you to guess it. To help you guess I brought some objects from that country,” she said.

Aunt Grace opened her bag and pulled out a bright big colourful carpet. "I saw many beautiful carpets in this country."





“Are you ready for the next object?” she asked. Aunt Grace took a small jar out of her bag and held it up. It was a jar of sand! Everyone looked surprised. “Do people eat sand?” asked Kate. Aunt Grace laughed, “No, I put the sand in the jar,” said Aunt Grace. “Part of this country is covered with a hot sandy desert.”

Next, she took out a statue of an animal. The animal had two humps on its back. "It's a camel," shouted Didace. "Well done," smiled Aunt Grace. "There are camels in this country. Camels are animals which travel in the hot sandy desert. OK, I have one more object," she said as she held up a shape. "It's a triangle," said Kate. "It's a building," said Maureen. "You're both right," said Aunt Grace. "The country I visited has famous buildings, called pyramids. They have a triangular shape," she said.





“I know the country,” said Kate. “I learned about it in school. You visited Egypt, in North Africa.”
“Well done, Kate,” said Aunt Grace. For the rest of the evening Aunt Grace told her family about her adventures in Egypt. That night Kate, Didace and Maureen dreamed about flying on a magic carpet over the sandy desert and the pyramids of Egypt.

The Magic Carpet



Didace, Kate and Maureen were talking about Aunt Grace. "When I grow up, I want to travel the world like her," said Maureen. "I want to travel by plane, train and ship," said Kate. "We will," said Didace, "But for now, we can pretend." "That's a great idea," said Maureen. "Let's pretend."



The children looked around the room. Didace wrapped a large colourful towel around his head like his Aunt's turban. "Ha, ha," said Didace, "I look like my Aunt!"





First, the children pretended they were aeroplanes. They ran around the room with their arms stretched. Round and round they ran. "I like flying," said Kate.

“Let’s travel on a train,” said Maureen. “Choo, choo, choo,” they sang. “Chug, chug, chug,” they went as they moved around the room. “What should we travel on next?” asked Didace.



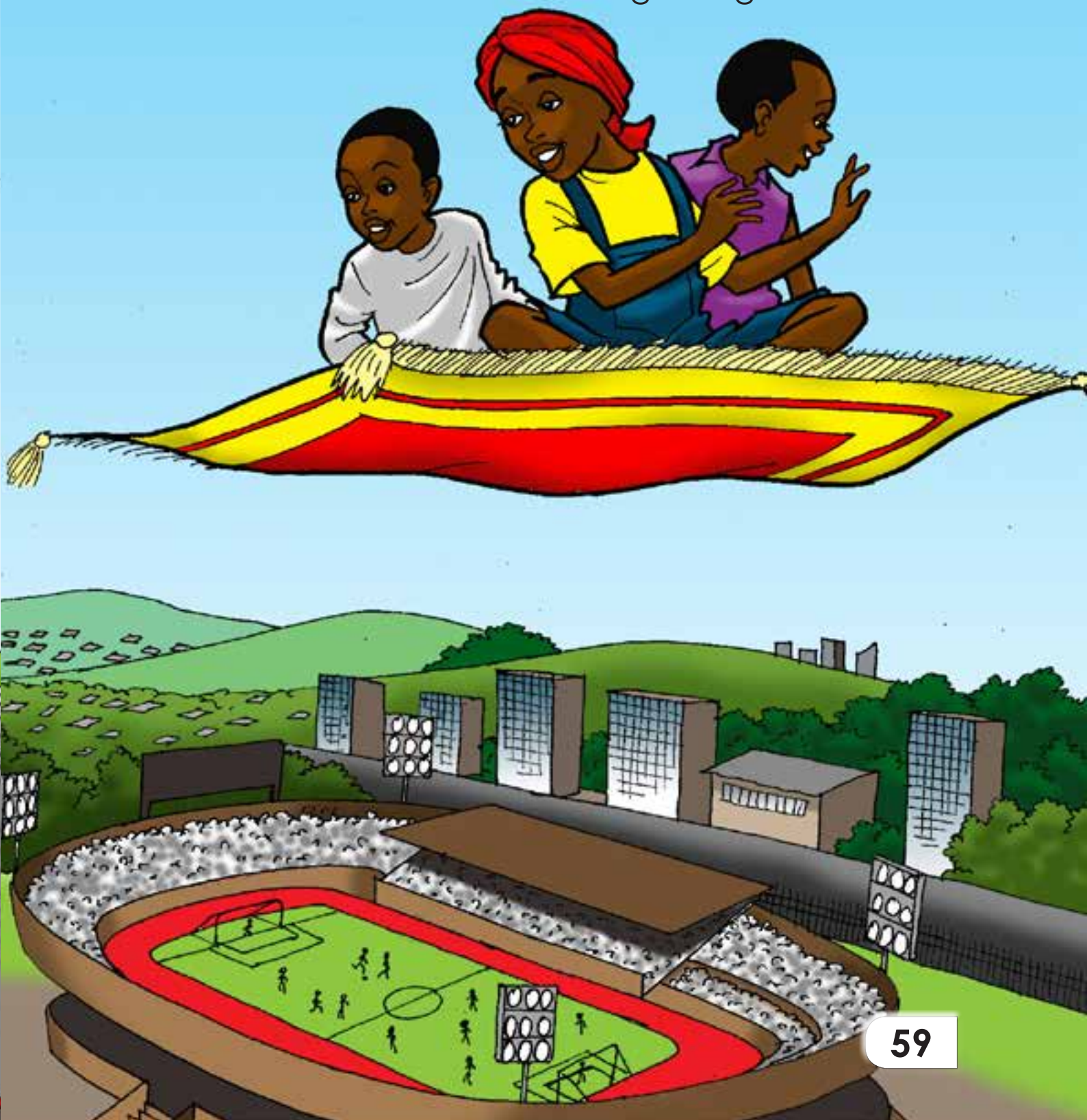


“What about the magic carpet?” asked Kate. The children rolled out the carpet and sat in the middle of it. “How does a magic carpet move?” Didace asked. “We need to say magic words,” giggled Kate. “Magic carpet, magic carpet. Take us away. Magic carpet, magic carpet, let us travel today!” said Didace. “Maybe we should say please,” said Maureen.

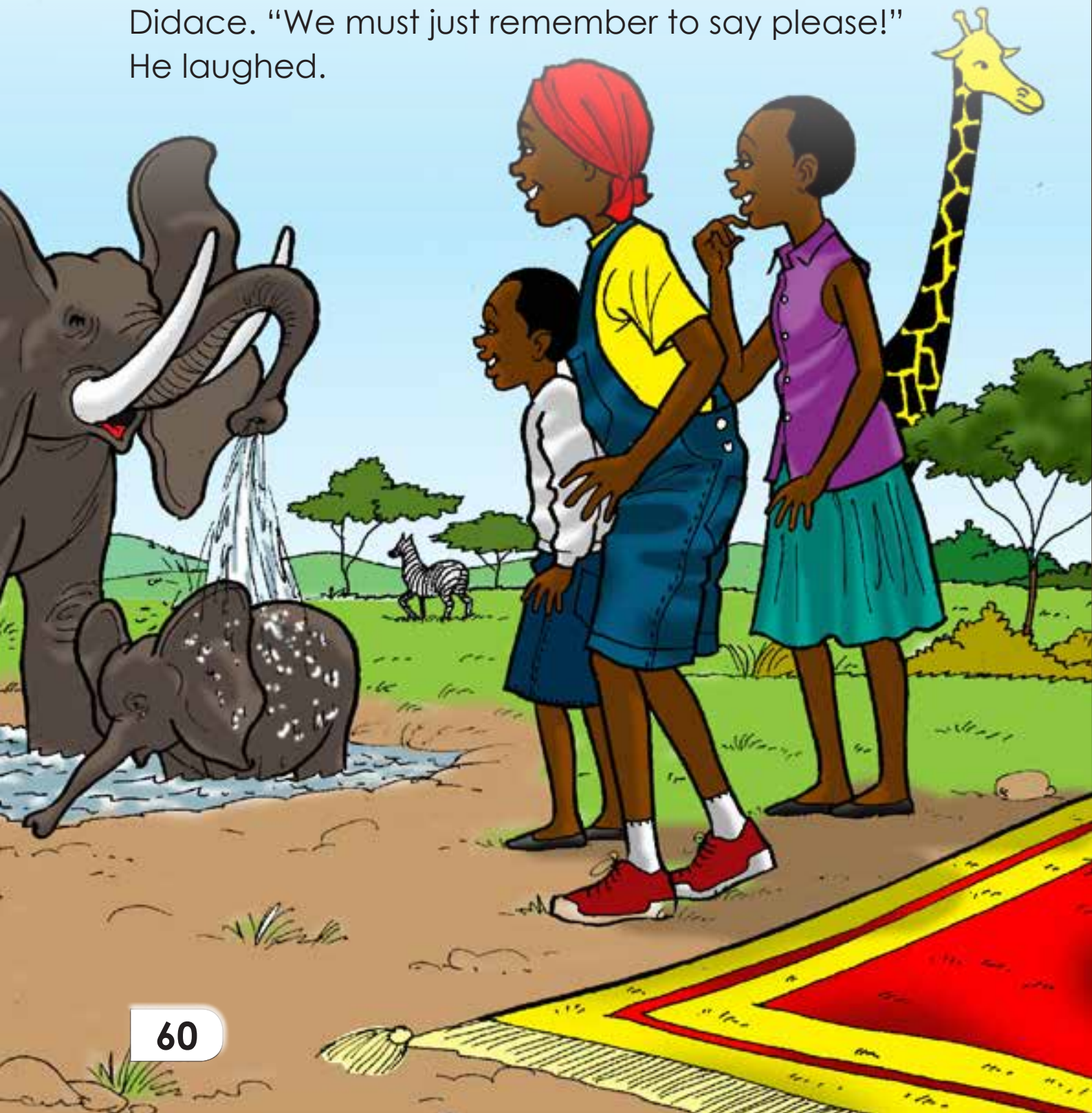
Suddenly, the carpet began to move. "Oh my goodness, it's flying!" said Kate. "It is a magic carpet," said Didace. "Where are we going?" asked Maureen. The children were excited. "I don't know," said Kate. "But hold on!" she laughed. The carpet flew out of the front door. It flew up in the clouds.



“Wow,” shouted Didace. “We are going on an adventure,” said Maureen. “Look how beautiful Rwanda is.” The magic carpet flew over the mountains and lakes, hills and valleys. It flew over Kigali city, above Amahoro stadium. On and on the magic carpet flew. After an hour the carpet slowed down and landed on green grass.



“Where are we?” asked Didace. “Sssh,” said Kate. “Elephants!” she whispered. “Look there are giraffes, zebras and buffaloes too,” she said. “We are in Akagera National Park,” said Kate. The children sat watching the animals until the sun began to set. “Do you think we can travel home?” asked Maureen. “Of course,” said Didace. “We must just remember to say please!” He laughed.





“Magic carpet, magic carpet. Thank you for our day. Magic carpet, magic carpet, we want to go home today! Please,” he chanted. Slowly, the magic carpet rose into the air. It flew quickly past the moon and stars. Finally, they reached home. The carpet dropped them onto their beds. In the morning, the children woke up. They stretched their arms and rubbed their eyes.

"I had the strangest dream," said Didace. "Me too," said Kate. The children looked at each other confused. "Was it a dream or did we really fly on a magic carpet?" asked Maureen. "Let's check the magic carpet!" Kate said. They pulled the magic carpet from under the bed and there was mud and grass on it. "What an adventure!" said Kate.



How to Write a Story



Writing a story

I learned how to write stories at school today.

Planning

First, the teacher asked us to think about what we wanted to write. Then, he asked us to think about who will read our story. I wanted to write about the day I went to Kigali city. I wanted my classmates to read my story.





Drafting

Then, we started to write our story. I wrote about my trip to Kigali city. I wrote about how I took the bus. I wrote about the people I saw. Our teacher told us not to worry about making mistakes, because we could correct them later.

Revising

When we finished writing our stories, we read them. Teacher Kagabo encouraged us to think about how to make the story better. We added interesting words and removed words that did not belong.





Then, we fixed our mistakes. We checked our stories to see if the sentences began with capital letters and ended with full stops.



Publishing

Next, I wrote my story in my best handwriting. Then, I drew a picture. My teacher put my story on the wall. Everyone in the class read my story.

Where Are You From?



Kirabo, Mugisha and their family live in Karongi District. One Saturday afternoon, their mother sent them to buy groceries. The children ran through the coffee and tea plantations to get to the market. “What a beautiful place!” Kirabo said as they passed through the fields.





On their way, they passed Lake Kivu. They spent a long time watching different activities on the lake; some people were fishing, while others were swimming.

After a while, the children continued their journey. They passed the petrol station, a primary school and a health centre.



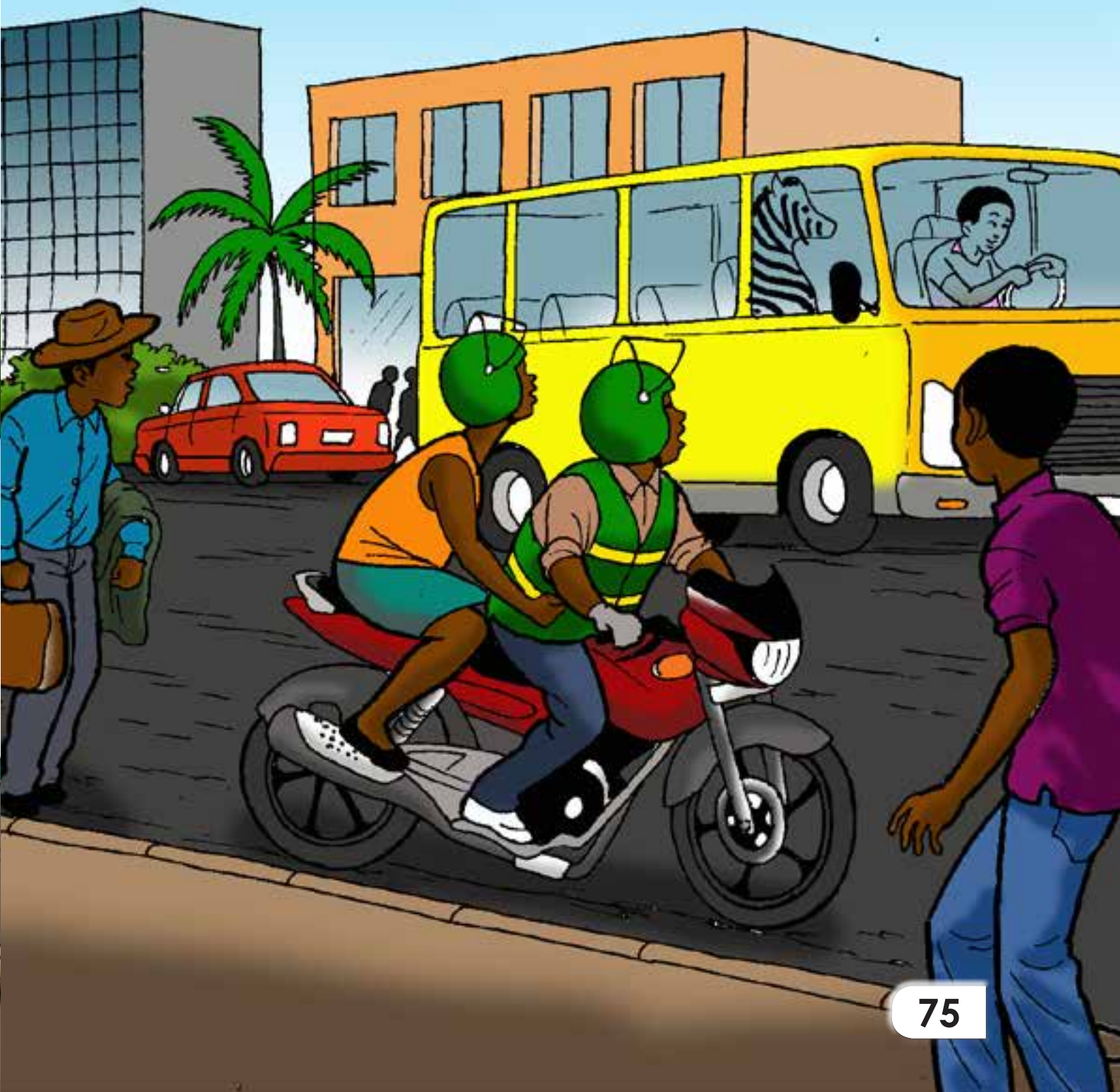


“We are in town!” said Kirabo. “Look at the buildings over there,” she added. “That’s a bank,” said Mugisha. They passed the taxi park, the district office and finally reached the supermarket. They bought some groceries and decided to go back home. However, they couldn’t remember the way back. They were stranded and very afraid.

“Let’s ask the police to help us,” said Kirabo. They walked to the police officer and asked for his help. “Excuse me, Sir. We are lost. Can you help us?” asked Mugisha politely. “Of course, I can. Where do you come from?” asked the police officer. He asked them many questions, including the name of their village, cell, sector and the names of their parents. The children told him their address and their parents’ names. The police officer gave them directions to get home. The children thanked the police officer and they walked back home happily.



Zebra on a Bus



Mrs. Karangwa is the district bus driver. Every morning, she drives around the district picking up people so they can go to work. She drives the postman to the post office, the bank manager to the bank, the teachers and children to the schools and the pilots to the airport. People like taking the bus. Mrs. Karangwa is a very careful driver and the bus is faster than walking.





Last Monday, Mrs. Karangwa's bus was full. It had rained a lot during the night. The roads were wet and muddy and many people were taking her bus. She drove the postman to the post office, the bank manager to the bank, the teachers and children to the schools and finally the pilots to the airport. "Bye, bye," said Mrs. Karangwa. "Have a nice day," she said and she started to drive her bus back to the taxi park.



Mrs. Karangwa was very happy. All her passengers were safe and dry. It was raining heavily as she drove back to the taxi park. As she drove around the corner she saw someone standing at the bus stop. She slowed down and stopped the bus. She looked at the person standing at the bus stop. She rubbed her eyes and stared. She couldn't believe her eyes. Standing at the bus stop was a zebra with a big colourful umbrella.

The zebra waved at Mrs. Karangwa. Mrs. Karangwa opened the door and Zebra climbed aboard. "Good morning," said Zebra. "I would like to go to the health centre. Can you help me get there?" asked Zebra. Mrs. Karangwa stared at Zebra. "You're talking!" she whispered. "Oh, yes," said Zebra. "I can talk." Zebra handed Mrs. Karangwa a hundred franc coin and sat on a seat by the window. Mrs. Karangwa started the bus and drove in the direction of the town.



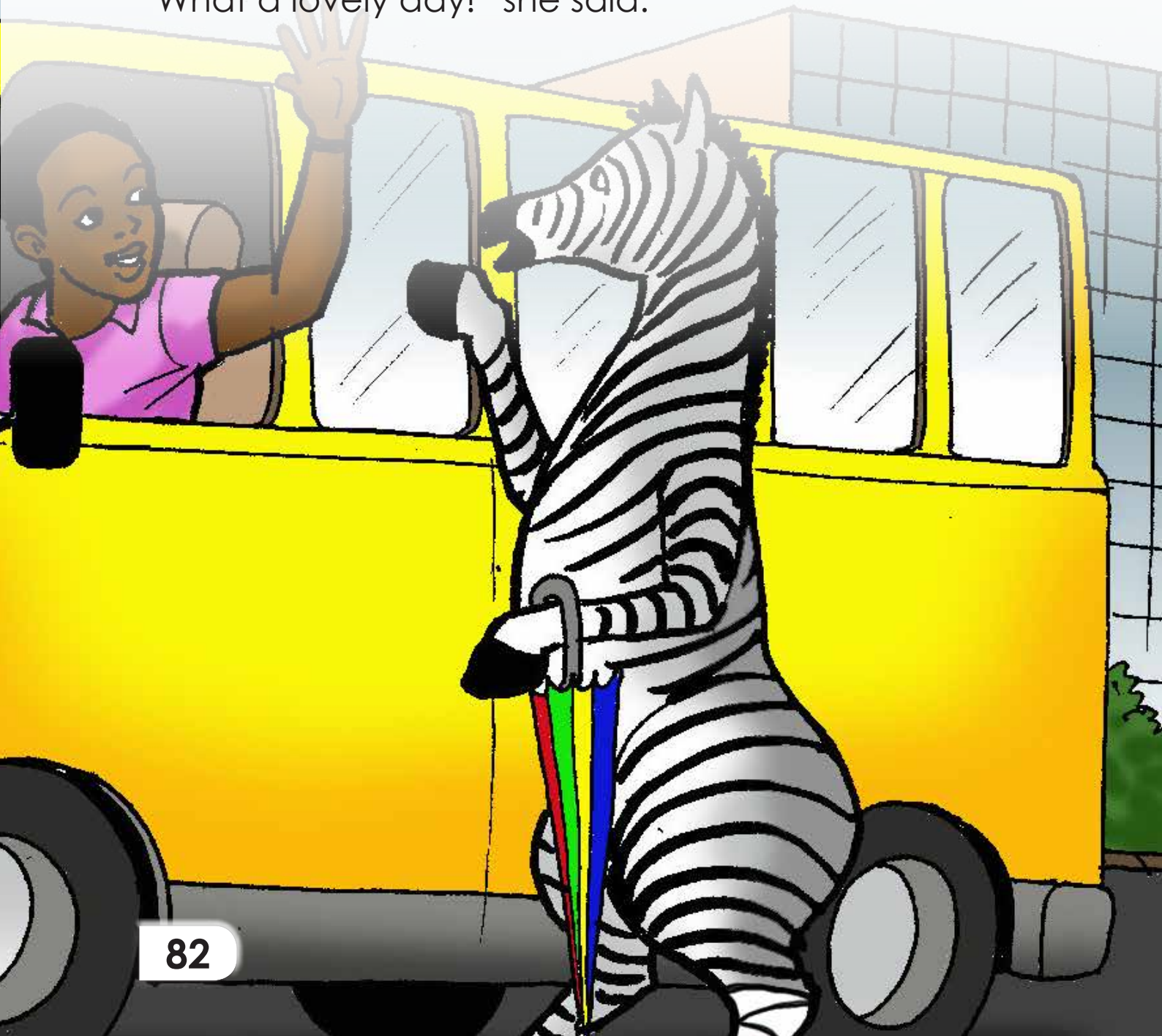


She turned right at the bridge and then stopped at the health centre. "We are here," she said. "Thank you so much," said Zebra. The doctor was surprised to see a zebra. He would have been even more surprised to hear a zebra talk, but Zebra didn't. The doctor put a bandage on Zebra's leg and told Zebra to rest for a week. Mrs. Karangwa thanked the doctor.

“Did you hear what the doctor said?” asked Mrs. Karangwa. “You need to rest your leg,” she said. “Let me drive you back to the bus stop,” she offered. “Thank you,” said Zebra. It had stopped raining and the streets were getting busy. People stopped and looked at the zebra on a bus. Some people rubbed their eyes and shook their heads.



Slowly, Mrs. Karangwa drove up the main street. She turned right at the post office and drove straight ahead until she reached the bus stop. The zebra climbed down from the bus. "Thank you so much," said Zebra. "You're welcome," said Mrs. Karangwa. "I hope you will feel better soon," she added. "Me, too! I hope I can come back soon and ride on your bus," Zebra replied. Mrs. Karangwa started the bus and drove away. "What a lovely day!" she said.

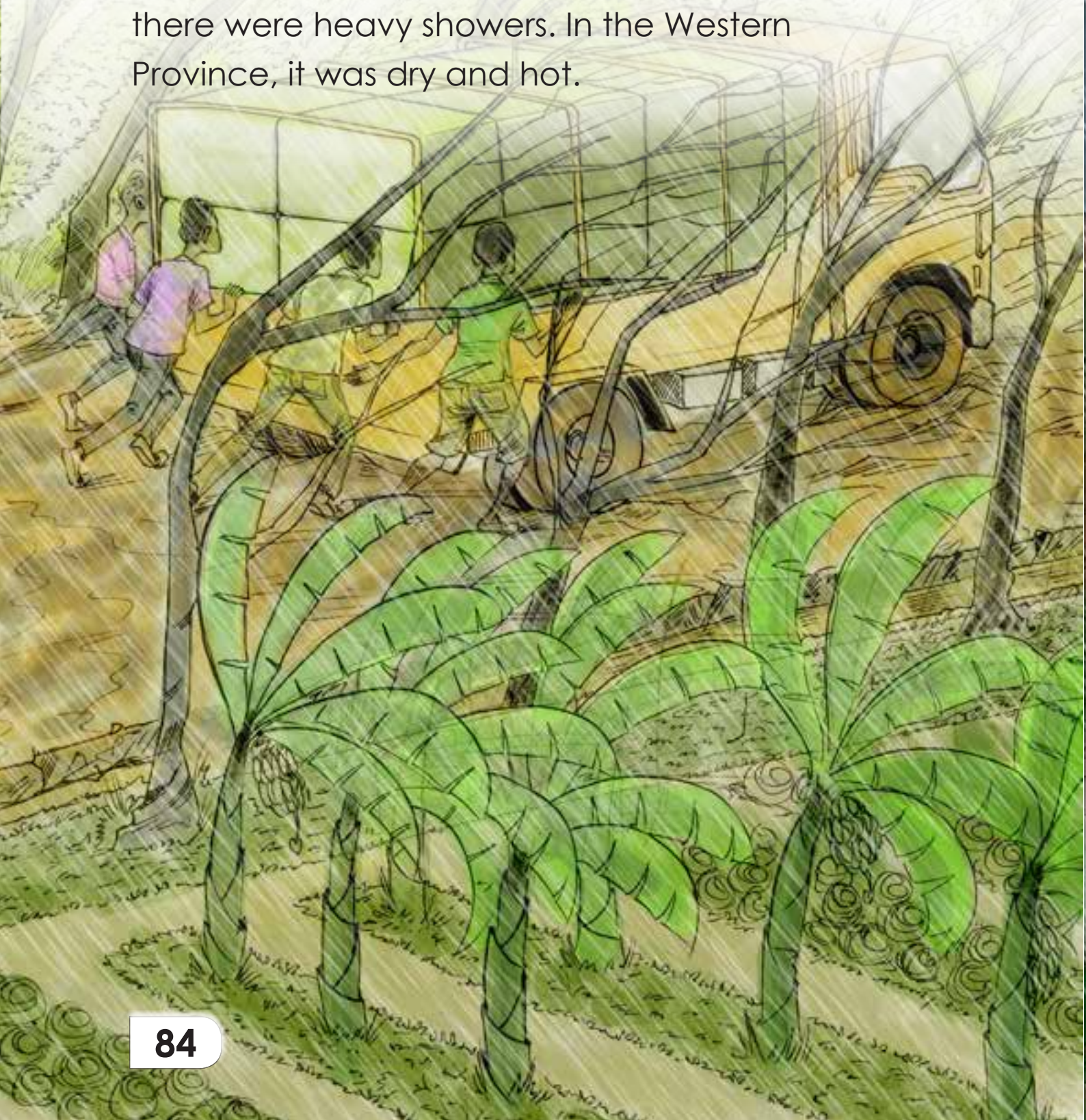


Weather Report



Yesterday's Weather

Yesterday, in the Eastern Province, it was stormy with rain and strong winds. This morning, the roads around Kirehe may be slippery. Drivers should drive carefully. In the Northern Province, it was cold and misty. In the Southern Province, there were heavy showers. In the Western Province, it was dry and hot.





Today's Forecast

Northern Province

The morning will be cloudy with a chance of heavy showers in the Districts of Gicumbi, Rurindo and Musanze. By the afternoon, the sun will shine. The temperature will rise during the day to 28 degrees Celsius. At night, the temperature will fall to 19 degrees Celsius.



Western Province

This morning, there will be heavy rains. There may be thunderstorms in Rutsiro, Rusizi and Rubavu districts. In the late afternoon, there may be more showers. During the day, the temperature will rise to 29 degrees Celsius and at night the temperature will fall to 21 degrees Celsius.

Eastern Province

In Nyagatare, Kirehe and Gatsibo districts, the morning will be cloudy with some drizzle and light winds. In the afternoon, there will be heavy rains and it will be cold. The evening will stay chilly. In the evening, the temperature will be 17 degrees.





Southern Province

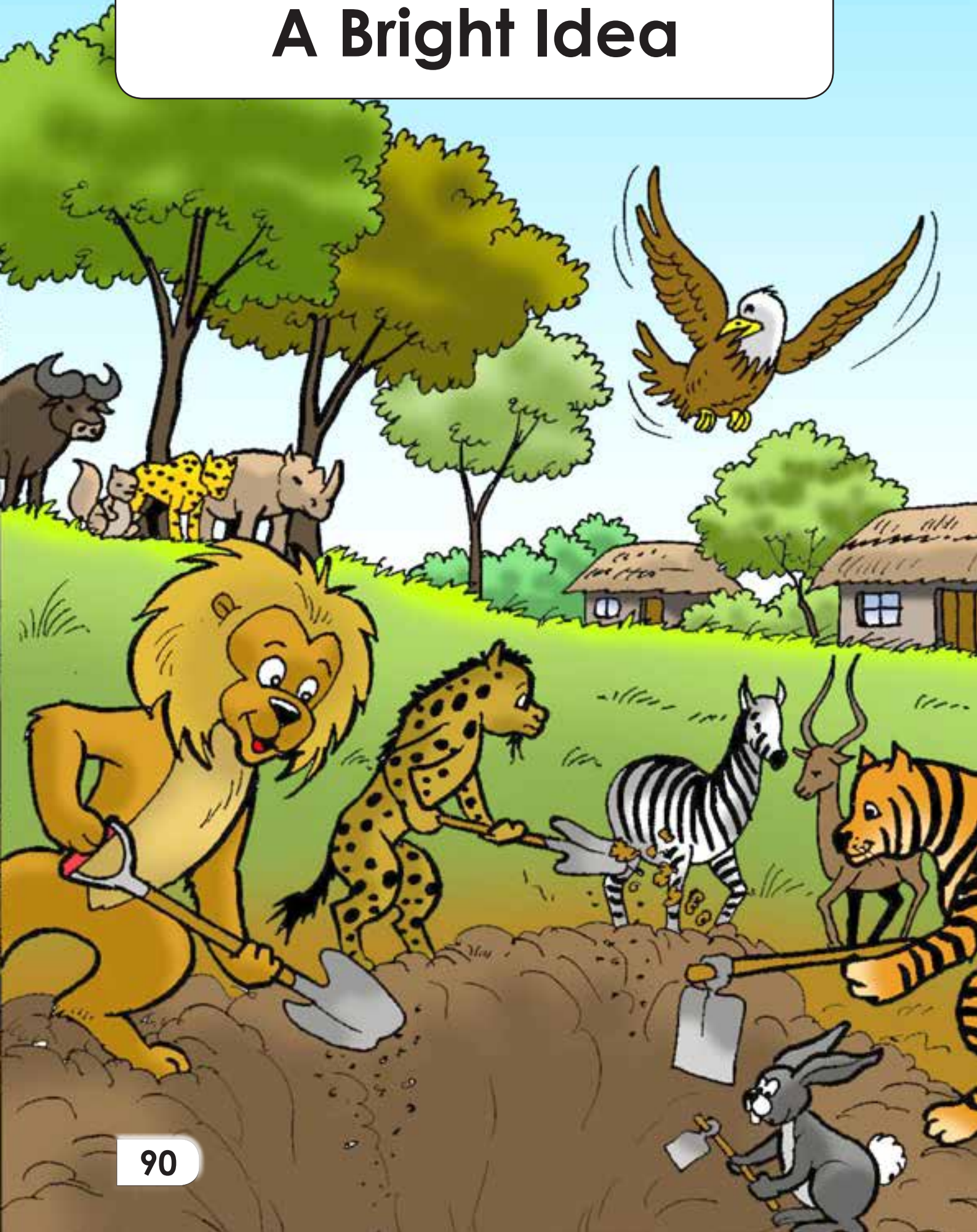
Heavy rains and strong winds from the south are affecting parts of the Southern Province, especially Gisagara, Nyaruguru and Nyamagabe districts. It is likely that by noon, there will be a heavy downpour around Huye. Flooding of roads is possible in the afternoon. The temperature will be between 15 and 20 degrees Celsius.

Forecast for the next three days

In the Northern, Western and Southern Provinces, there will be heavy rains and thunderstorms. The Eastern Province will be mainly hot and dry with some light showers.



A Bright Idea





It was the dry season and the weather was very hot. Trees were losing their leaves and the grass was getting dry. Rivers were drying up and the soil was becoming harder and harder. The air was dusty and all the birds were quiet.

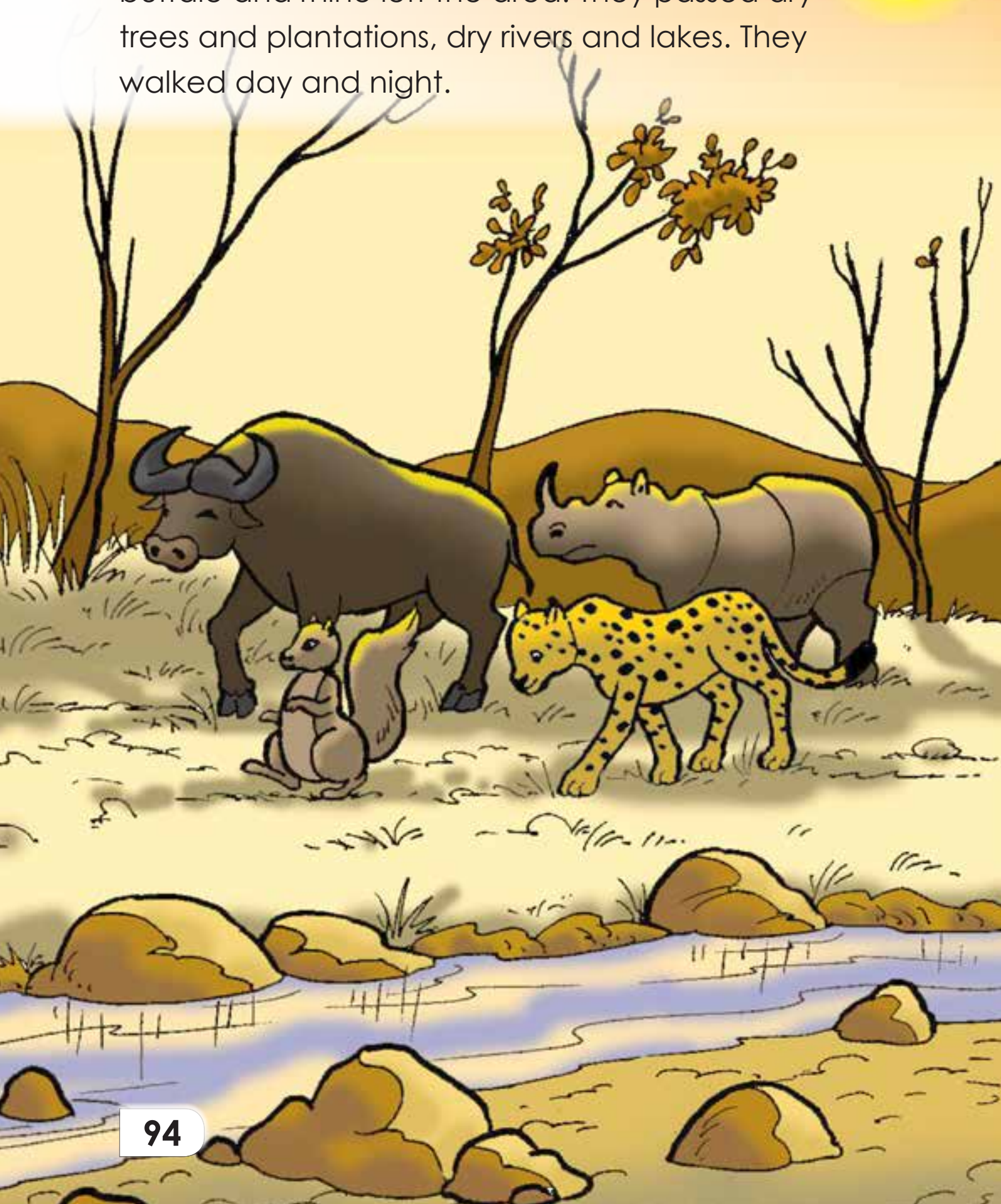


August came and went. September, November and December passed without a drop of rain. January came and it was getting hotter and drier. The animals that lived in rivers and lakes were complaining. "This should be the rainy season. It should rain soon. We can't survive without water," said the hippopotamus. "We have to go and look for rain," said the crocodile. "Life is impossible here. Our babies can't survive without water. We need to look for fresh lakes and rivers," said the fish.



All the animals agreed. "We will die here. Trees are getting dry, bushes and grasses have died." said squirrel. "We can't survive for much longer. Let's move. We need to find rain, food and water," said leopard. "That is a bright idea! Let's go and visit other parts of the country. We may learn what others are doing to survive," said buffalo.

Early the following morning, squirrel, leopard, buffalo and rhino left the area. They passed dry trees and plantations, dry rivers and lakes. They walked day and night.



Finally, they reached a large green village. "This village is lucky they have lots of rain," said the animals. There was water and mud everywhere. They saw animals digging big dams and building water tanks. They saw other animals making trenches.





The animals explained that even if rain was good and made crops grow well, too much rain was bad. If there's too much water, crops rot and do not grow well. It is important to build trenches and dams and keep water in tanks. "What a great way to use water!" said leopard. "Yes," said Rhino. "We need to go back and prepare ourselves for the rainy season. We will harvest water and keep it for the dry season," said Rhino.

The animals were happy. They had learned a lot. When they reached their village, they organized all the animals. They told them what they had learnt. They explained how to make dams and tanks. The animals were very happy and agreed to work hard and prepare themselves for the coming rains. They all wanted to be ready. From now on, they would all have enough to eat and drink and also, they would use water carefully.

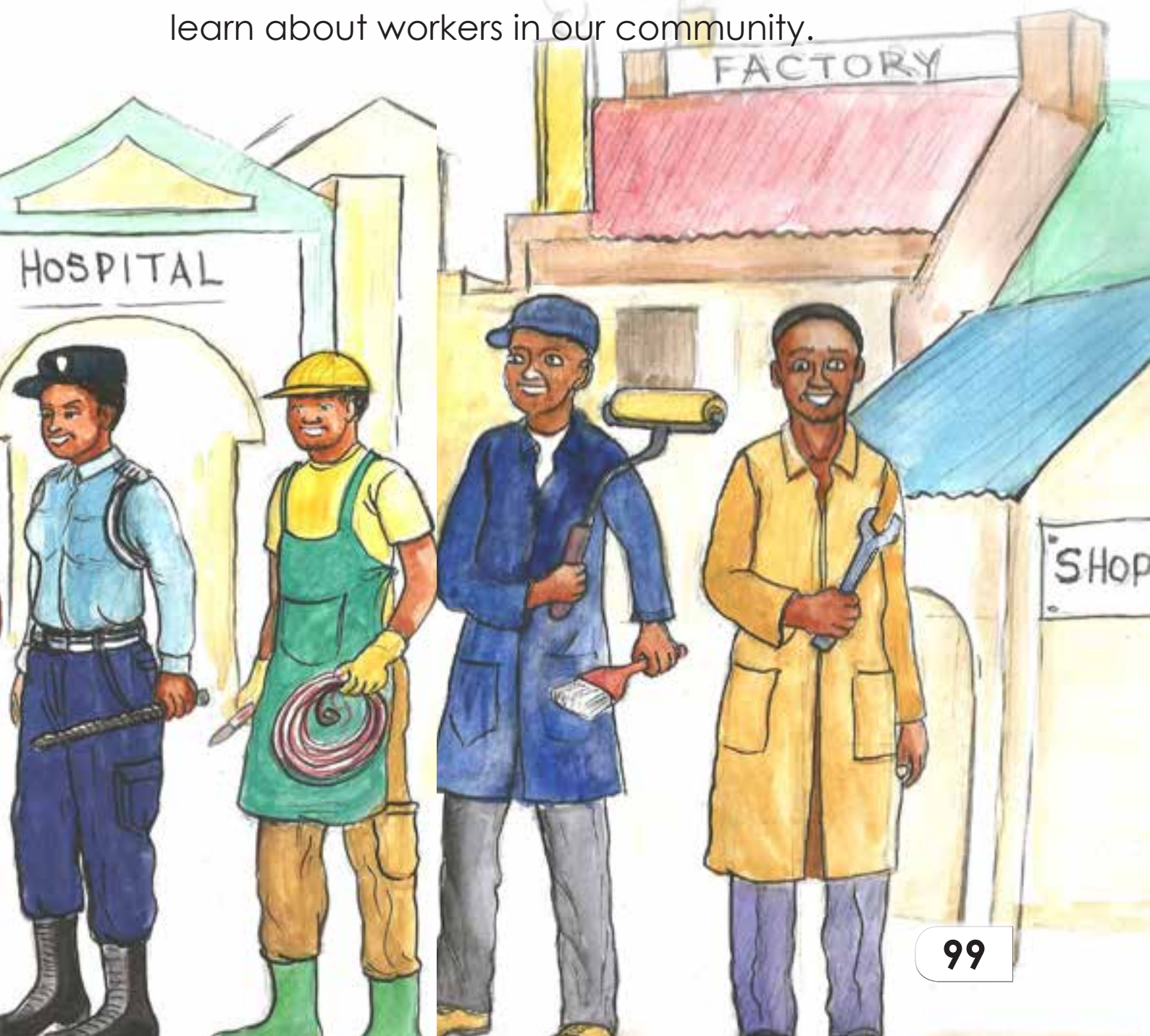


Jobs in the Community



There are many people who work in different jobs in your community. Some people work in shops, post offices, banks, hair salons and libraries. Others work in the community as teachers, doctors, nurses, dentists, firefighters, mechanics and police officers. Some people work in tourism. Others work in offices or factories. Community workers

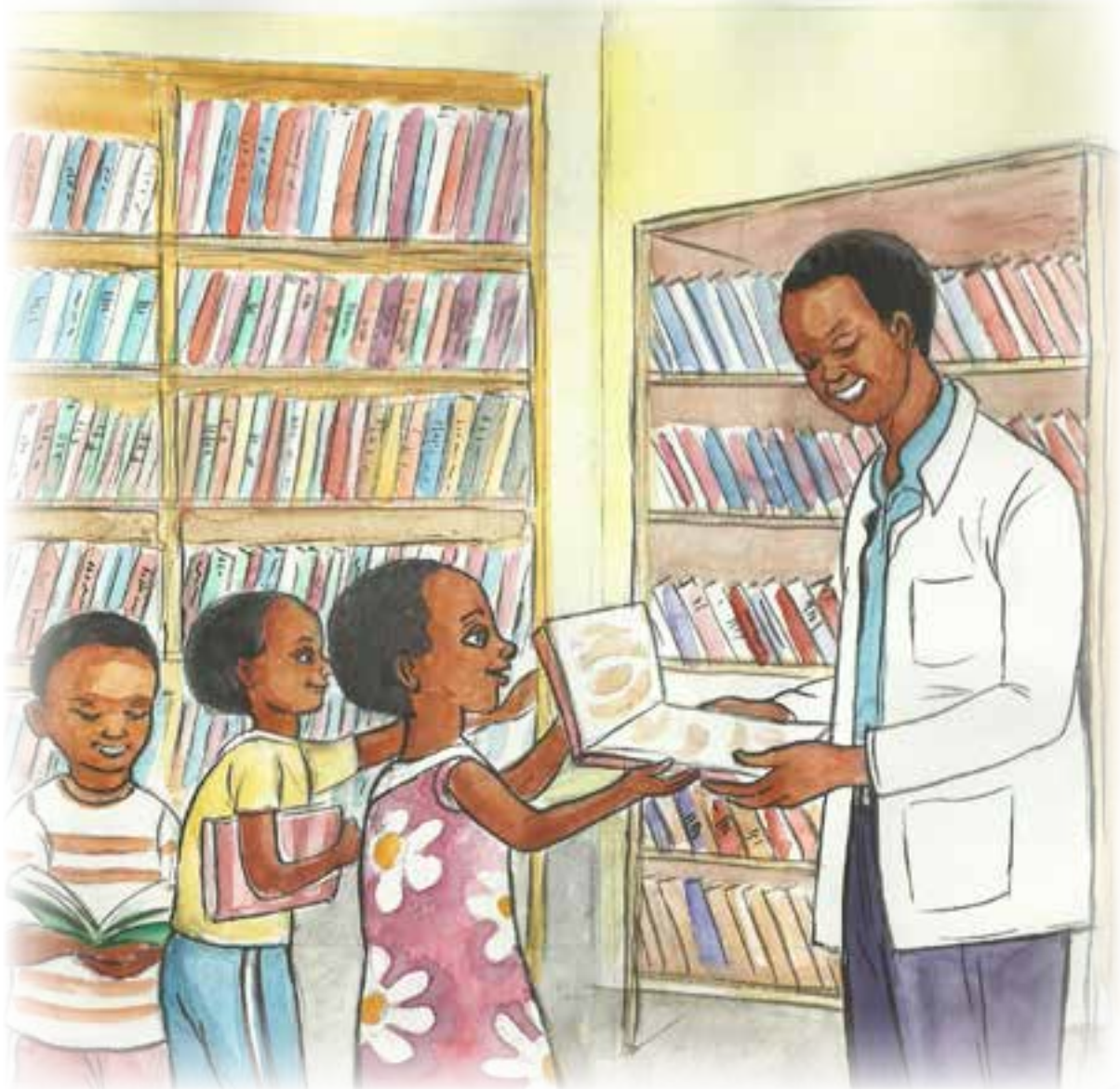
help people everywhere. Today, we are going to learn about workers in our community.

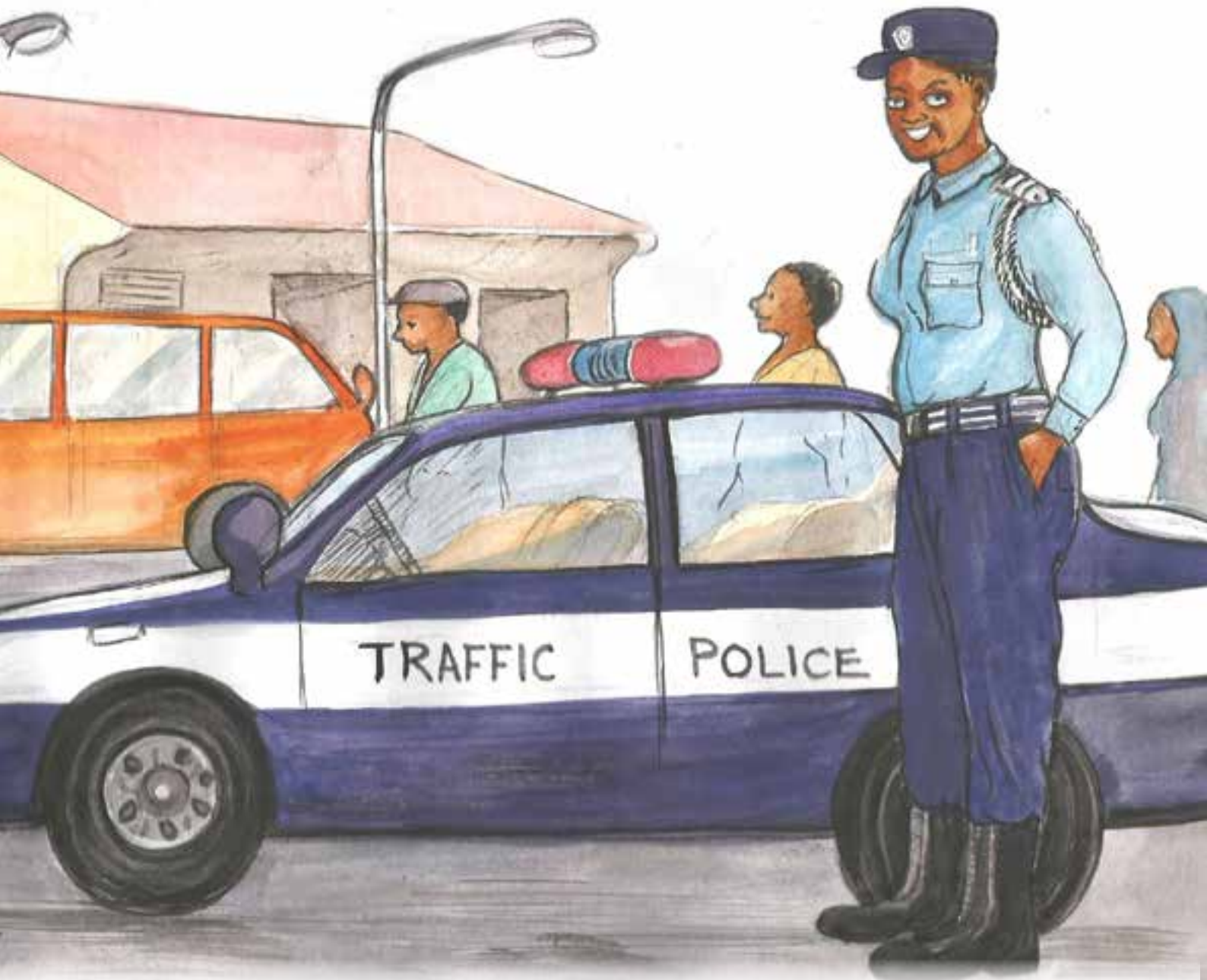




Hello, my name is John. I am a nurse. I work at the health centre in my district. I look after patients and give them medicine prescribed by doctors. I like taking care of my patients and enjoy helping them feel better.

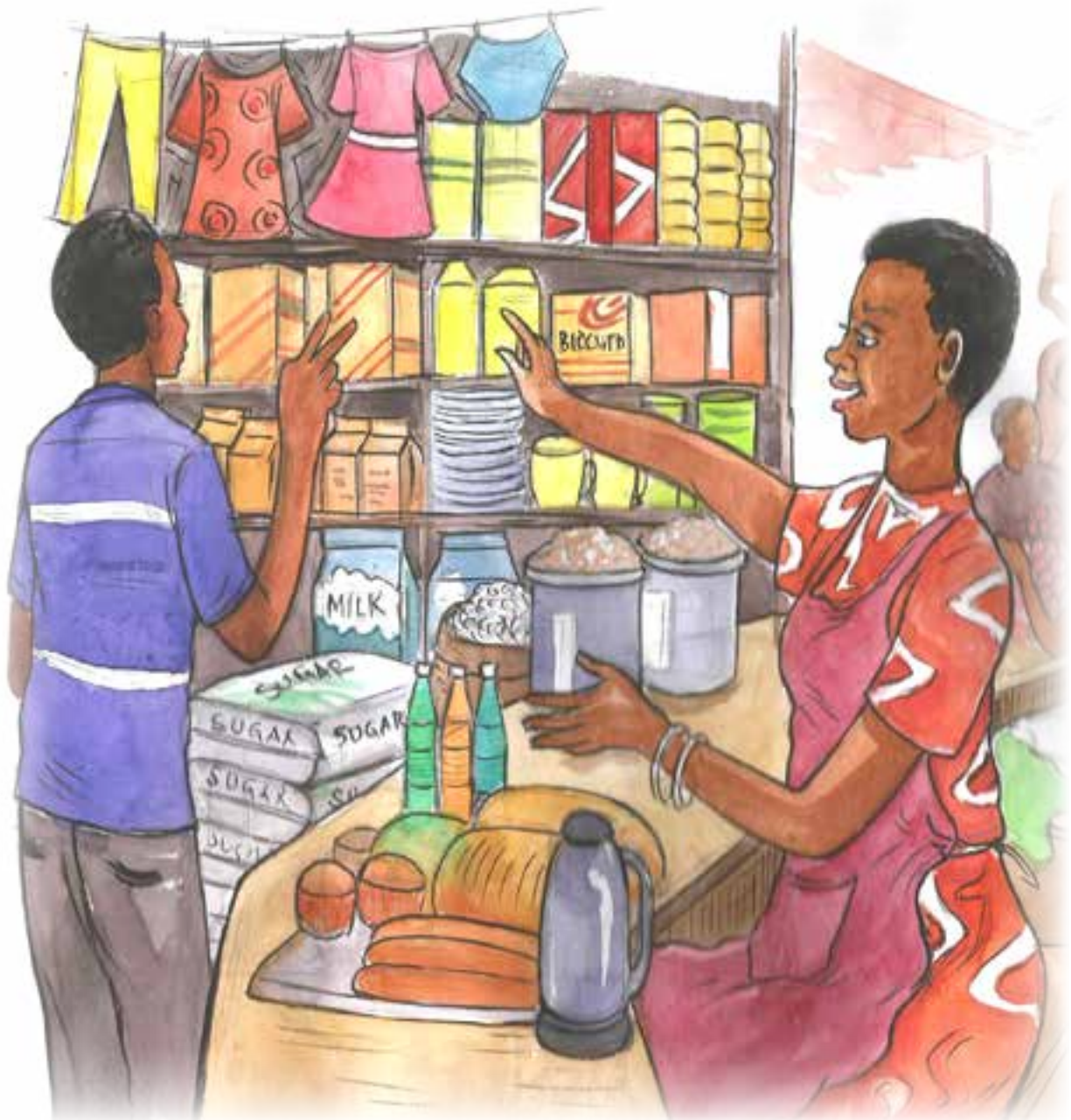
Hello, my name is David. I am a librarian. I help adults and children find interesting books to read. Children look for books on all types of subjects. What type of books do you like to read?





Hi, my name is Jane. I am a police officer. I protect people in my town. I work with people in the community to make our town safe. Sometimes I drive a police car. I patrol the neighbourhood in my car. I drive around and solve any problems I see. I wear a blue uniform.

Hello, my name is Grace. I am a shopkeeper. I have a shop at the market. I sell many things. I sell food stuffs like rice, beans, bread, sweets, biscuits, milk, sodas and snacks. I sell household items like plates, cups, flasks, brooms, clothes, beads, toys and many other things.



Hi, my name is Susan. I am a firefighter. When there is a fire, an alarm rings at the station. I rush to my truck. I put on fireproof pants and a coat. I put on boots and a helmet. My special clothes keep me safe from fire. My truck carries a huge tank of water. My team works together to put out the flames. Only a firefighter can do my job. No one should ever go into a burning building.



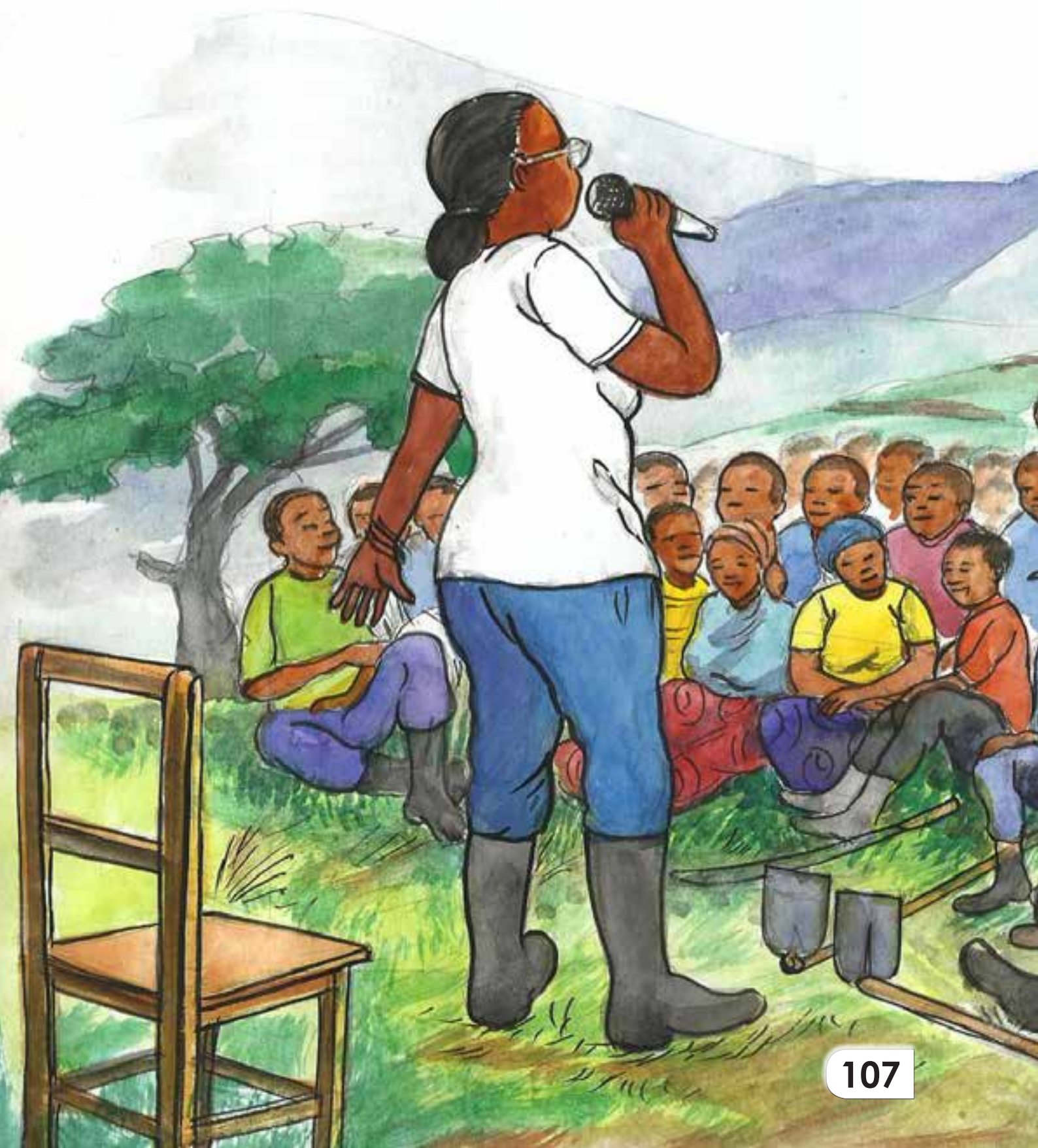


My name is Ben. I am a doctor. I take care of my patients. I work with a nurse. She checks each child's height and weight to see how much they have grown since their last visit. I listen to children's heartbeats. I ask them to take a deep breath so I can hear the air go into their lungs. I look in their throats. I check their ears. I also take care of children who are sick. I might have to give them medicine to make them feel better. When I talk to my patients and their families, I tell them to eat healthy food, read books, exercise and get plenty of rest.

There are other jobs like being a carpenter, mechanic, driver, pilot and many others. Everyone needs to help at home and in the community where we live. What job would you like to do?



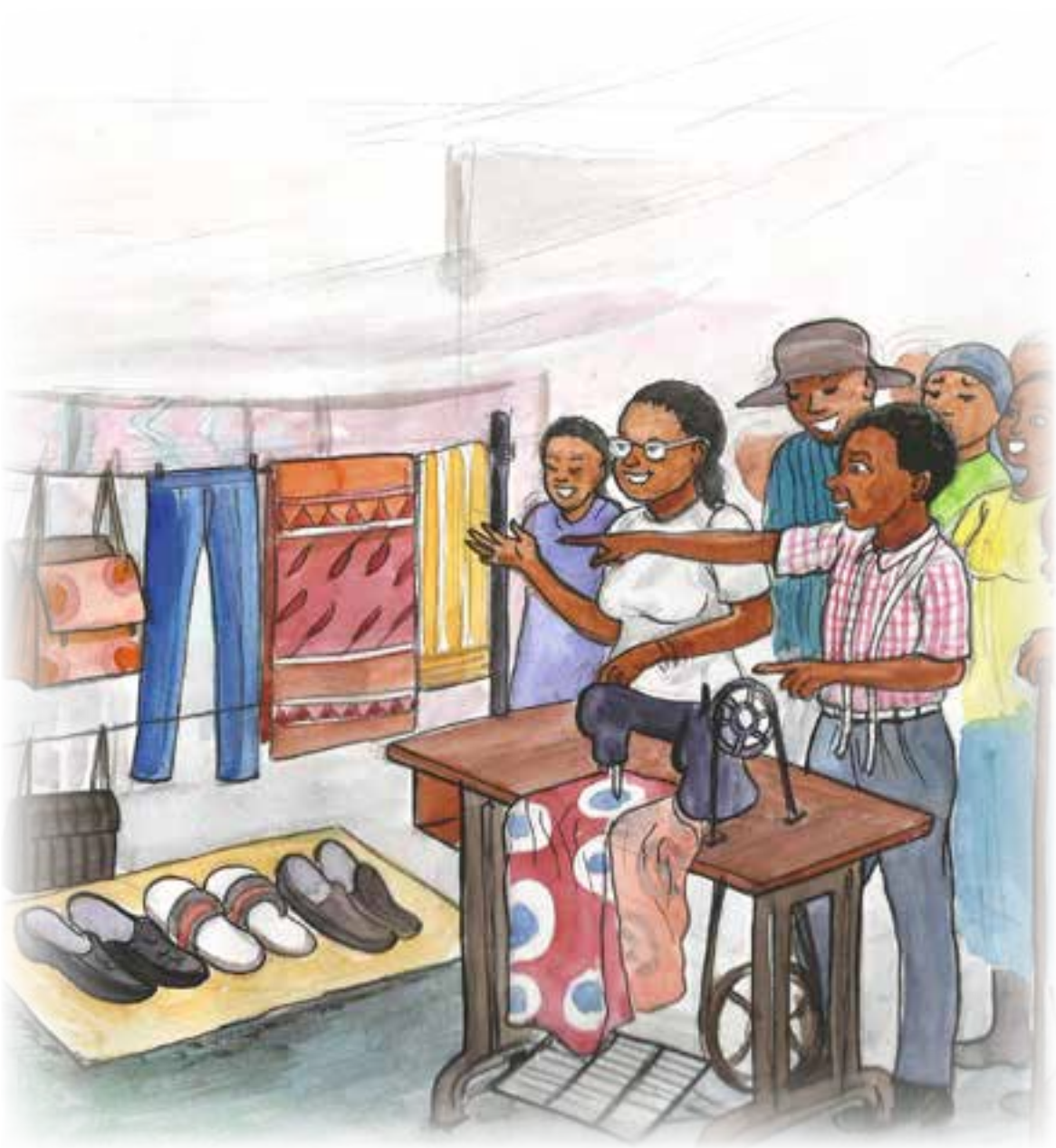
The Community Fair

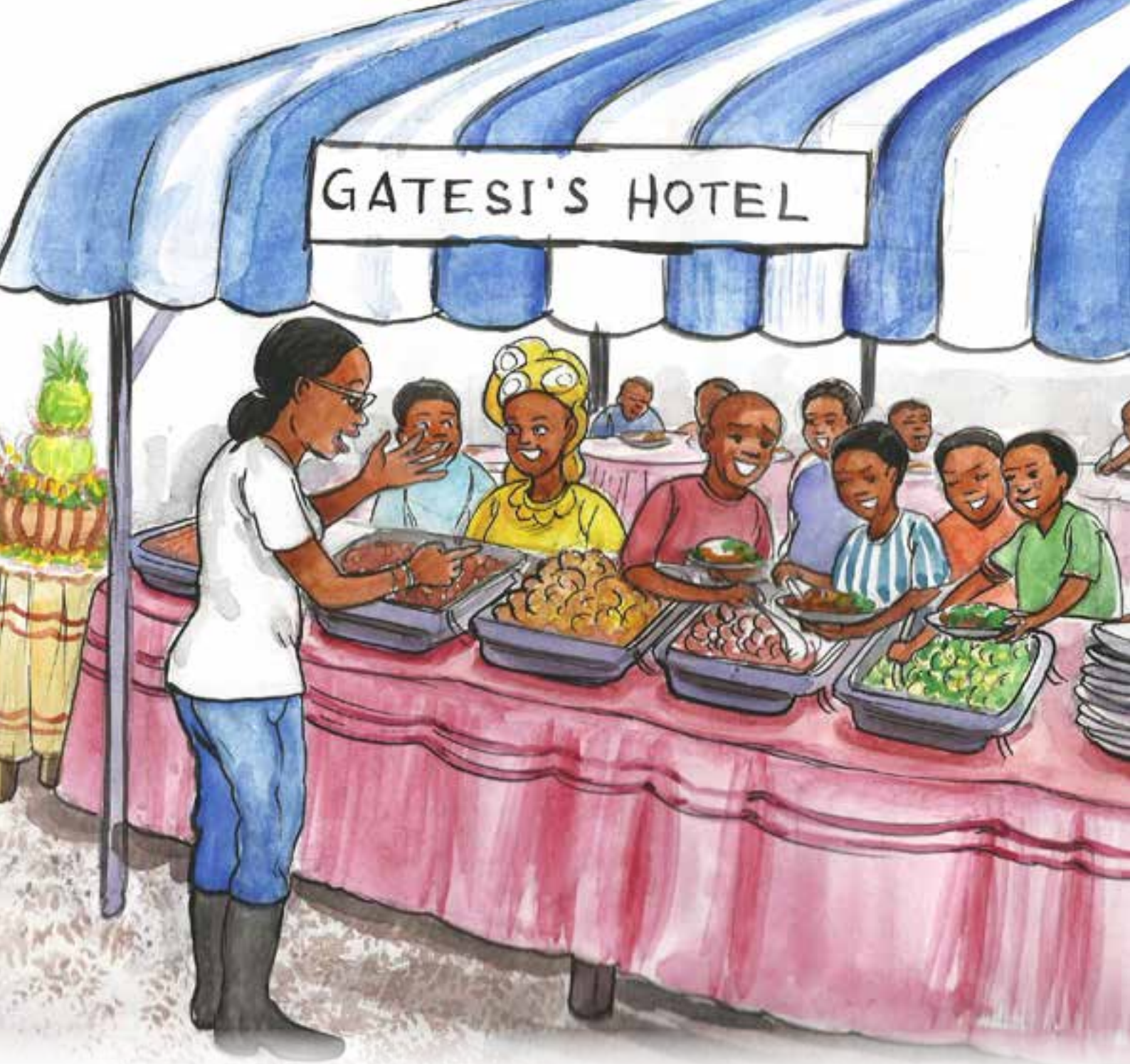


Last month, all the people in the village came together for the monthly community work. Some people cleaned the roads; others helped to build a new bridge over the stream. Afterwards, everyone came together for a special meeting. The District Mayor was visiting them. She made an announcement: "In two weeks, there will be a community fair. Everybody is invited to demonstrate what you do in the community. The winners will receive a nice prize." The community was very excited. Everyone started to think about what they would do at the community fair.



On the day of the fair, everyone had prepared their stands on the ground of a Primary School. The Mayor walked around looking at all the activities and materials. First, she visited the tailor. Andrew, the tailor, had sewn lots of different styles of clothes, bags, shoes and colourful curtains. The Mayor was very impressed.





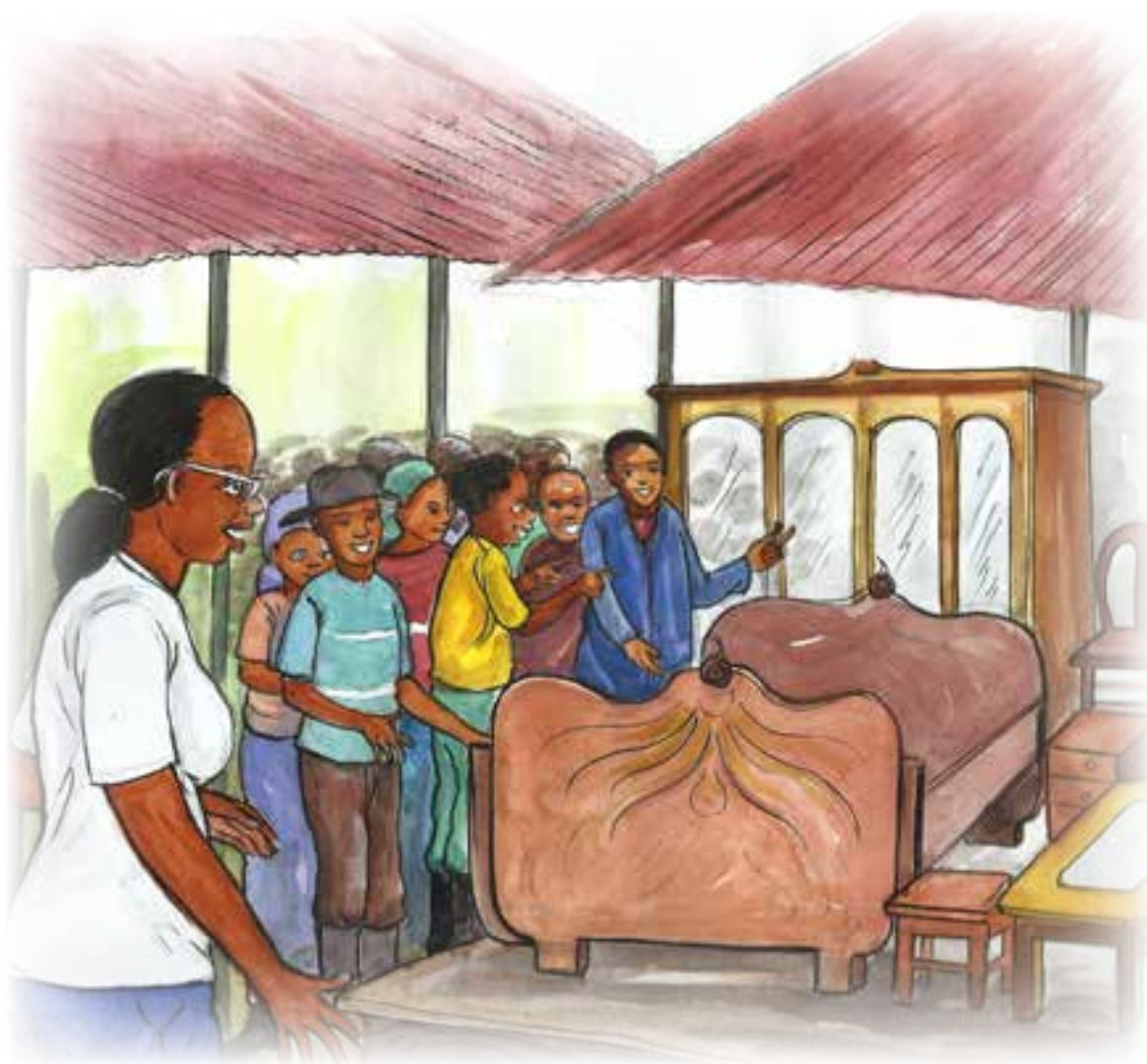
Next, the Mayor visited the local hotel's display. Gatesi, the chef, had prepared healthy and delicious meals. People were tasting her delicious food. The Mayor was very pleased when she tasted the tasty fresh fruit salad and crispy potatoes.



Next, the Mayor visited the Primary School. Mr. Butera was teaching reading. The pupils read their storybooks. Then, they showed the Mayor the stories they had written in their notebooks. The Mayor was delighted at how well the pupils were reading and writing.

The Mayor continued to walk around looking at other activities. She visited the community radio stand. The studio team showed the Mayor how the radio station plays music, provides news and gives important information to the community. The Mayor was delighted that the community had such a useful service.



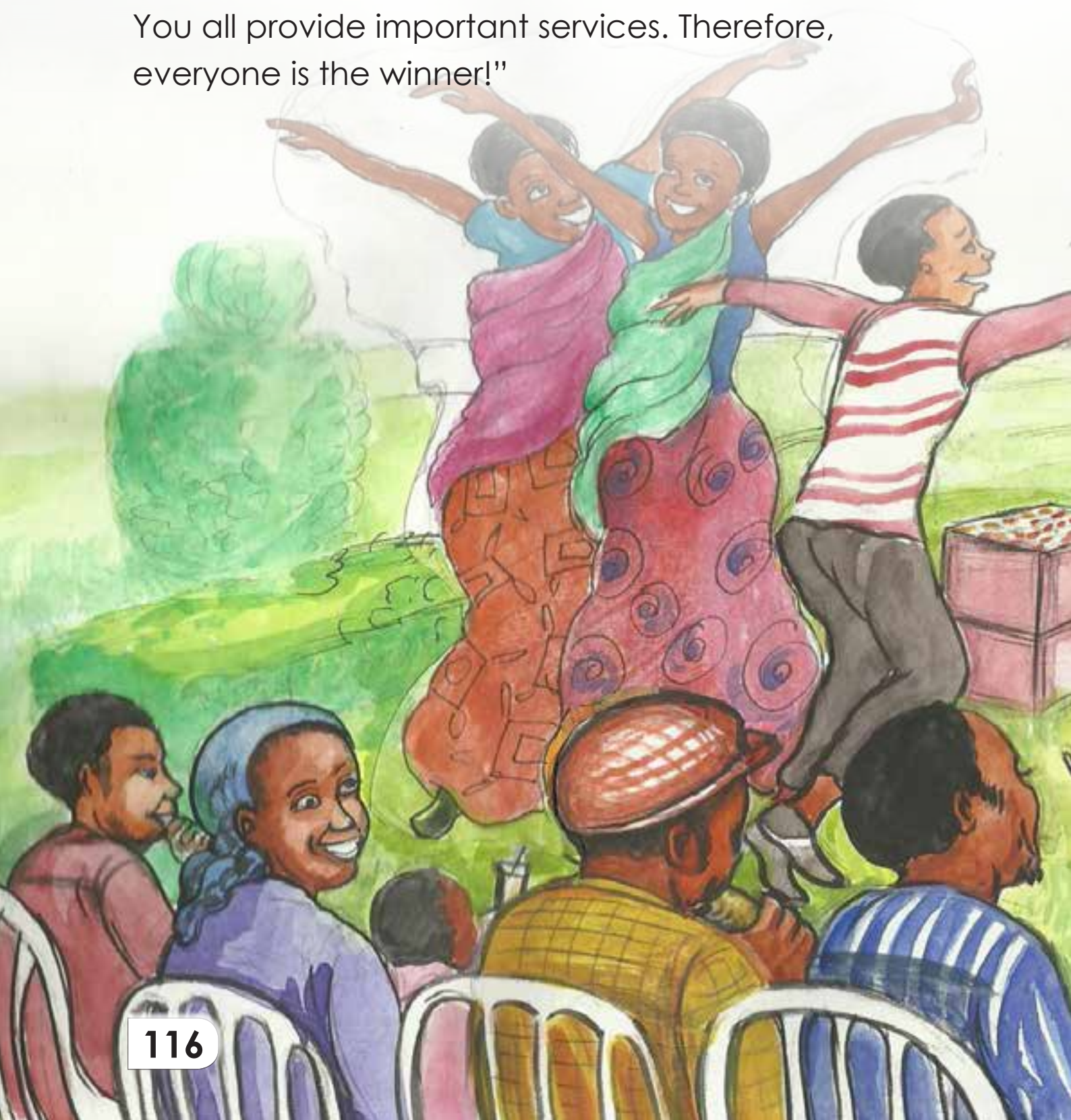


Then, the Mayor moved to the carpenter's stand. George, the carpenter, had displayed his woodwork. There were beautiful chairs, tables and beds. Many people were coming to his stand, asking him how he makes beautiful furniture. The Mayor sat on the chair and congratulated George on his work.

Finally, the Mayor reached the health centre's stand. Dr. Jackie was busy teaching people about nutrition and how to avoid diseases. She had nutrition charts and mosquito nets. The people were listening carefully and asking different questions about their health. The Mayor spent time listening carefully to the doctor's advice. The Mayor encouraged everyone to visit the health centre regularly.



After the Mayor had visited every stand, she asked everybody to pay attention. She wanted to give prizes to the best displays. Everybody was curious to know who was the best. She said, in a loud voice, "I like everyone's work. You all work hard for the development of our community. You all provide important services. Therefore, everyone is the winner!"



“I encourage you to continue working together as a team,” the Mayor added. “And as your Mayor, I will work with you to make our community a better place.” The community clapped and cheered at the Mayor’s speech. After the speech, she invited everybody to celebrate their work. They ate, drank and danced to the music.

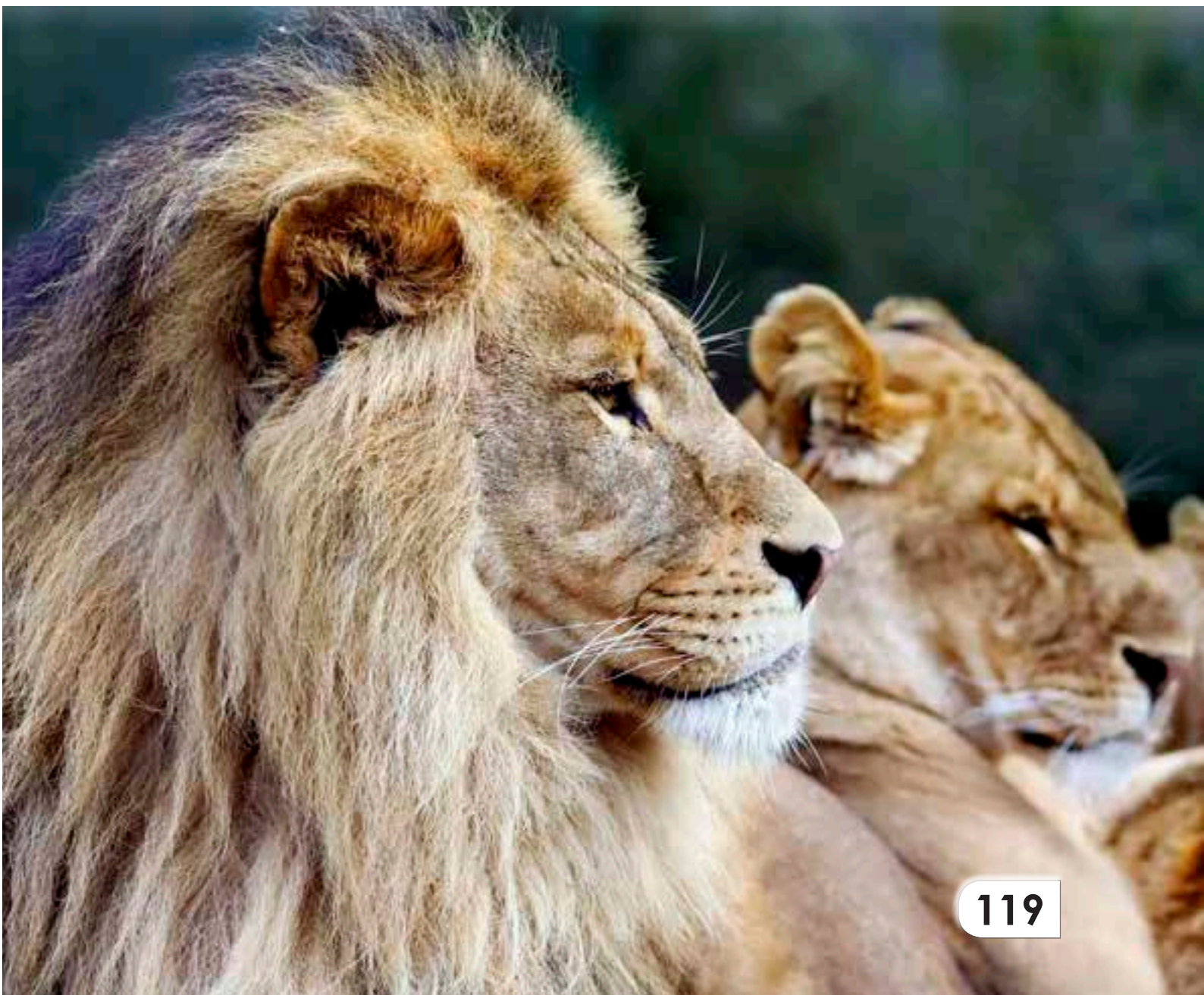


Animals of Rwanda



Lions

The male lion is called a lion and the female lion is called a lioness. Young lions are called cubs. Lions live in a group called a pride. Lions roar. Lions are carnivorous animals. They eat meat. They hunt antelopes, zebras and buffaloes. Lions like to hunt at night and sleep early in the morning. A lion is called the king of the jungle.



Elephants

Elephants are very large animals. They have a long nose called a trunk. They make a sound with their trunks called a trumpet. Male elephants are called bulls. Female elephants are called cows. Baby elephants are called calves. Elephants live in groups called herds. Elephants are herbivorous animals. They eat leaves and grass. Elephants are the biggest wild land animals in the world. An elephant can weigh about 7,000 kilograms. An elephant can be about 4.2 metres tall.





Giraffes

Giraffes have very long legs and very long necks. Giraffes bleat. Male giraffes are called bulls and the females are cows. Baby giraffes are called calves. Giraffes live in a group called a tower. Giraffes are herbivorous and they feed on leaves and grass. They have very long necks that allow them to eat leaves from tall trees. Giraffes are the tallest wild animals. A giraffe can be 5 metres tall.

Zebras

Zebras have black and white stripes that are unique to each zebra. Male zebras are called stallions and the females are called mares. A young zebra is called a foal. Zebras live in large groups called herds. They are herbivorous animals. They eat only grass and leaves. Zebras are similar to horses in appearance and behaviour. Zebras are very fast animals. Their biggest danger is from other wild animals like lions which eat them.





Gorillas

Gorillas are very large primates. The adult male gorilla is called a silverback, because of the silver hair on its back. They live in forests. They are herbivorous animals and they eat leaves and fruits. The male gorilla is larger than the female gorilla. A gorilla can weigh about 180 kilograms. A gorilla can live for 40 years.

Hippopotamus

The male hippopotamus is called a bull and the female a cow. A young hippopotamus is called a calf. Hippos live in a group called a school or a pod. Hippos live both in water and on land. They are herbivorous animals and they eat grass and plants near the water at night. During the day, they like to stay in water out of the hot sun. Hippos are the third largest animals in the wild.

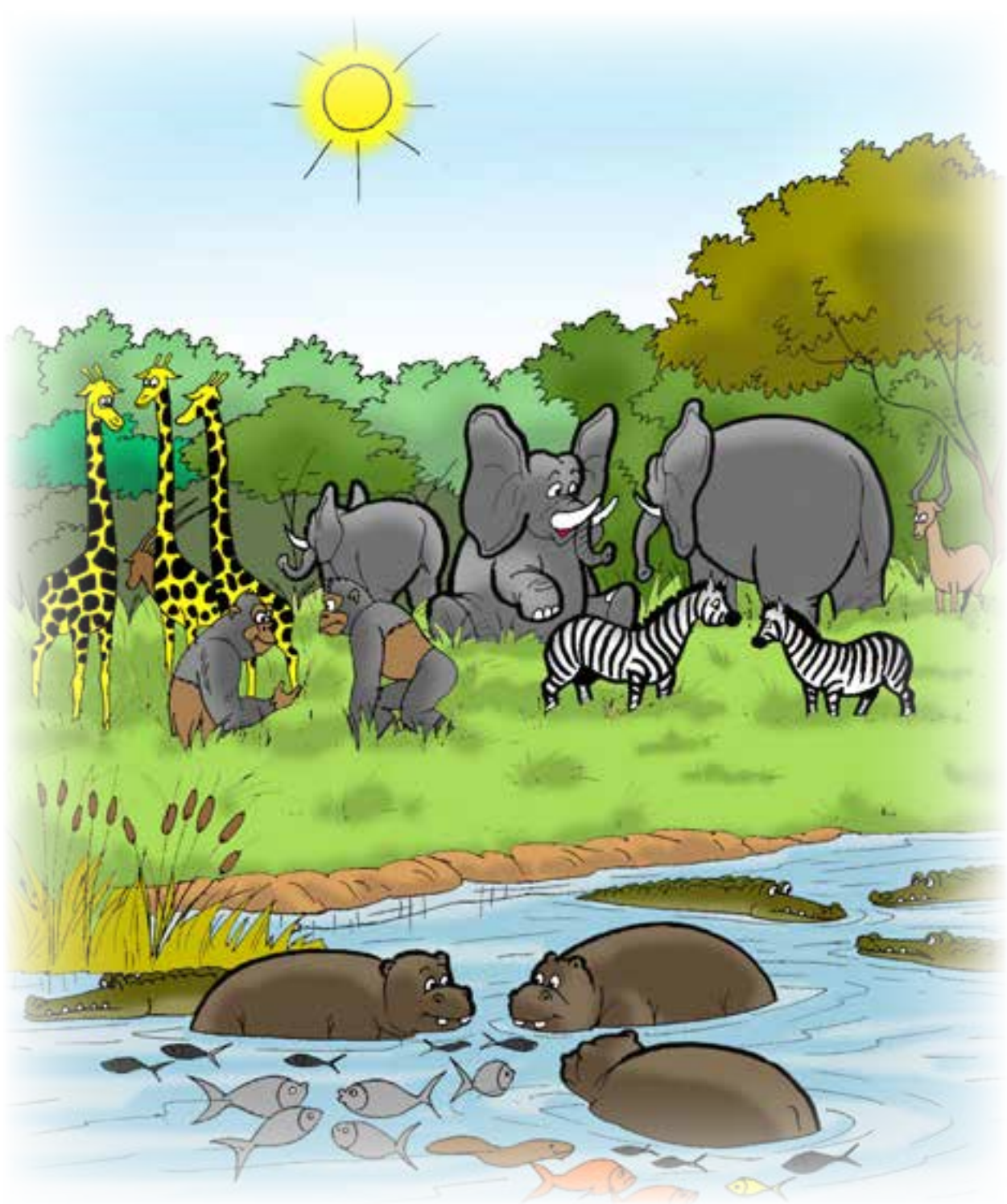


Why Birds Sing Every Morning



Once upon a time, King Lion made an announcement. "The rainy season is over. The sun is shining again," he roared. "Tomorrow there will be a big party. We will play games and there will be a singing and dancing competition," he said.

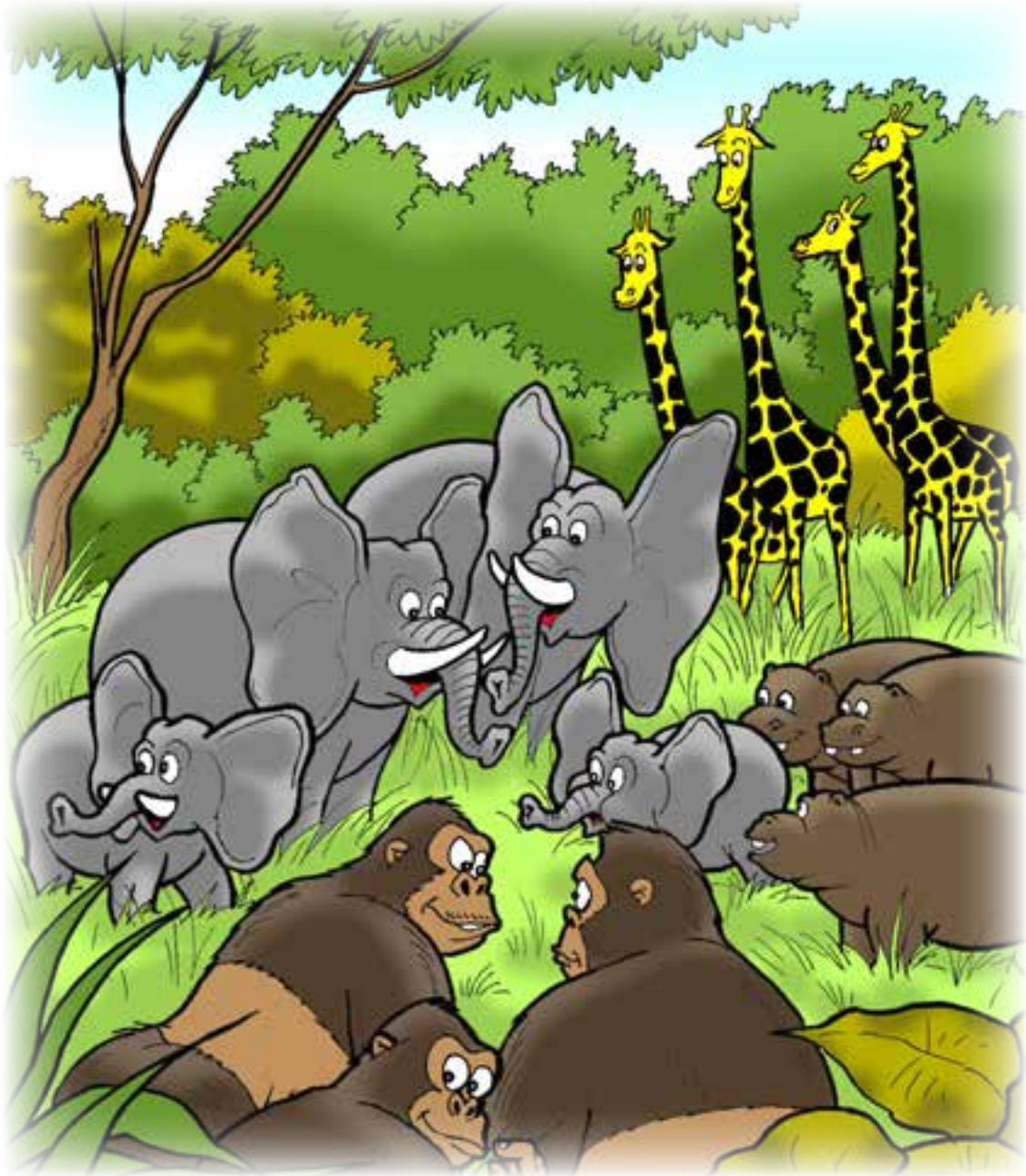




The animals were very excited about the party. They started to plan the songs and dances. The elephants had a meeting. "We are good dancers and good singers," said mother elephant. "But we need some birds to play some music for us. This evening, let's go to the north of the jungle. We will find some birds there," she said.



The gorillas had a similar meeting. “We can’t play musical instruments,” they said. “And we need music to help us dance. This evening, let’s go to the east and find some birds there.” The giraffes, zebras and hippos all had similar meetings. They decided to go to the west and south. They too wanted to find birds that could sing and help them win the singing and dancing competition.



That evening, the animals set off to find birds. The elephants went north, the giraffes went east, the hippos went south and the gorillas went west. All the animals looked at the skies and the trees. They practised their dancing as they searched for the birds, but they could not find any. They walked until they were very tired. They kept on walking until all the animals met in the middle of the jungle.

All the animals stopped and stared at one another. They had not expected to meet in the middle of the jungle. Zebra was the first to talk. "What are you doing here?" he asked. Gorilla answered first, "We wanted to find some birds to help us sing and dance but we couldn't find any."

"Us too," said the hippos.

"Same here," said the giraffe.

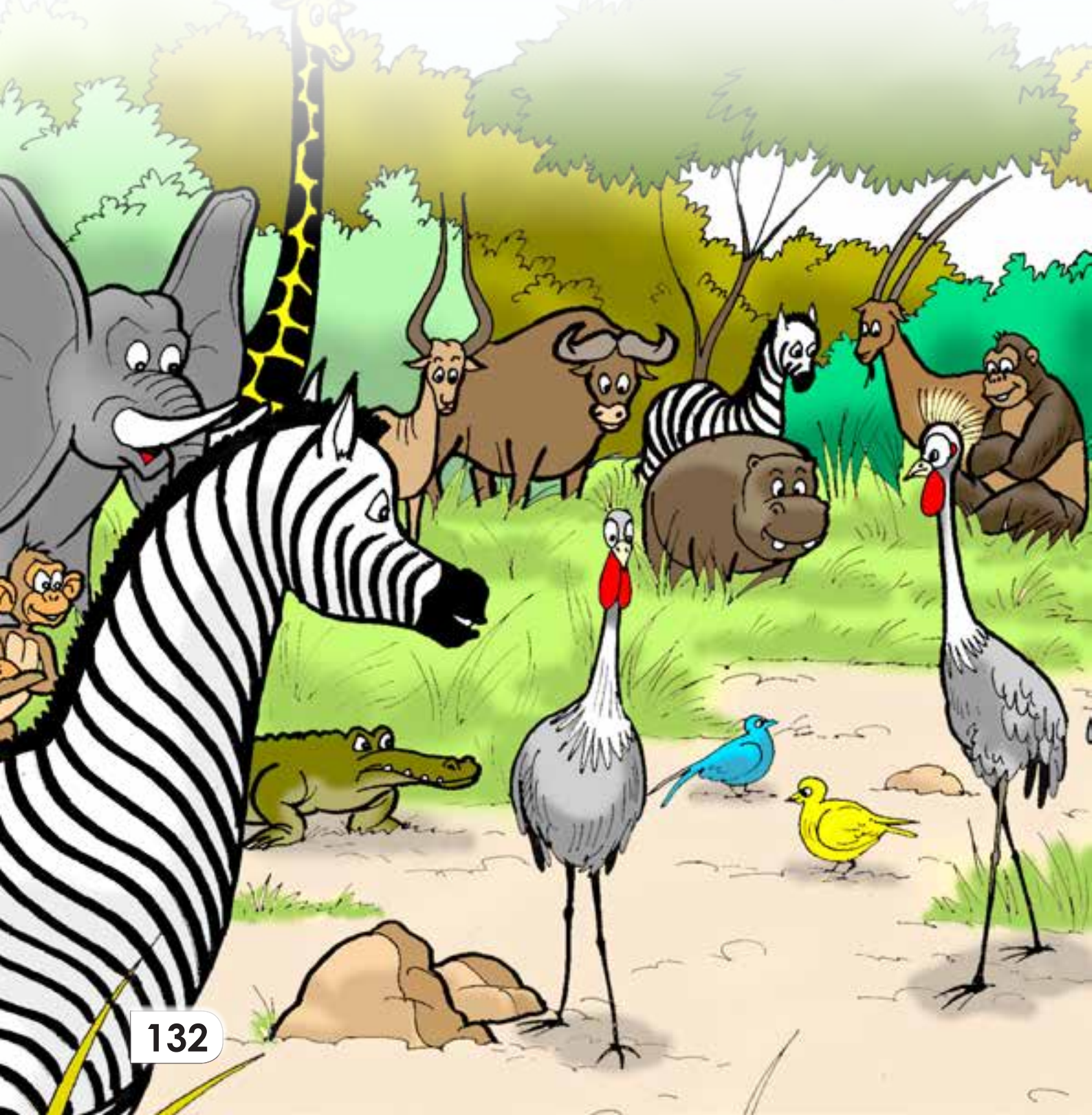
"Have you seen any birds?" the animals asked each other. Each group had walked around the jungle but they couldn't find any birds. The sun was beginning to set and the animals settled down for the night. Soon every animal fell asleep.





In the morning, as the sun was rising over the hills, the animals heard the most beautiful noise. They heard sweet music coming from the trees and sky. The animals stretched and rubbed their eyes. Overhead they saw beautiful coloured birds. Each bird was chirping and whistling and making beautiful music.

Slowly a tall golden crested crane circled the animals and landed in the centre. "Hello, friends," said the crane. "I heard that you were looking for us." "Yes," said the zebra. "We looked everywhere and we couldn't find you." The crane smiled and nodded. "Every morning, the birds come together and sing at sunrise and fly together.





During the day we are busy building our nests, laying eggs and caring for our families," added the crane. All the animals were excited. They wanted the birds to come back. They wanted to hear the beautiful music every morning. The zebra asked the crane if they would join them for the party. The crane agreed.

The next day, the king woke up to the most beautiful music. He saw the animals dancing and singing. He saw the birds flying in the air, chirping, whistling and playing the sweetest music. "This is the best party we have ever had," he said. All the animals and birds clapped and agreed. In the afternoon, the king asked the crane to stay with them and sing everyday. The crane agreed. Since that day the birds always wake the animals up with their beautiful music.



Know Your Rights and Responsibilities



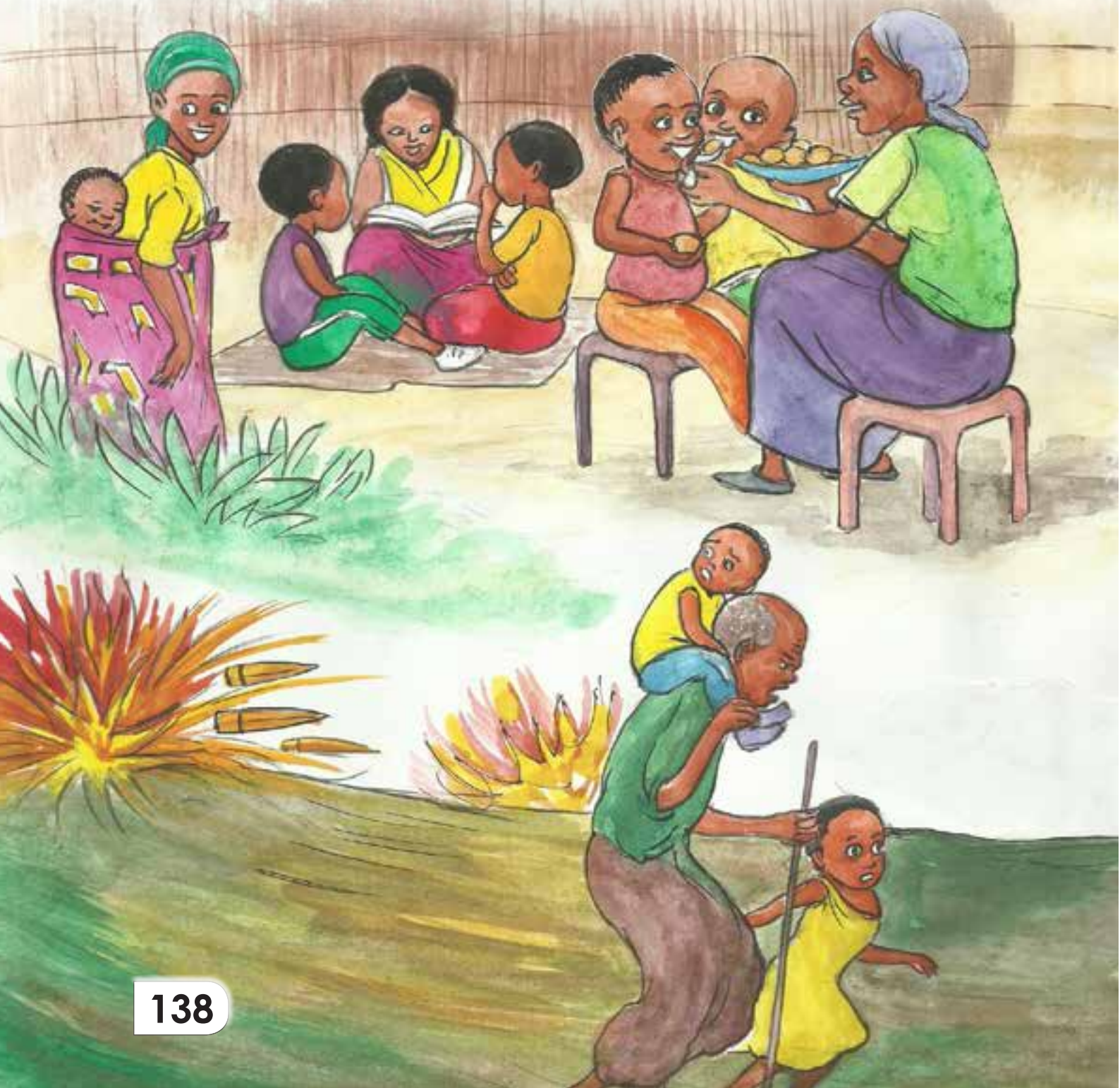
All children have rights

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, whether they have a disability, what their culture is, whether they are rich or poor. No child should be treated unfairly.



Adults must protect children's rights

All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. They must try to give children the things they need to grow up healthy, happy and strong. Adults should do what is best for them to help them grow up healthy and happy.





Today you will learn about some of your rights and responsibilities.

You have a right to good health. You have the right to food, clothes and a place to live. You have a right to education. You have the right to special education and care if you have a disability so that you can live a full life.





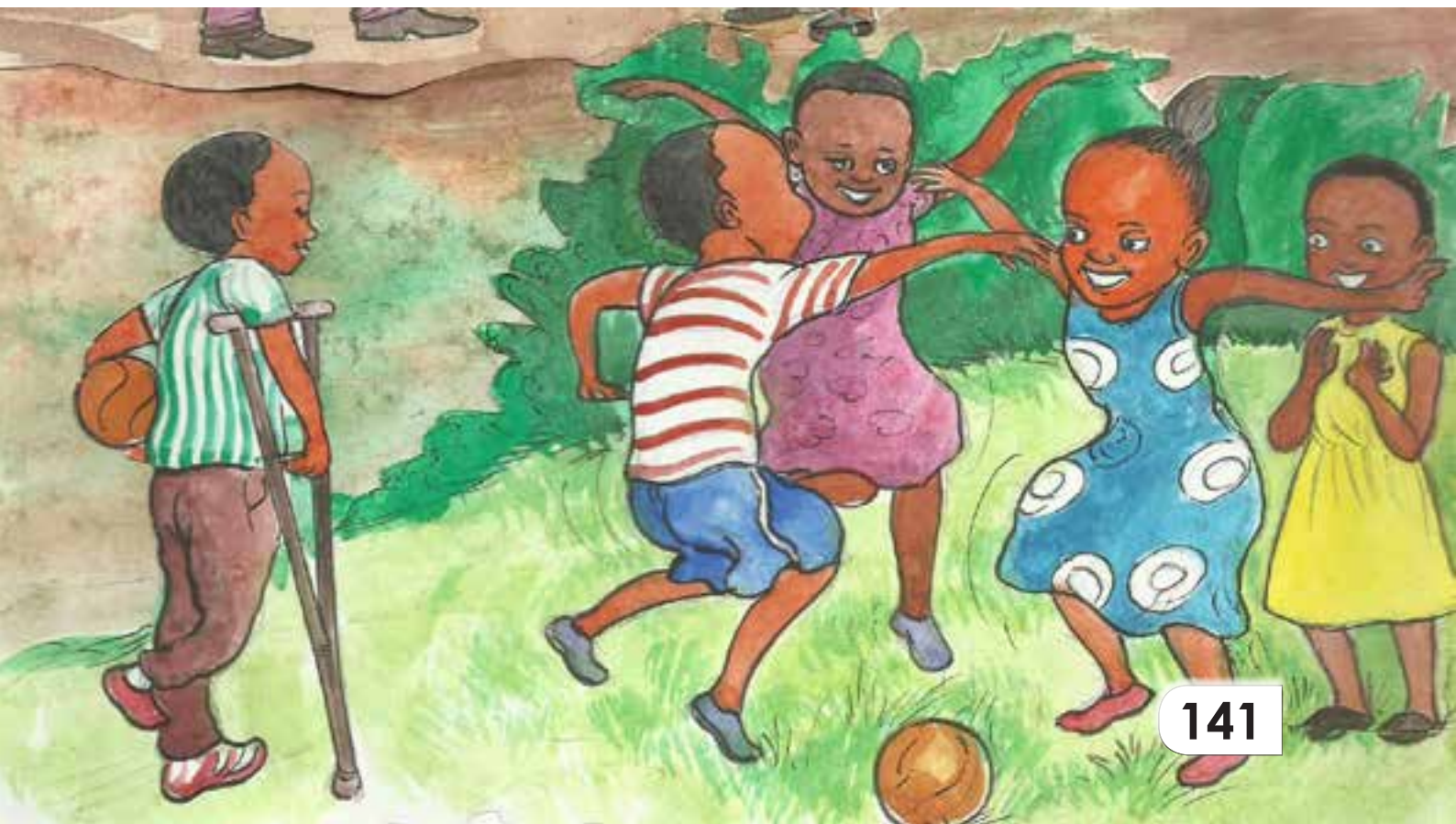
You have the right to find out things and share what you think with others, by talking, drawing, painting and writing, unless it harms other people. You have the right to get information that is important to your well being, Adults should help you find and understand the information you need.

You have the right to enjoy your own culture, practice your own religion and use your own language.





You have the right to be protected from being hurt. No one is allowed to punish you in a cruel or harmful way. You have the right to be helped if you have been hurt, neglected or badly treated. You have the right to play and rest. You have the right to make friends.



Your responsibilities

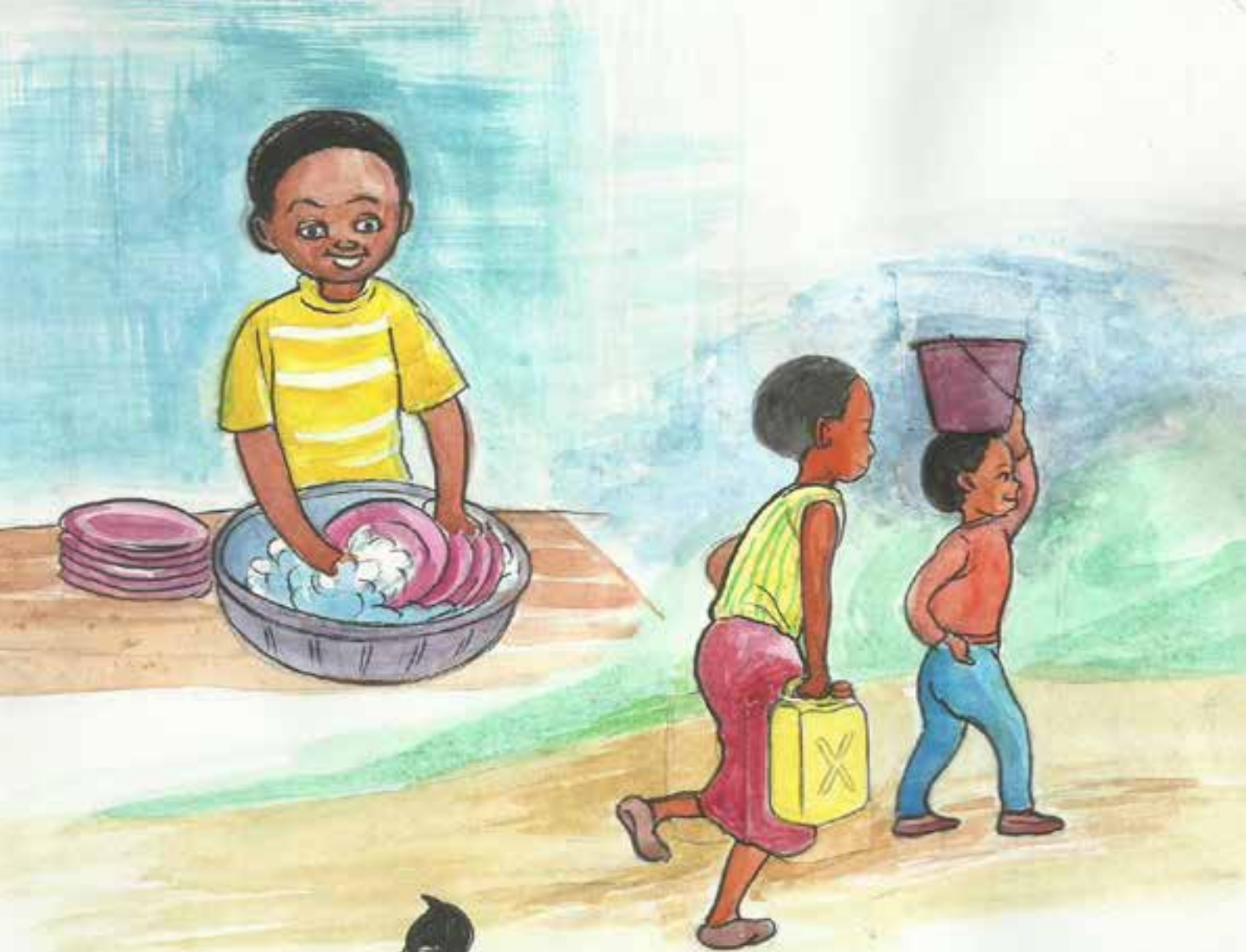
As every child has rights, they also have the responsibility to respect other children's rights.

As all children have a right to be protected from being hurt, then they also have the responsibility not to bully or harm other children.

As all children have the right to a clean environment, then they also have a responsibility to help look after their environment.

As all children have a right to be educated, then they should learn as much as they are able to and share their knowledge with others.

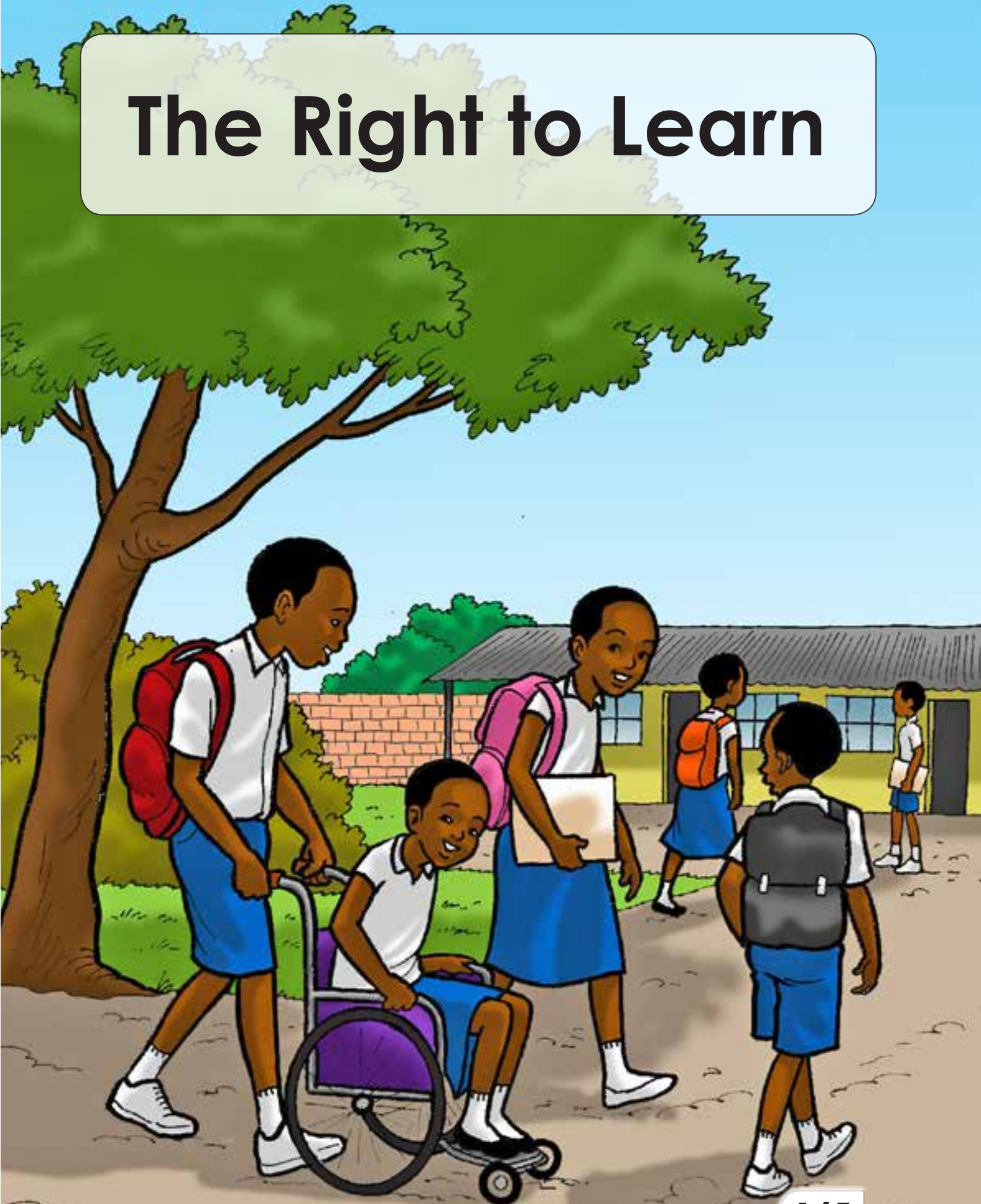
As all children have a right to a full life, then they should lend help so that others may also have a full life.



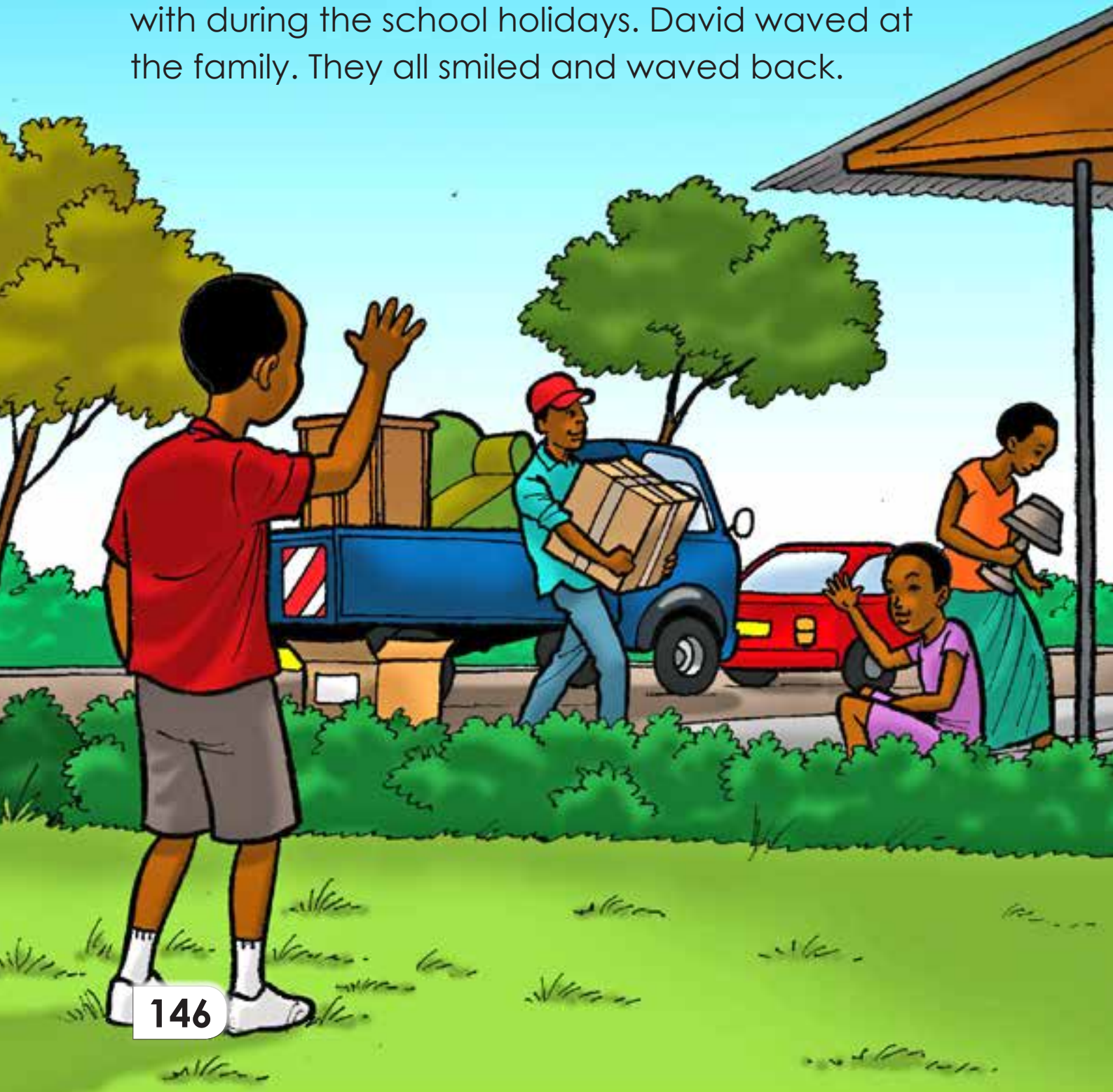
These are some of your rights and responsibilities. Adults should know about these rights and help you learn about them, too. These rights are here to help us make a better world. Do your best to let everyone know that who ever we are, wherever we live, these are the rights and responsibilities of every child.



The Right to Learn



David was very excited. A new family was moving next door. He watched the family as they unpacked and moved their furniture into their new house. David could see a young girl sitting in the garden. She looked the same age as him. He was very happy to have a neighbour of his own age. It would be great to have someone to play with during the school holidays. David waved at the family. They all smiled and waved back.



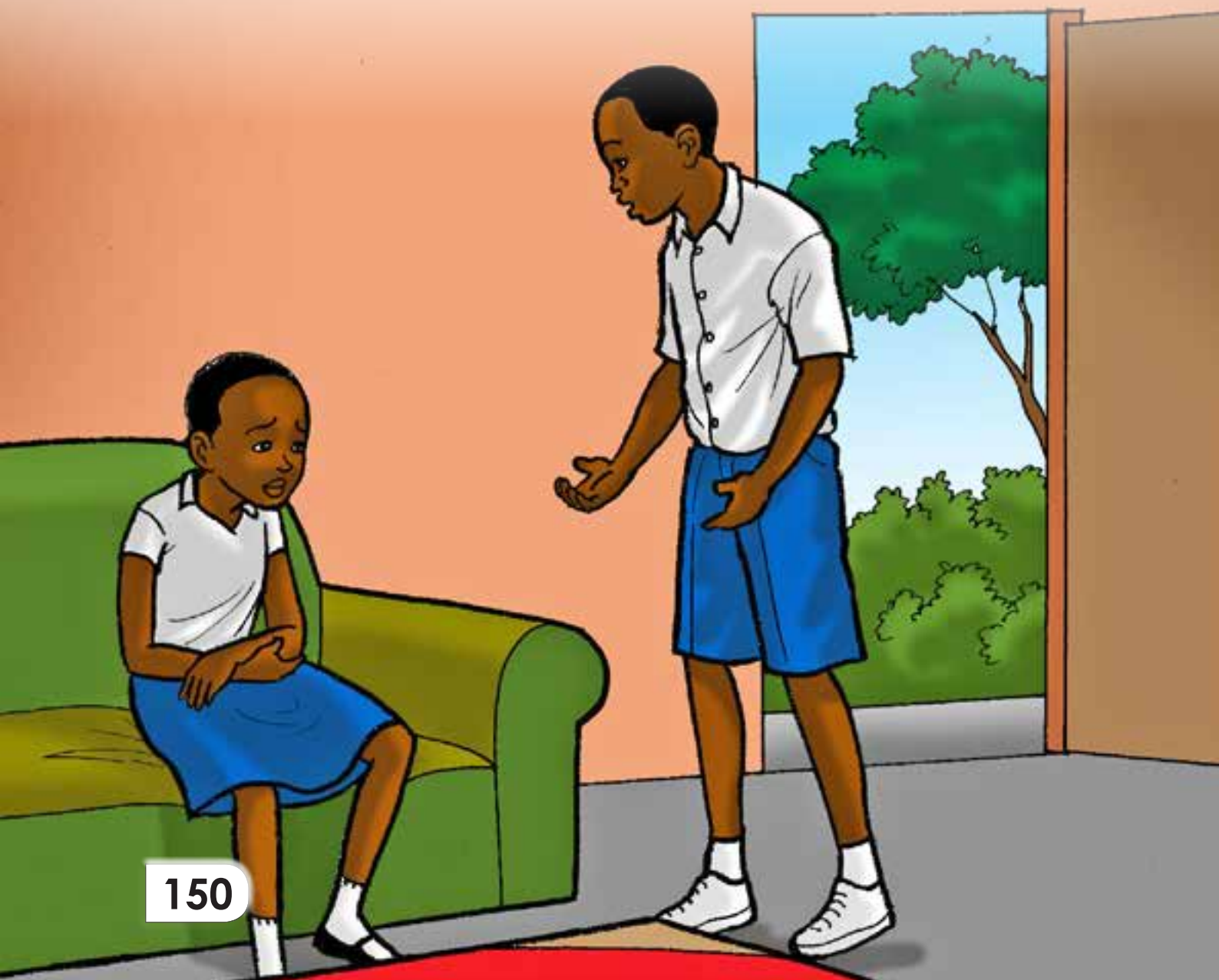


The next morning, David went to greet the new family. He met the father and mother and their daughter Emeline. Emeline and David began to talk. They discovered that they liked singing and listening to the radio. Emeline explained that she liked drawing pictures. David told her that he liked climbing trees and swinging on branches. Emeline's parents were very happy to see that she had made a new friend so quickly.

David asked Emeline if she would like to play football. Emeline said no. Emeline explained that she had been injured a number of years ago and was not able to walk. She could not play some games that other children play. All the time that David had been talking to Emeline he had not noticed. David smiled and said that's ok, as long as she didn't mind watching him play for a while. As David played, she told him stories about where she lived before. Everyday David and Emeline would play board games and sometimes they sat together drawing pictures and telling stories, or listening to the radio.



One morning, David showed Emeline his new school uniform. “Are you ready for school?” he asked. Emeline shook her head. “What’s wrong Emeline?” he asked. Emeline explained that she didn’t go to school. In the past, some children were mean to her and made fun of her. Her father was trying to buy a special wheelchair that would help her get to school, but for now there was not enough money. Emeline’s parents taught her at home.



"Do not worry. I am going to help you to get to school. My teacher taught us that every child has a right to an education," David told her. This made Emeline very happy. David asked Emeline to tell him more about the wheelchair. Emeline drew a picture and explained to David how it works. David took the picture with him.



That evening, David, Emeline's parents and some of David's classmates met. Mrs. Mutesi, the school teacher was there too. They all understood that Emeline had a right to come to school and they would help her to get there. They discussed how they could make a wheelchair. Joseph would get wheels from the garage where he worked. Some of the children would bring large pieces of wood. Together they would make their own wheelchair for Emeline. After two days, they had made the wheelchair.



Emeline couldn't believe her eyes when she saw the strong wheelchair her friends had made her. She was so excited that she would be going to school. The next day, David pushed Emeline to school. The chair worked really well and they made it to school early. When they reached school, some pupils stared at her, but Emeline smiled at them and shook their hand. "My name is Emeline," she said, "Nice to meet you." Mrs. Mutesi explained the school rules to Emeline and showed her where she could sit in class and be comfortable.



Soon Emeline was friends with everyone in the class. Every day the teacher and Emeline's classmates worked together. They learned that everybody has different abilities but by working together and caring for others, the school community could help everyone learn.



Keza's Visit



Keza sat in the car next to her mother. They were travelling to her grandparents. Keza was very excited. Keza's grandparents were great storytellers. She loved hearing about the past and learning about their lives. They always told her about life long ago, when they were young. She loved visiting them.

Last week, Keza had learned about traditional life in school. She read books, looked at old photographs and listened to her teacher explain about life one hundred years ago. Her teacher showed her pictures of a traditional house made of grass, papyrus and sticks. There were mats on the floor, spears standing in corners, baskets, jars of milk and different animal skins decorating the walls. All these things were new to her. Keza loved learning about traditional life in Rwanda.



Her teacher had given the class homework. Each pupil had to interview an elder in the community. Keza knew immediately who she would ask. She called her grandfather and asked him if he could help. Grandfather was always happy to help his granddaughter learn new things and said yes straight away.





When Keza and Mother reached her grandparents house, everyone came to greet them. After dinner, Grandfather announced they would sit by the fire and tell stories like they did in the past. Grandmother put chairs and mats around the fire for everyone to sit. She put some traditional hides on the floor. She gave the children cold milk in a traditional milk jar. It was Keza's first campfire and she was very happy. Keza's mother took photographs of everyone for Keza's homework.

“We are having a special story today to tell Keza about life in olden days,” Grandfather said. “Today, we will talk about when grandmother was a young girl and I was a young boy,” he said. Keza took her mother’s phone to record her grandparents’ story.





“It was a simple life,” Grandmother started, “We had cows and goats. We grew crops to eat and we got meat from the animals. We learned skills like cooking, weaving mats and baskets, churning milk to make butter and yoghurt. In the evenings, we sat by the fire and listened to our grandparents tell folk stories of heroes and heroines, of monsters and ogres. We sang songs together,” she said.

“I remember the time I spent grazing animals with my brothers and cousins,” continued Grandfather. “In the mornings we took the animals to the hills very far from here. It was fun looking after the animals. We played a lot. We had football and wrestling matches. Sometimes our uncles would teach us different skills like making tools such as spears, hoes, machetes and needles.”



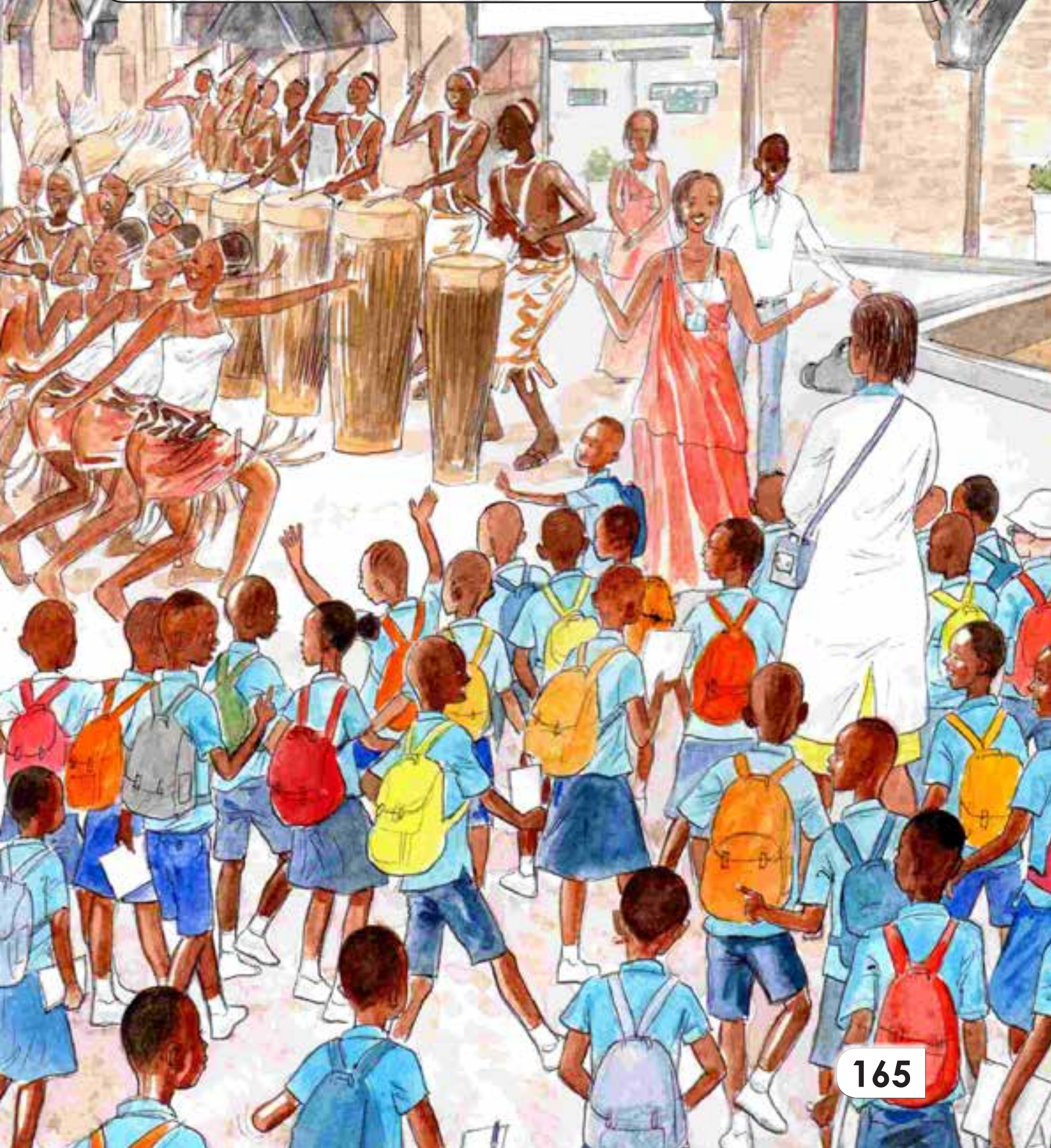
It was one of the best stories Keza had ever heard. The next day Grandmother taught her how to churn milk and she took more photographs. When it was time to leave, Grandfather gave her some traditional things for her presentation. He gave her a traditional milk jar, a woven basket, a rabbit skin and a carved stick.



Keza was happy she had learned about her family and the way her grandparents lived. She worked on her presentation for the next few days. Finally, when her turn to present came, she shared with her classmates what she had learnt about her family traditions. She showed them the traditional objects and told them how they were used. She also described the way her grandparents live now. At the end of her presentation everyone applauded.

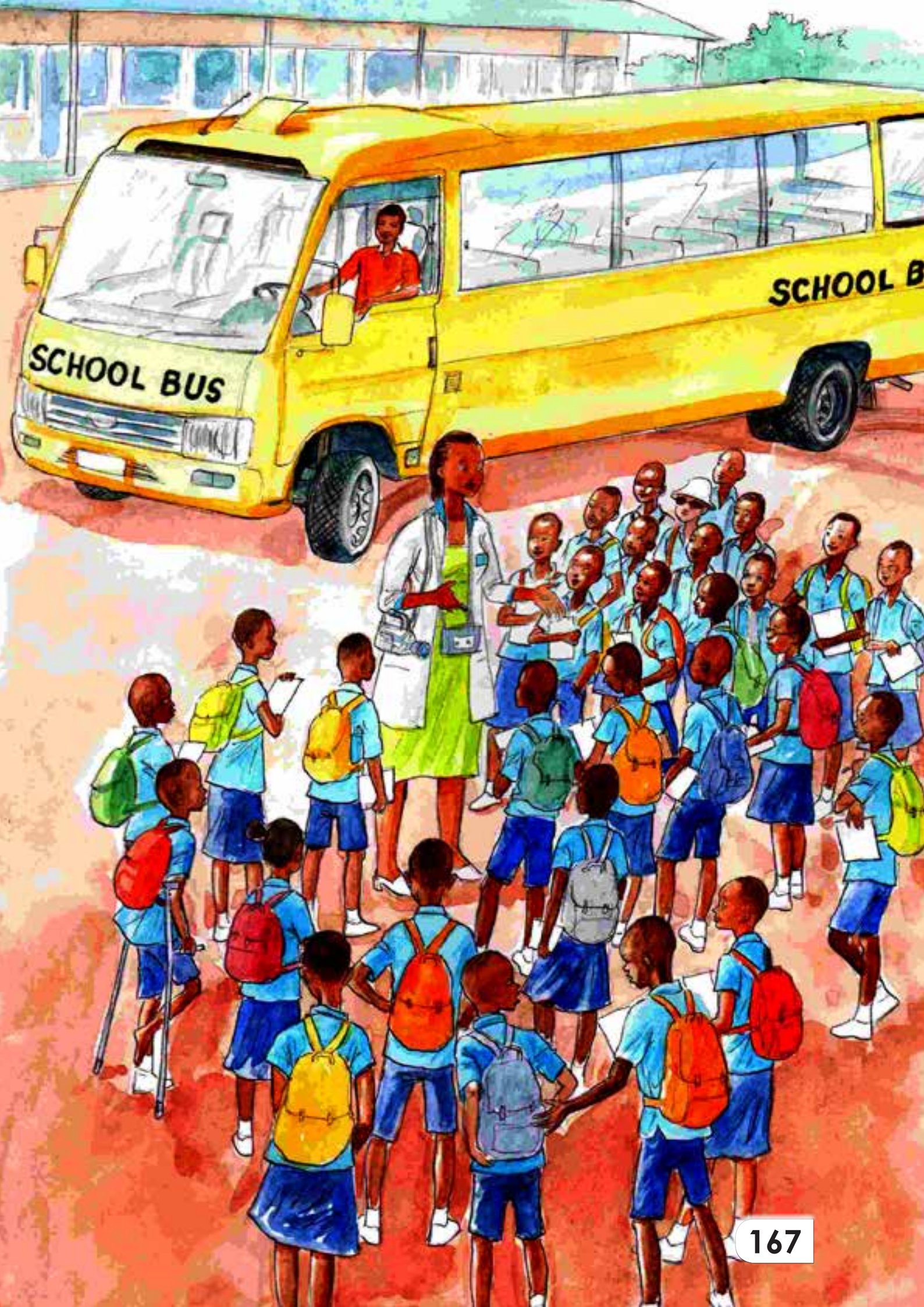


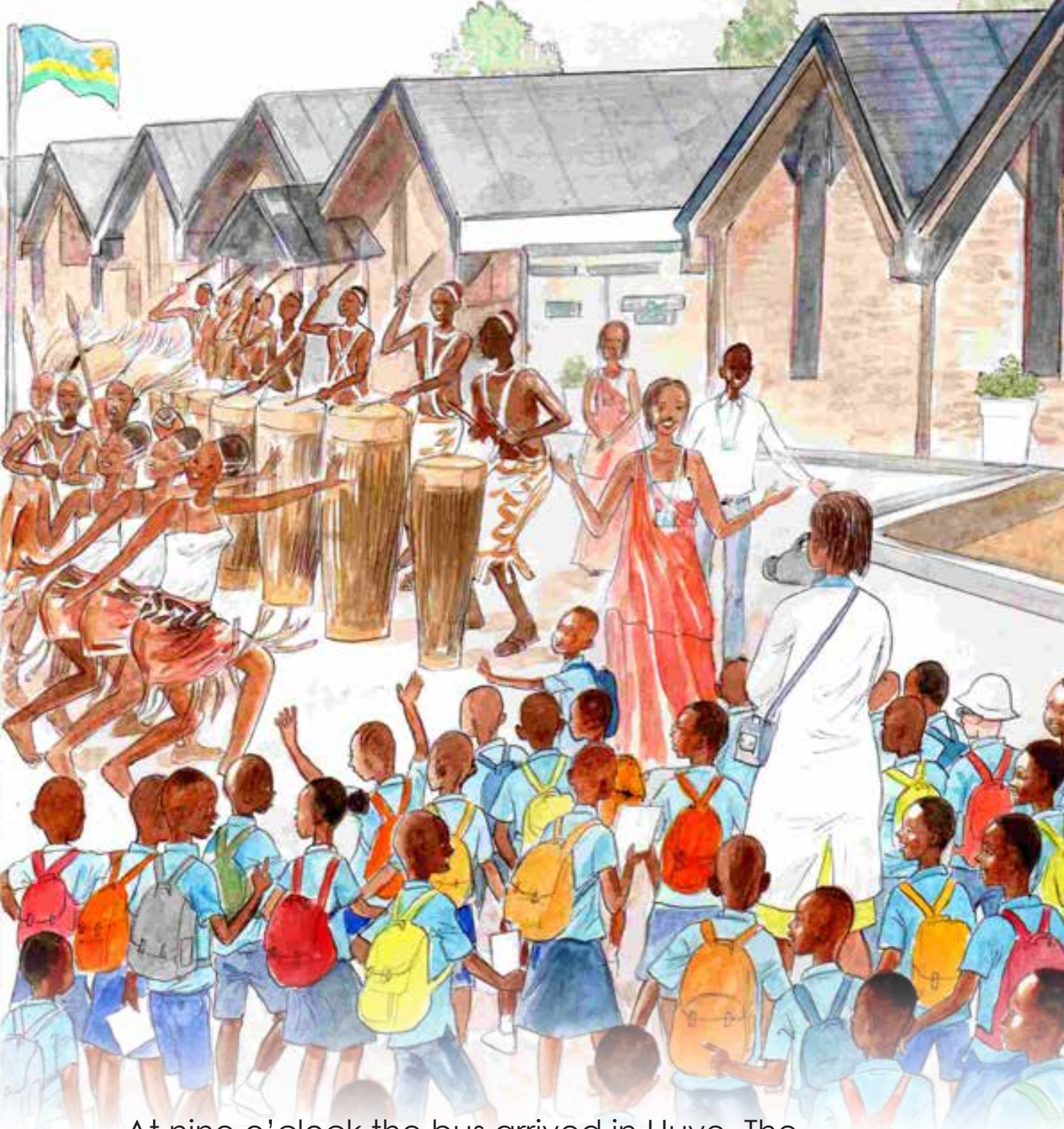
A Visit to the National Museum of Rwanda



Many children were standing beside the bus. Teacher Fabiola was busy counting the children. "28, 29, 30," she said loudly. "Wonderful," she said. "Everyone is here! We are ready to visit the National Museum of History of Rwanda. Let's go!"

All the children cheered as they climbed on the bus. They were excited and ready for the visit. Everyone had a schoolbag with a notebook and a pen. Teacher Fabiola had a recorder and a camera. Teacher Fabiola stood at the front of the bus. "Primary 4," she said, "Today, we are going to learn about the traditional and modern life in Rwanda. You will see household objects, traditional and modern farming tools and food. Are you ready?" asked Teacher Fabiola. "Yes," everybody replied.



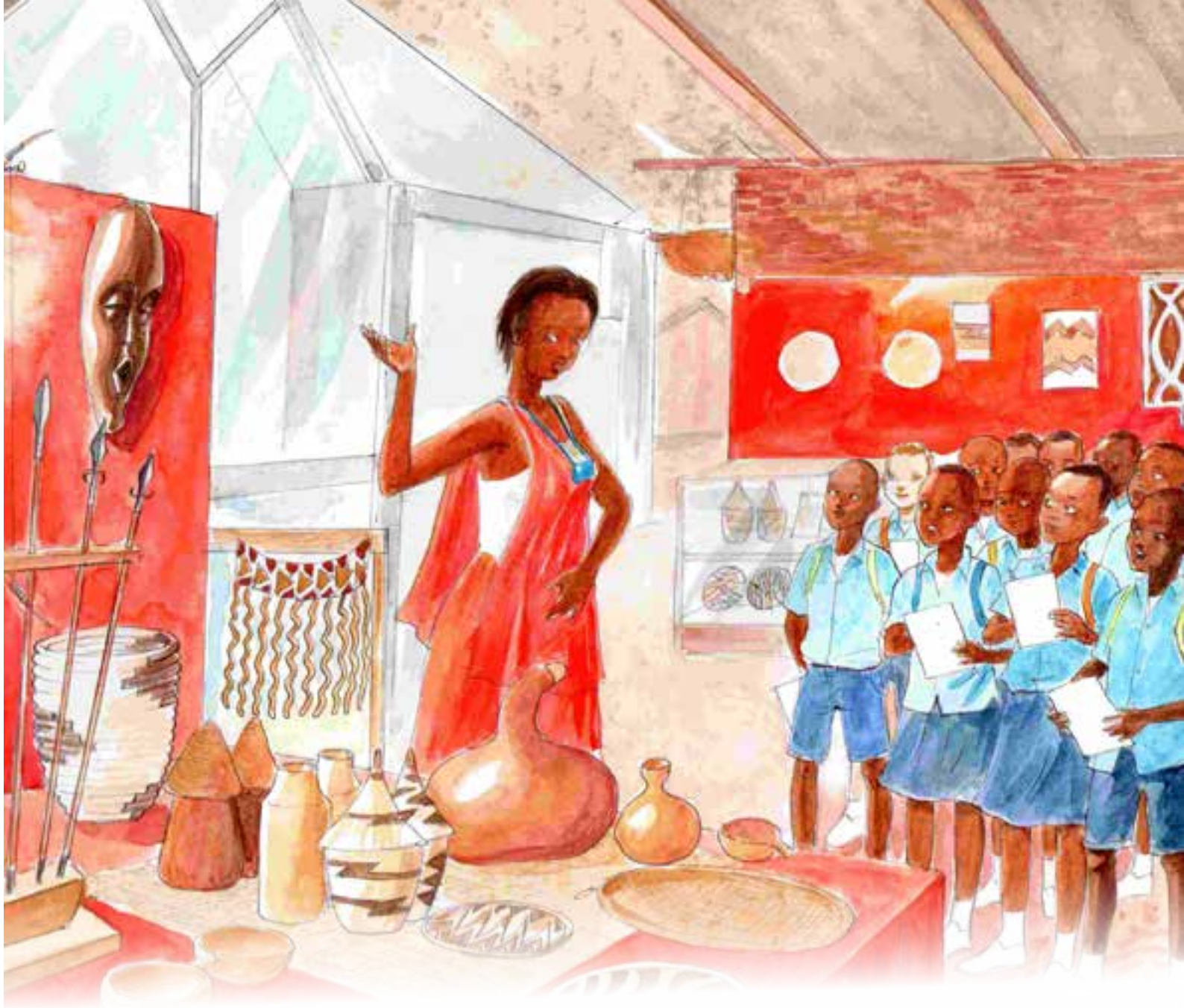


At nine o'clock the bus arrived in Huye. The children were welcomed by drummers and Intore dancers wearing traditional clothes. They started to dance as the children got off the bus. The children clapped their hands and sang along with the music. Teacher Fabiola was very happy.

After the welcome dance, the guide welcomed the children. She told them about the exhibits. She explained that there were many interesting things to see in the museum. She told children that they could ask as many questions as they liked.

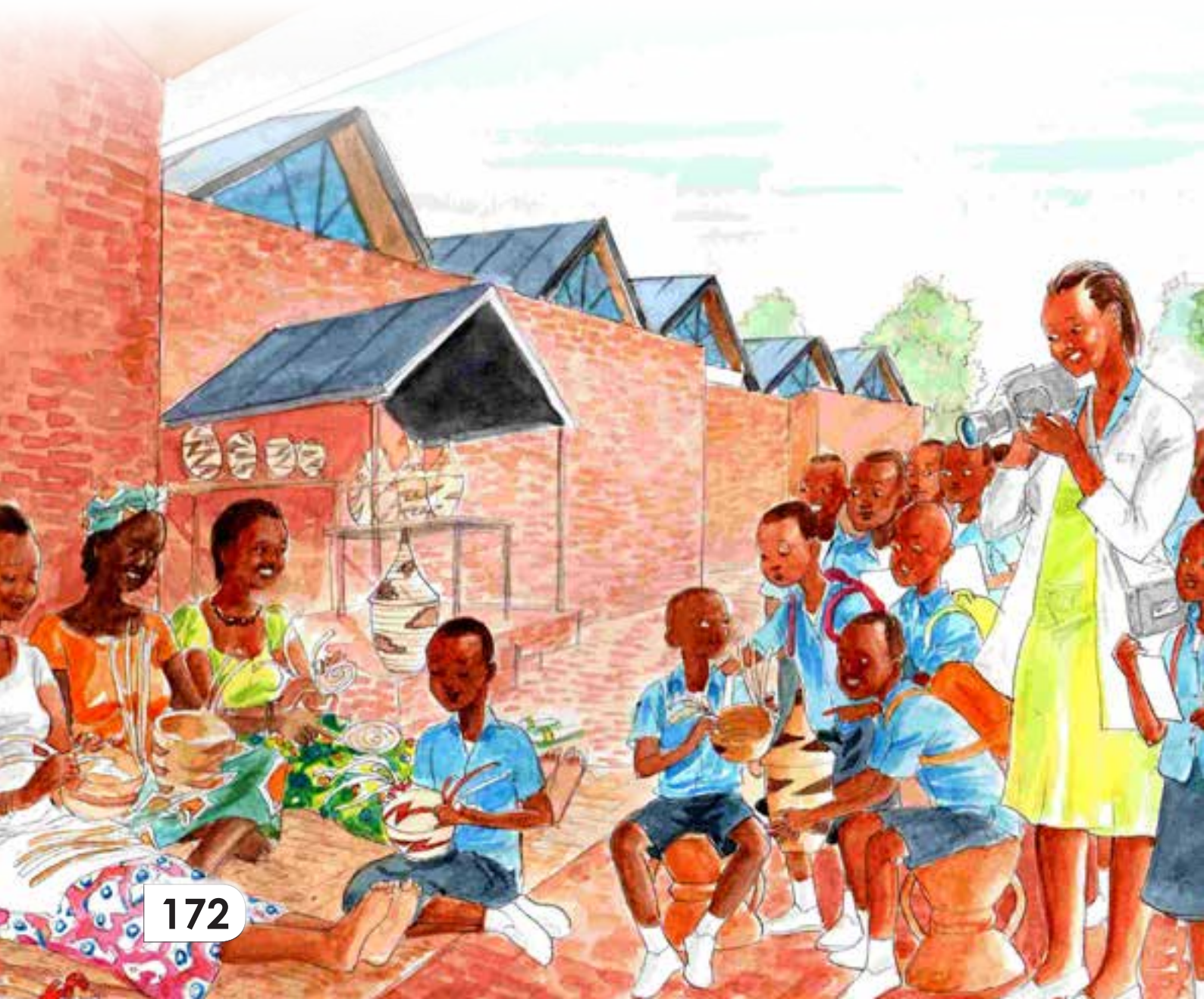


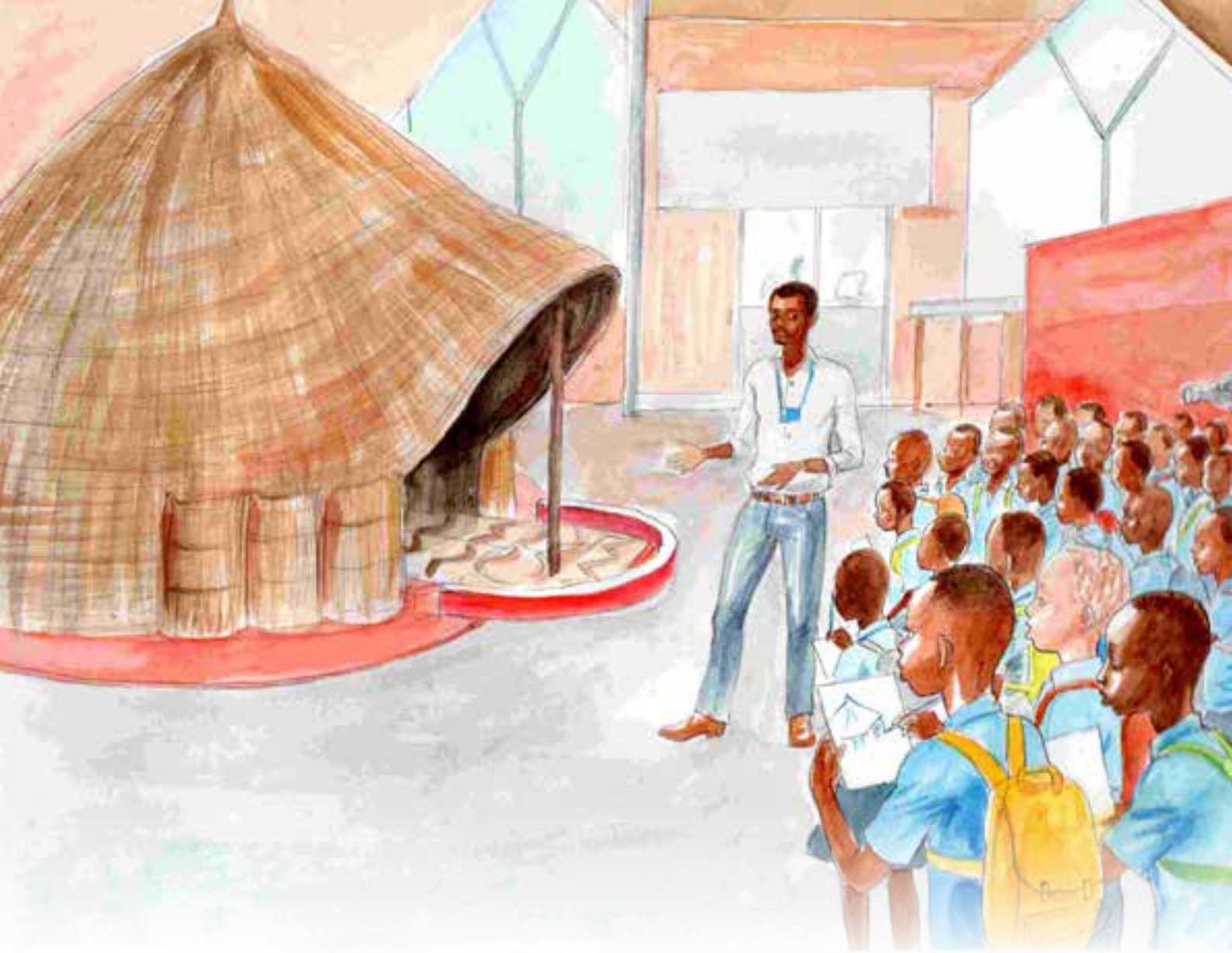
First, the children looked at the traditional objects. The children saw different pots made of clay and furniture. They saw the trough, the wooden plates and spoons. They saw the milk-gourds and the milk pots. They saw the spears, arrows and bows that hunters used. There were displays of mats and baskets. They were big baskets and small baskets of many colours. The children admired the masks and traditional clothes. The tour guide asked the children to draw and write about their favourite object. Then, the children went outside to see the artists. The potter and the basket weaver demonstrated to the children how to make pots and baskets.



The potter explained that pots and jars were used for water and milk. Some large pots were used for cooking and fetching water. The potter showed the children how to make a pot. Each child received a small lump of clay and made their own traditional pot. Teacher Fabiola took pictures of the class as they worked. Finally the potter showed how to make the traditional jewellery. The potter presented Teacher Fabiola with a traditional necklace. She was very happy.

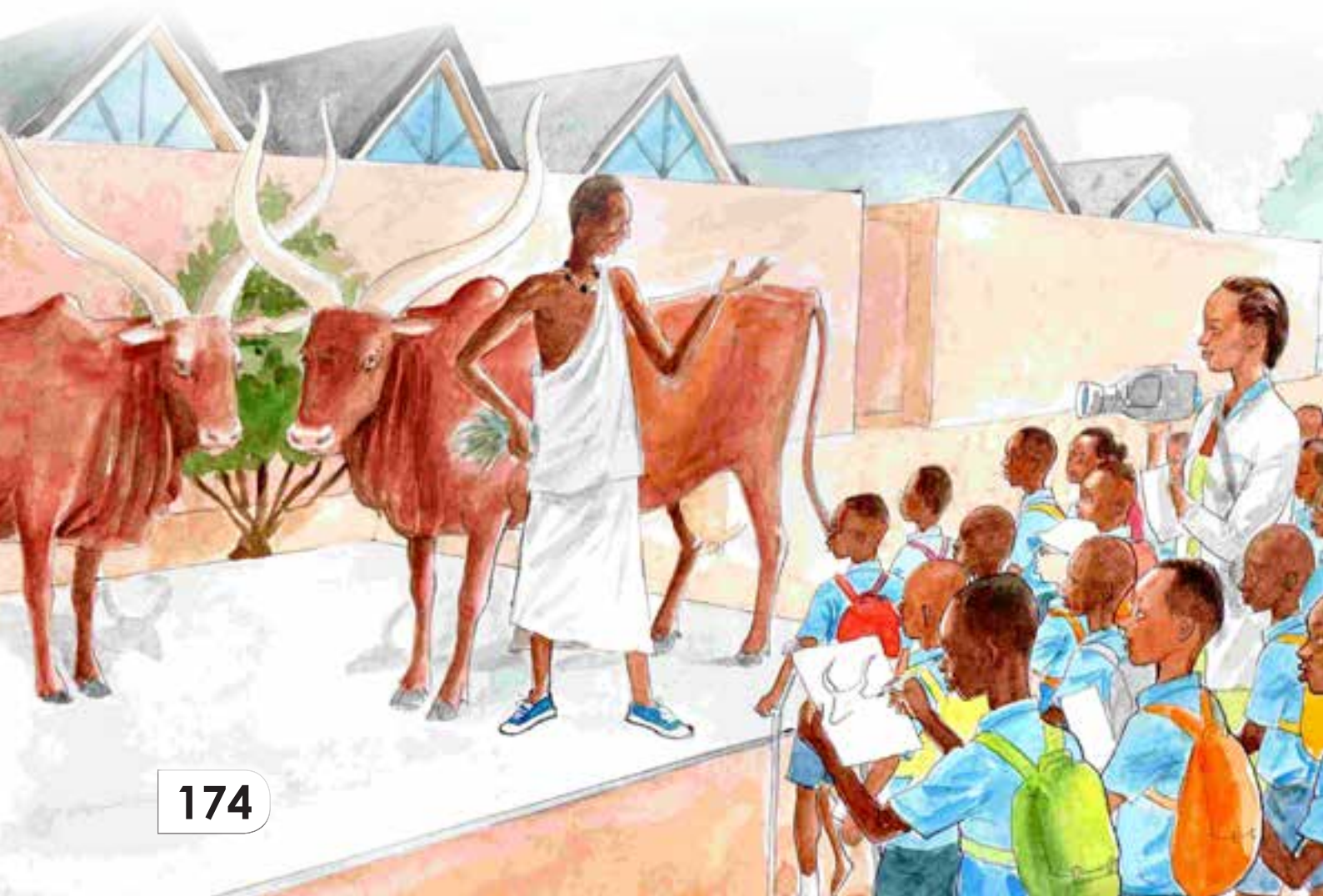
Next, the basket weaver showed the children how to make a basket. The children worked quietly and wove the reeds carefully. The weaver helped the younger children. When they had finished, the basket weaver discussed with the children how important baskets were. People carried their precious objects in the baskets. They also used special baskets to catch fish in the rivers. After the children had a picnic. As they ate they talked about all the interesting history they had learned.



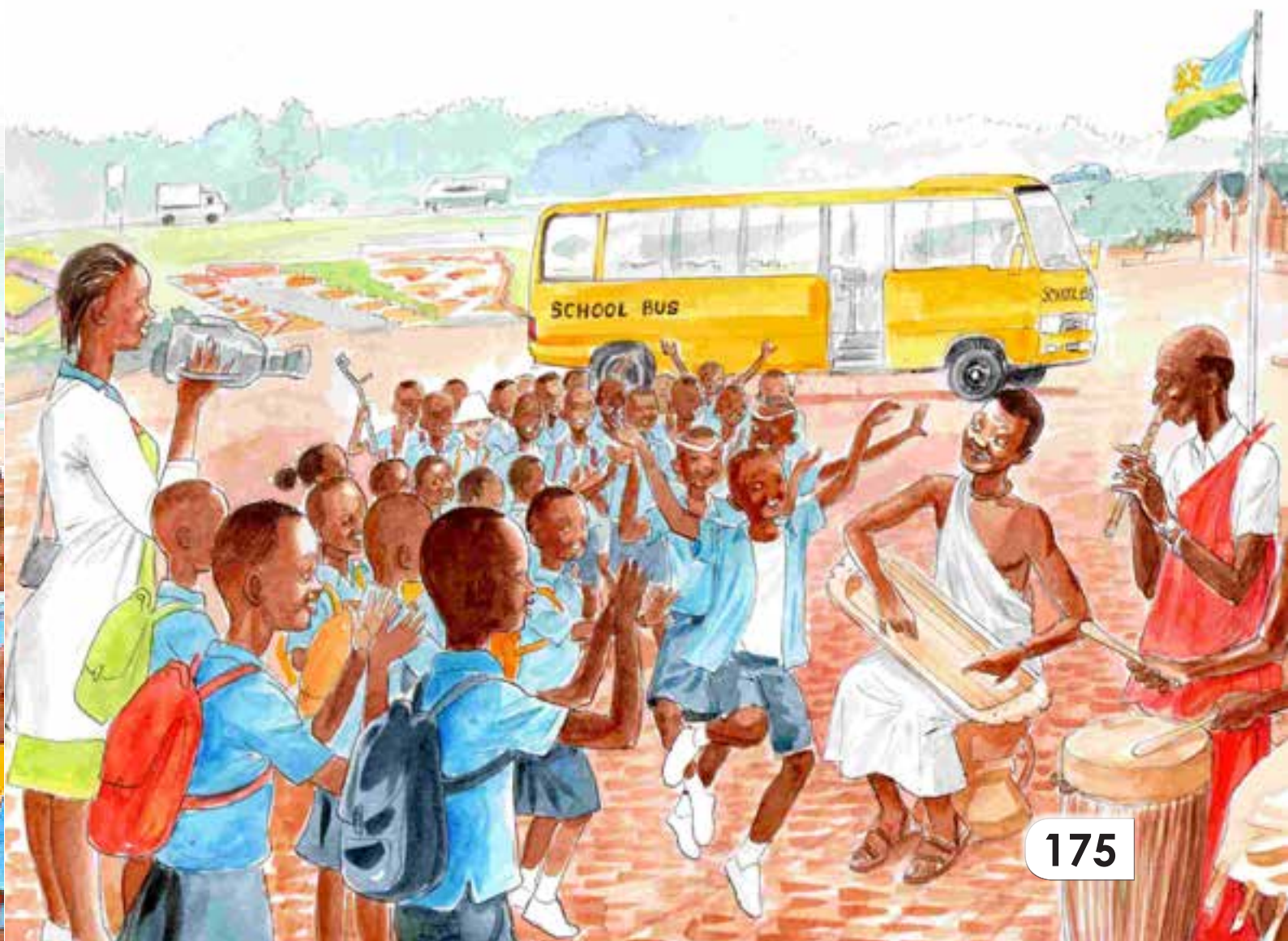


After the picnic, the class visited the traditional royal hut in Nyanza. The guide explained about the traditional Rwanda housing. “It was constructed from local materials. It was made from cedar poles, linked with bamboo and reeds and thatched with grass or banana leaves.” The children took off their shoes and walked inside the hut. The children and the guide sat on the mats and Teacher Fabiola took their photograph.

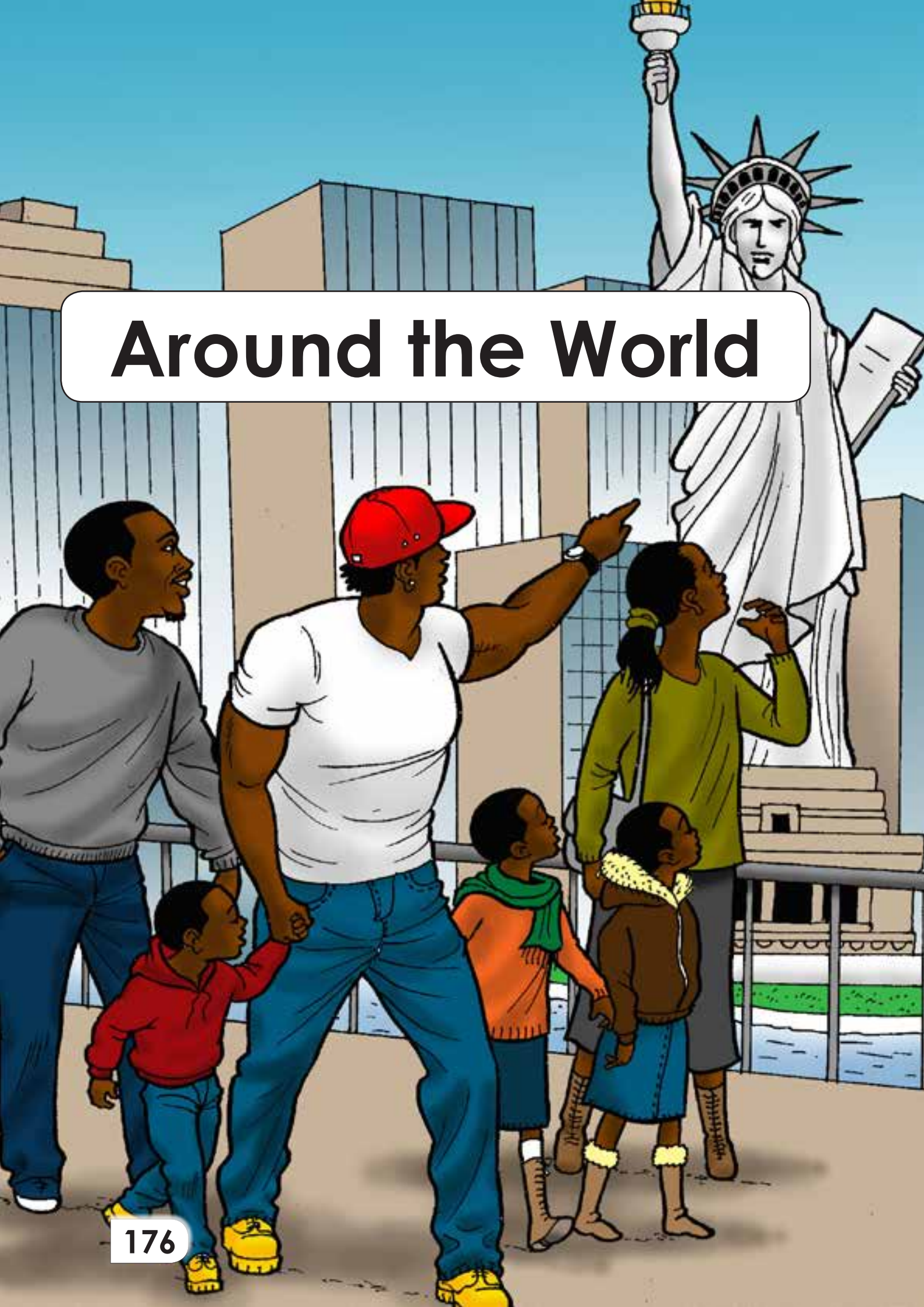
Next the class went to visit the famous long horned cattle. The cows mooed when they saw the children and shook their heads. The children drew pictures of the cows with their long horns. The farmers demonstrated the traditional farming materials. The guide asked the children questions about Rwanda's traditional food. Teacher Fabiola was very proud when the children recognised the bananas, plantains, pulses, sweet potatoes, beans, and cassava. The farmers showed the children how to make the traditional breakfast of sweet potatoes, porridge, and a mixture of sorghum, corn, milk and millet." Teacher Fabiola told the class that porridge was a very healthy breakfast.



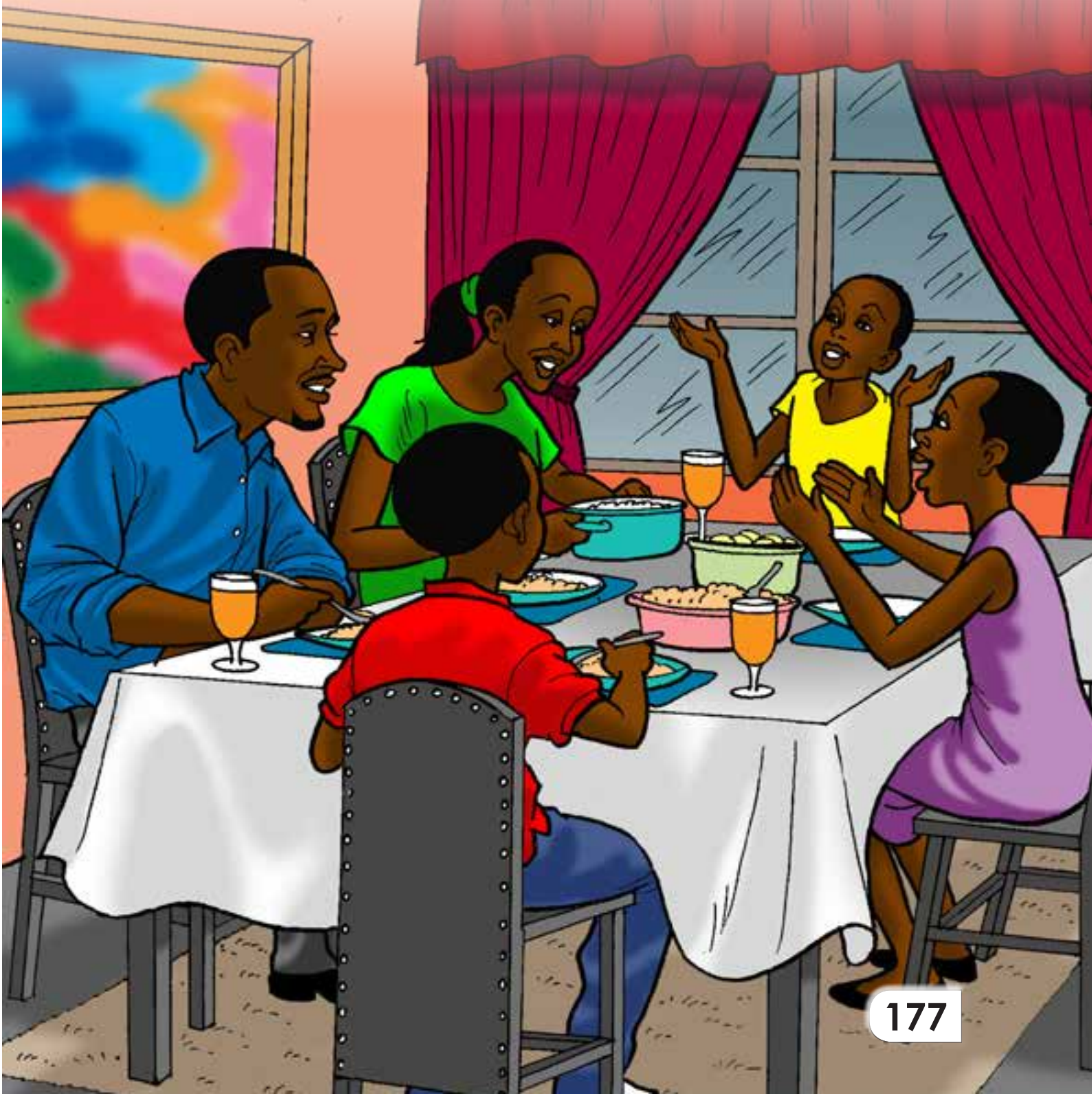
Finally the children met the musicians. The musicians demonstrated the traditional instruments. The children played the instruments, sang songs and practiced the traditional dancing. Teacher Fabiola recorded the children's voices as they sang and danced until they were tired. At two o'clock, it was time to go back to school. The children returned to the bus. As the bus drove out of the museum the children clapped for Teacher Fabiola. It was a great day at the museum.



Around the World



Last year, my family and I had the most memorable holiday. One evening, my mum and dad announced that we were going to travel around to different countries. My sister, brother and I were so excited! It was a dream come true. We had learned a lot about different countries of the world like Canada, Egypt and the USA.





Our first stop was Egypt. In Egypt, we went to visit our aunt who lives and works in Cairo. It was my first time to fly on a plane. We arrived early at Kigali International Airport and checked in our luggage.

We arrived in Cairo late at night. Our aunt met us at the airport and drove us to her home. In Egypt, we visited the pyramids. We saw the desert and the endless view of sand. The following day we had a picnic on the banks of River Nile. We spent two days in Egypt and visited many interesting places.



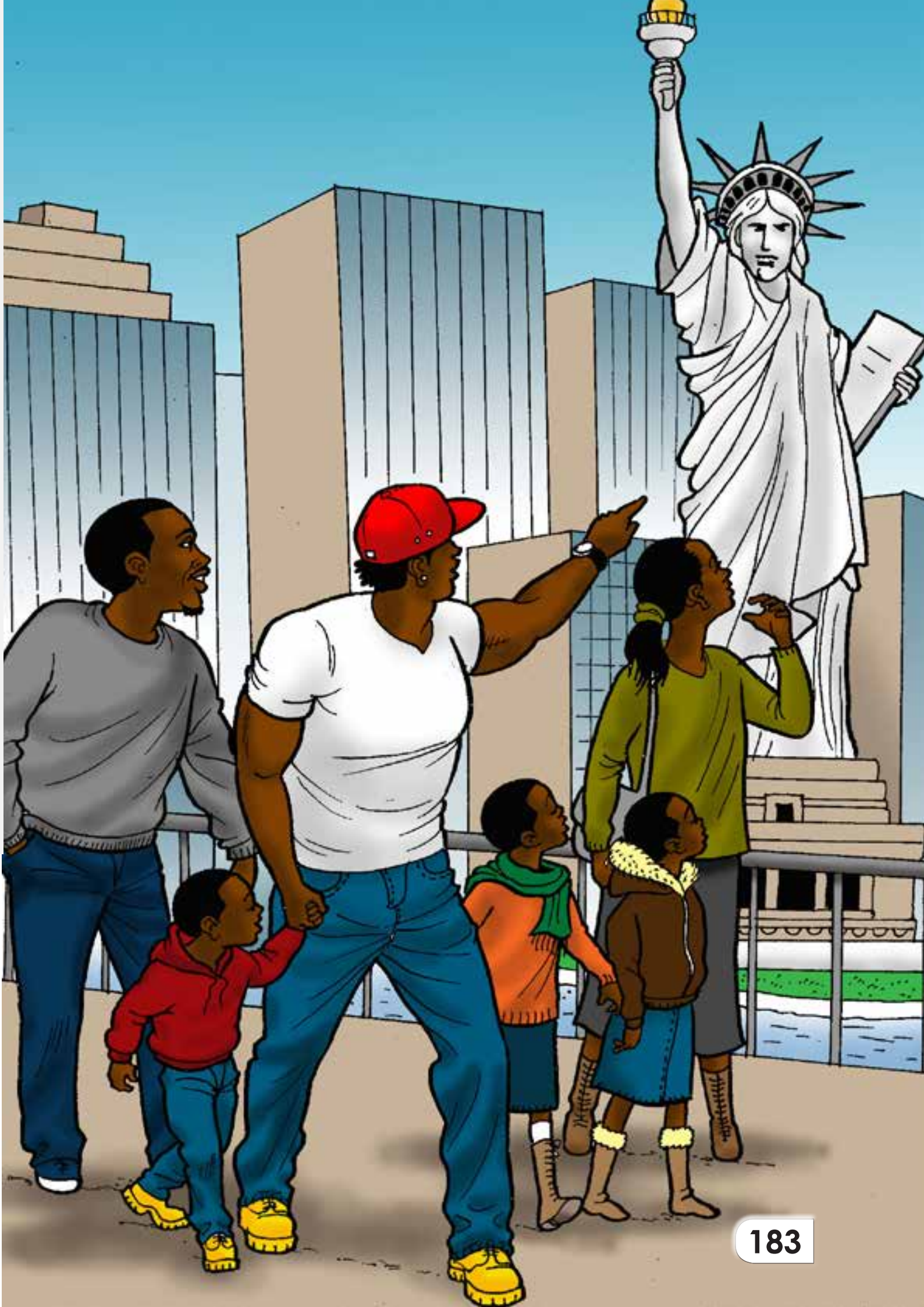


Our next destination was Melbourne, Australia. We visited the Royal Exhibition building and its beautiful garden. It's one of the oldest buildings in Australia. Next we went to see the River Murray and we saw people sailing on the river. During our stay, we saw kangaroos and koala bears in the wild.





Our next stop was the United States of America. During our stay in the USA, we saw the White House in Washington DC. We visited different buildings like the Capitol Building and the Lincoln Memorial. We then went to New York City to visit our uncle. Our uncle took us to visit many exciting places like the World Trade Center and Statue of Liberty.

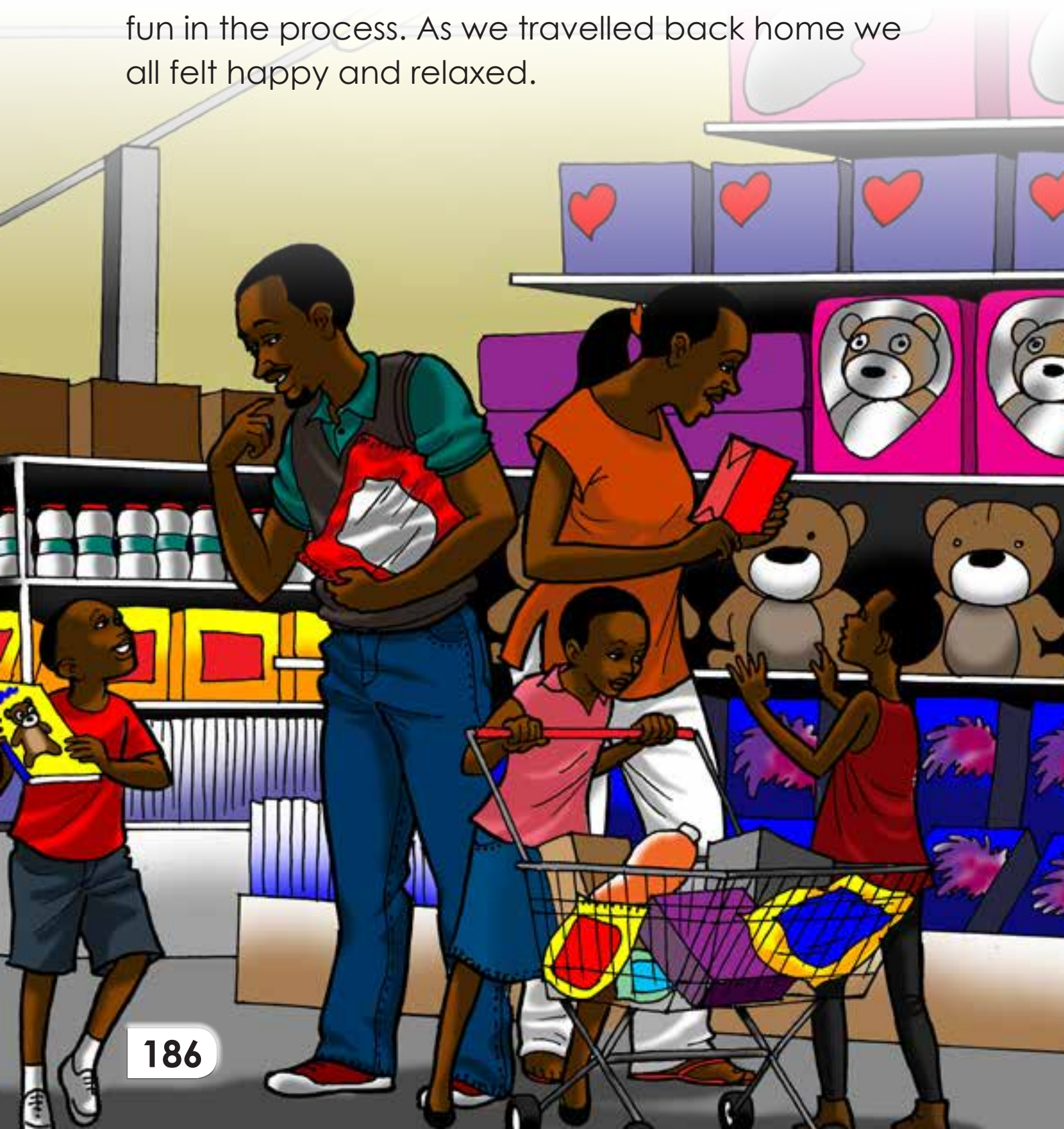


After New York, we travelled to Canada. We arrived in Montreal late in the evening. We visited the Olympic Stadium, the Montreal Biodome and finally we visited the Niagara Falls.





Finally our holiday came to an end. We went with mum to buy gifts for our cousins and friends. We then packed our bags. We had had a good time but we were ready to go home and start school. We had so much to tell our friends at school. We had learnt a lot about different countries and had fun in the process. As we travelled back home we all felt happy and relaxed.



Countries and Cities of the World



The land around the world is divided into different countries. The main areas of land in the world are called continents. The continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The world is a huge community of all the countries and people. The world is also called Planet Earth. There are more than 190 countries in the world. Millions of people live around the world. Today we will learn about some of the countries. We will learn about Brazil, Australia, Italy and China. Learning about countries is interesting. People live in all kinds of places around the world.



Brazil

Brazil is the largest country in South America and the fifth largest nation in the world. The capital of Brazil is Brasilia. Over 183 million people live in Brazil. The national language of Brazil is Portuguese. Citizens of Brazil are called Brazilians. The Amazon is a major river in Brazil. The Amazon is 6,400 kilometers long.

Brazil has the greatest variety of animals of any country in the world. It is home to 600 mammal species, 1,500 fish species, 1,600 bird species, and an amazing 100,000 different types of insects.

Brazil has won the World Cup soccer finals five times, more than any other nation, and it hosted the World Cup in 2014.

Brazil has many different types of soil and climate, so it can produce a great variety of crops. Its agricultural exports include sugarcane, latex, coffee, cocoa beans, cotton, soybeans, rice, and tropical fruits. Brazil is also South America's most industrial nation, producing chemicals, steel, aircraft and cars.



AMAZON RIVER

COTTON

WORLD CUP SOCCER 2014

BRAZILIA

COCOA

COFFEE

TROPICAL FRUITS

RICE

SUGARCANE

Australia

Australia is one of the largest countries in the world. Canberra is the capital of Australia. Approximately 22 million people live in Australia. Citizens of Australia are called Australians. The River Murray is a famous river in Australia. There are many unusual animal species such as the platypus, kangaroo and koala. Australia is home to many of the deadliest species of animals on the planet. There are 36 species of poisonous spiders in eastern Australia. There are 20 types of venomous snakes. Australia is an important exporter of agricultural goods like wool, wheat, beef, fruit and wine. The country is also rich in minerals and metals and is the world's fourth largest producer of gold.



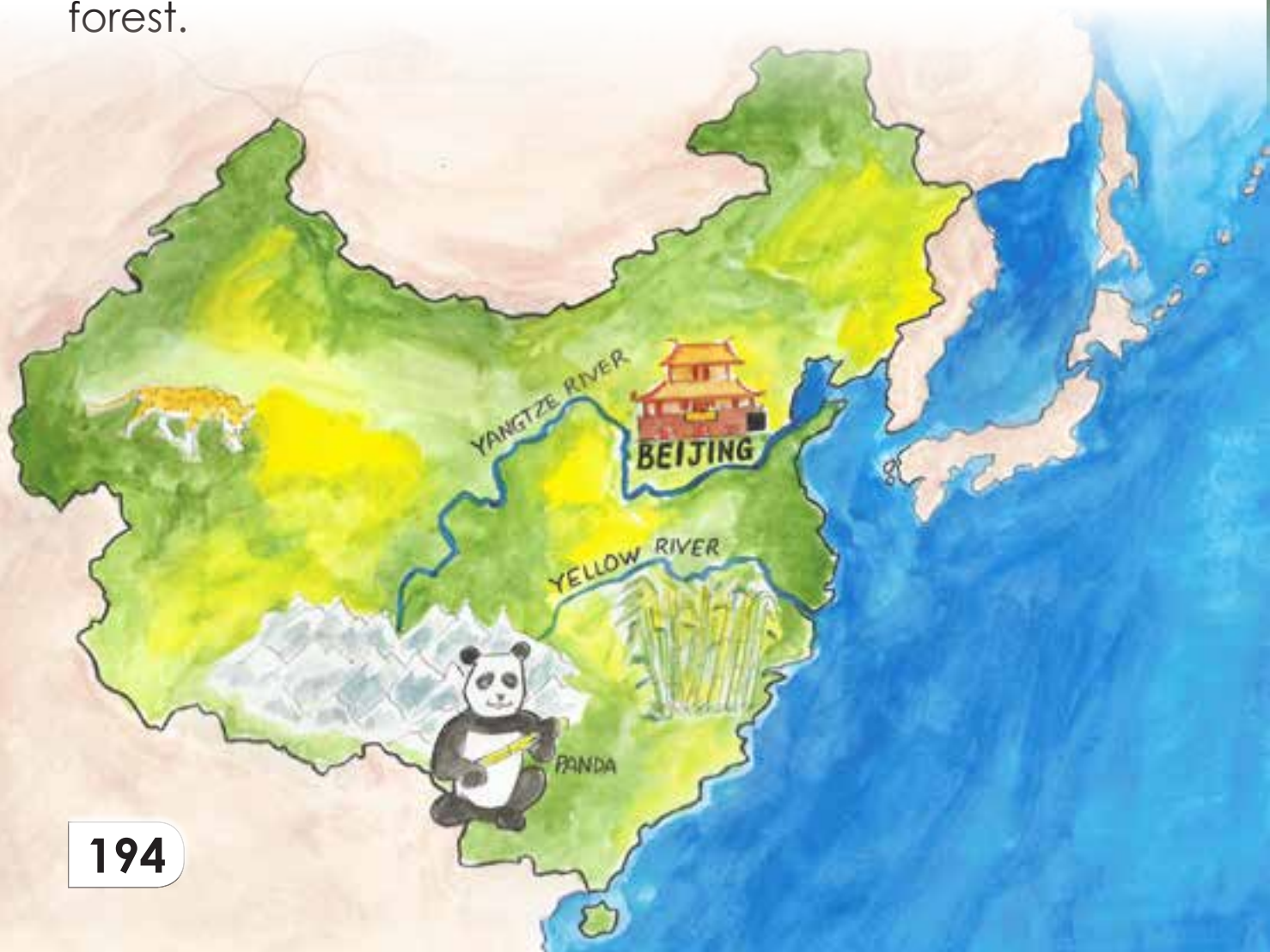
Italy



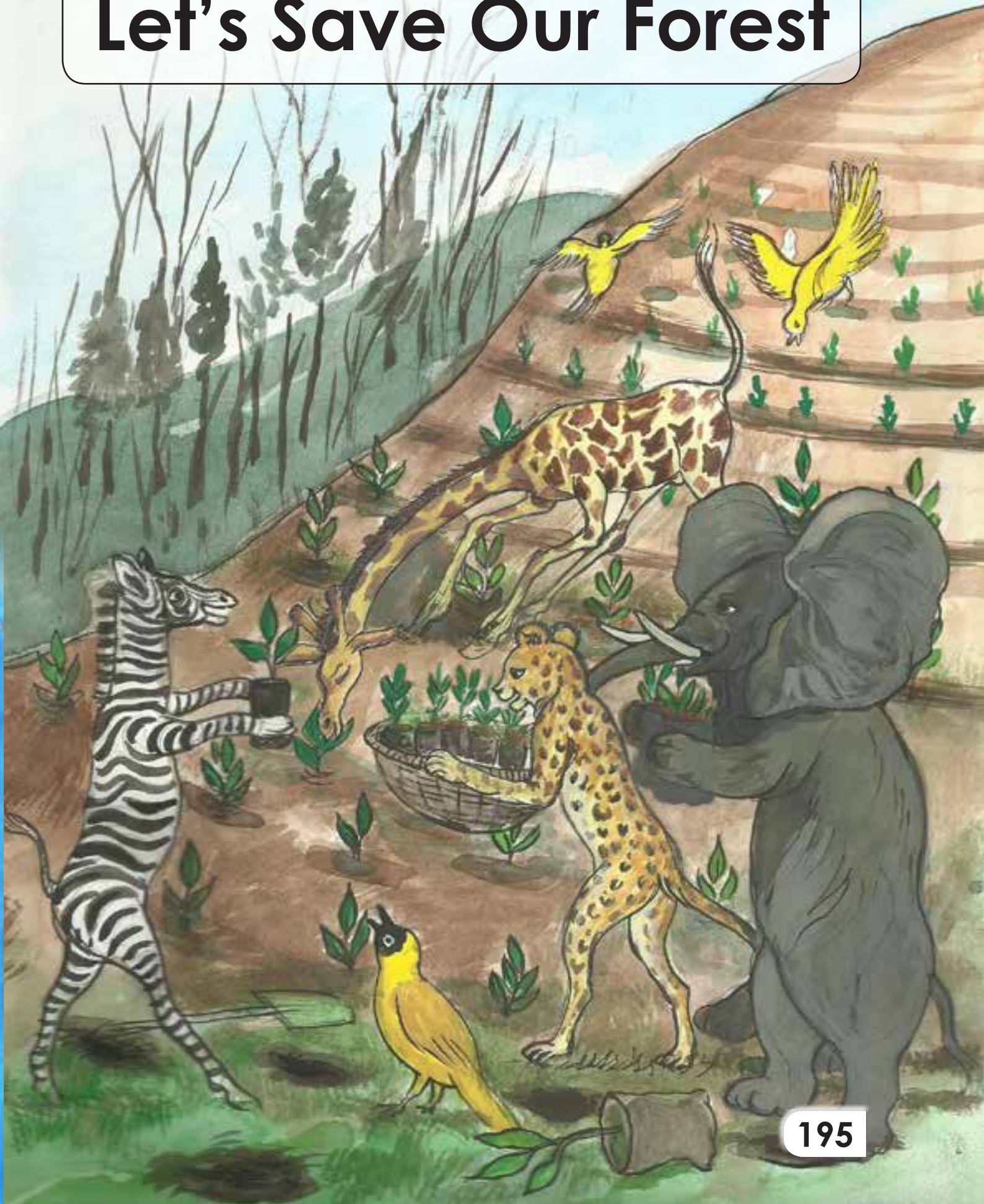
Italy is a country in Europe. Approximately 61 million people live in Italy. The official language is Italian and the citizens of Italy are called Italian. The capital of Italy is Rome. The Po is a famous river in Italy. Italy grows tomatoes, olives, almonds, and figs. The highest mountain in Italy is Mount Blanc.

China

China is a country in Asia. The capital of China is Beijing. With a population of 1.3 billion, China has more people than any other country on Earth. About a third of the population lives in cities. The rest of the people live in the countryside. China has thousands of rivers. The Yangtze and the Yellow Rivers are the most important. At 6,300 kilometers long, the Yangtze is the world's third largest river. The official languages of China are Standard Chinese and Mandarin. The giant panda lives in the misty mountains of southwest China and nowhere else on Earth. They eat bamboo and usually live near the evergreen forest.



Let's Save Our Forest



Once upon a time, the animals and birds lived in a big forest. They lived harmoniously together. Some days, they would meet at the river and drink water while enjoying the warm sunshine. On other days, they would meet under the trees and keep each other warm away from the heavy rain. The animals and birds loved their forest.



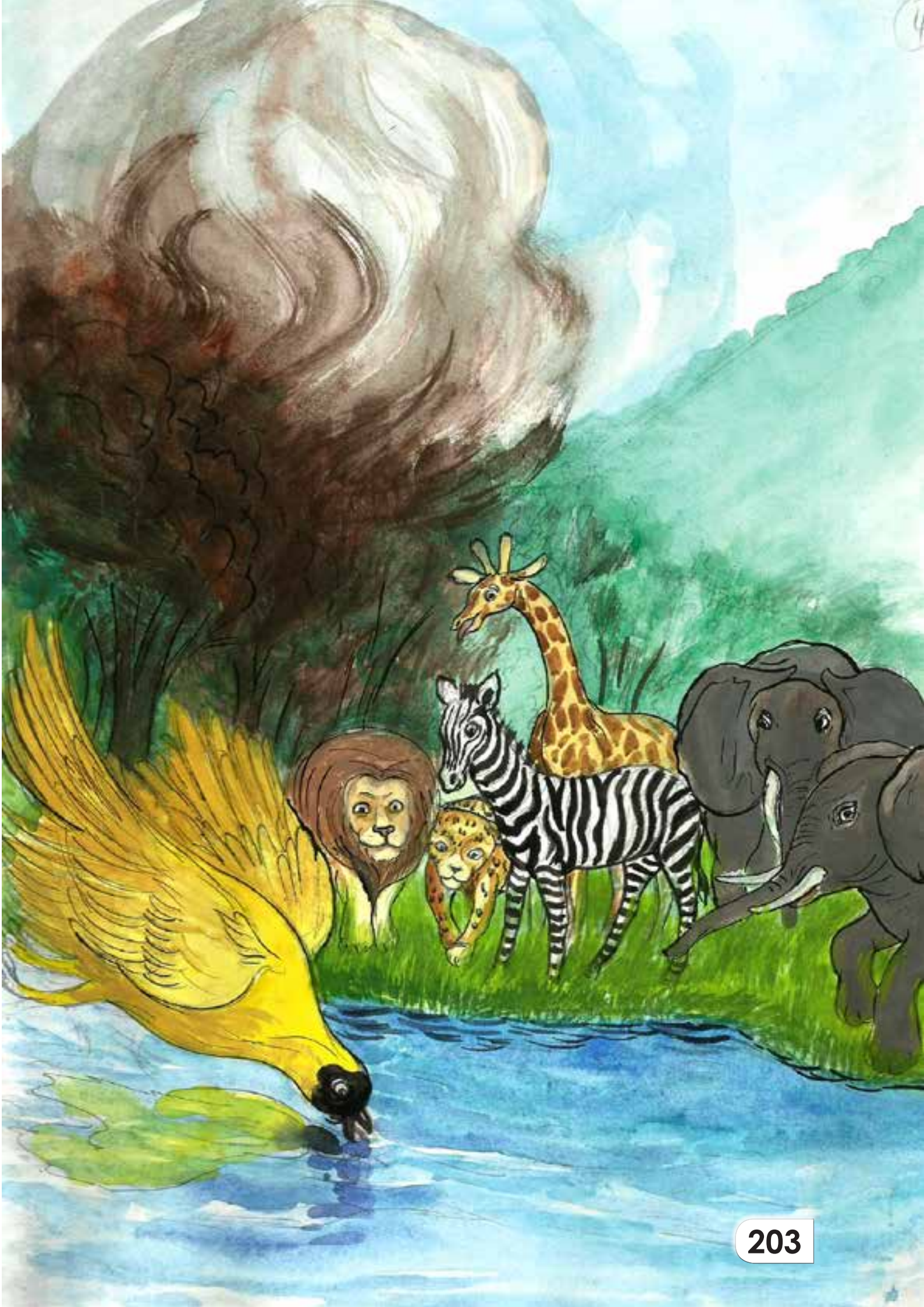
One day a terrible fire broke out in the forest. A huge part of the forest was suddenly covered by a big wild fire. Frightened, all the animals fled their homes and ran out of the forest. As they came to the edge of the river they stopped to watch the fire. They were feeling very discouraged and powerless. They were all complaining about the destruction of their homes. Every one of them thought there was nothing they could do about the fire, except for one bird.



This weaver bird decided she would do something. She moved into the river and picked up a few drops of water and went into the forest and put them on the fire. Then she went back to the river and did it again, and she kept going back, again and again and again. All the other animals watched in disbelief; some tried to discourage the weaver bird with comments like, "Don't bother, it is too much, you are too little, your wings will burn, your beak is too tiny, it's only a drop, you can't put out this fire."

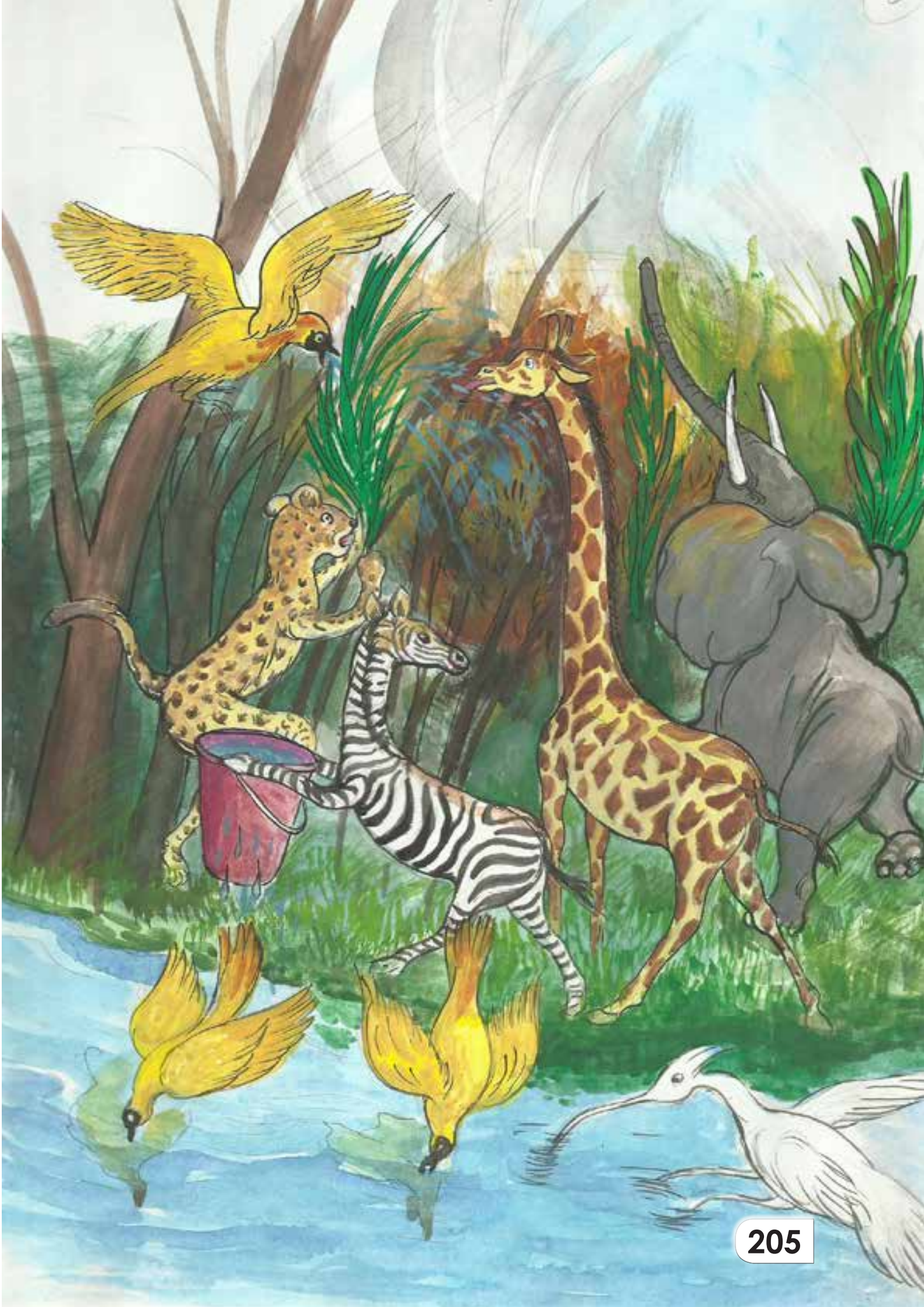


The weaver bird said, "I am doing what I can. If we all do what we can, I am sure we can put out this fire. The forest is a precious natural resource and it is precious to everyone." The weaver bird then went on, picking drops of water and putting in the fire. When the animals heard what the weaver bird said, they all looked at each other and nodded their heads.



The animals had surrounded the fire from all sides, and the birds were dropping water from above. The birds and animals joined the weaver bird to throw water and sand.

As they went on, the fire became smaller and smaller. After a while, the fire was nowhere to be seen. The animals were tired but they were happy they had saved the forest. Now they had to help it grow again.





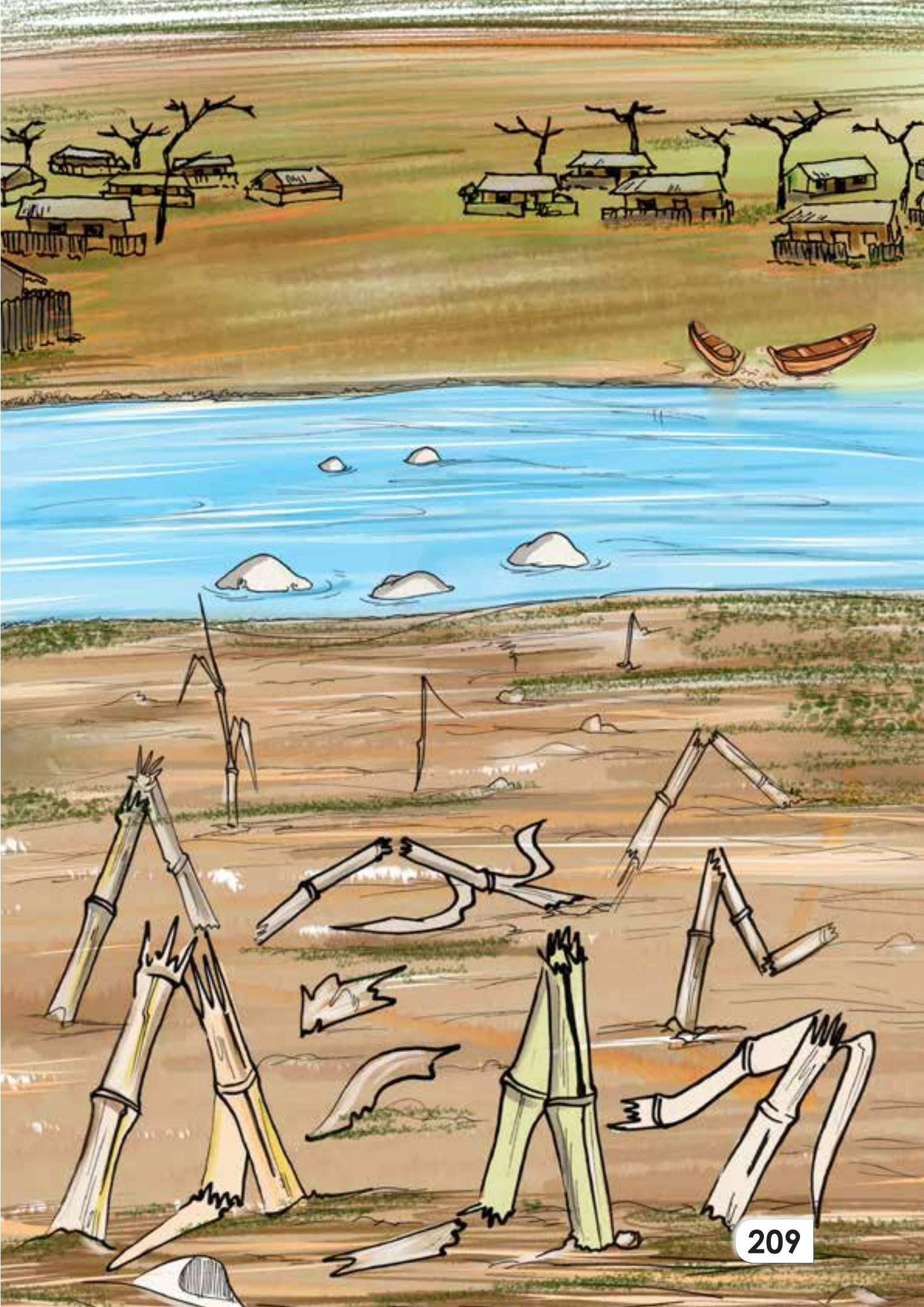
The next day, the animals met. The animals agreed that each and every animal and bird would plant a tree everyday. In a few months, the forest had grown again.

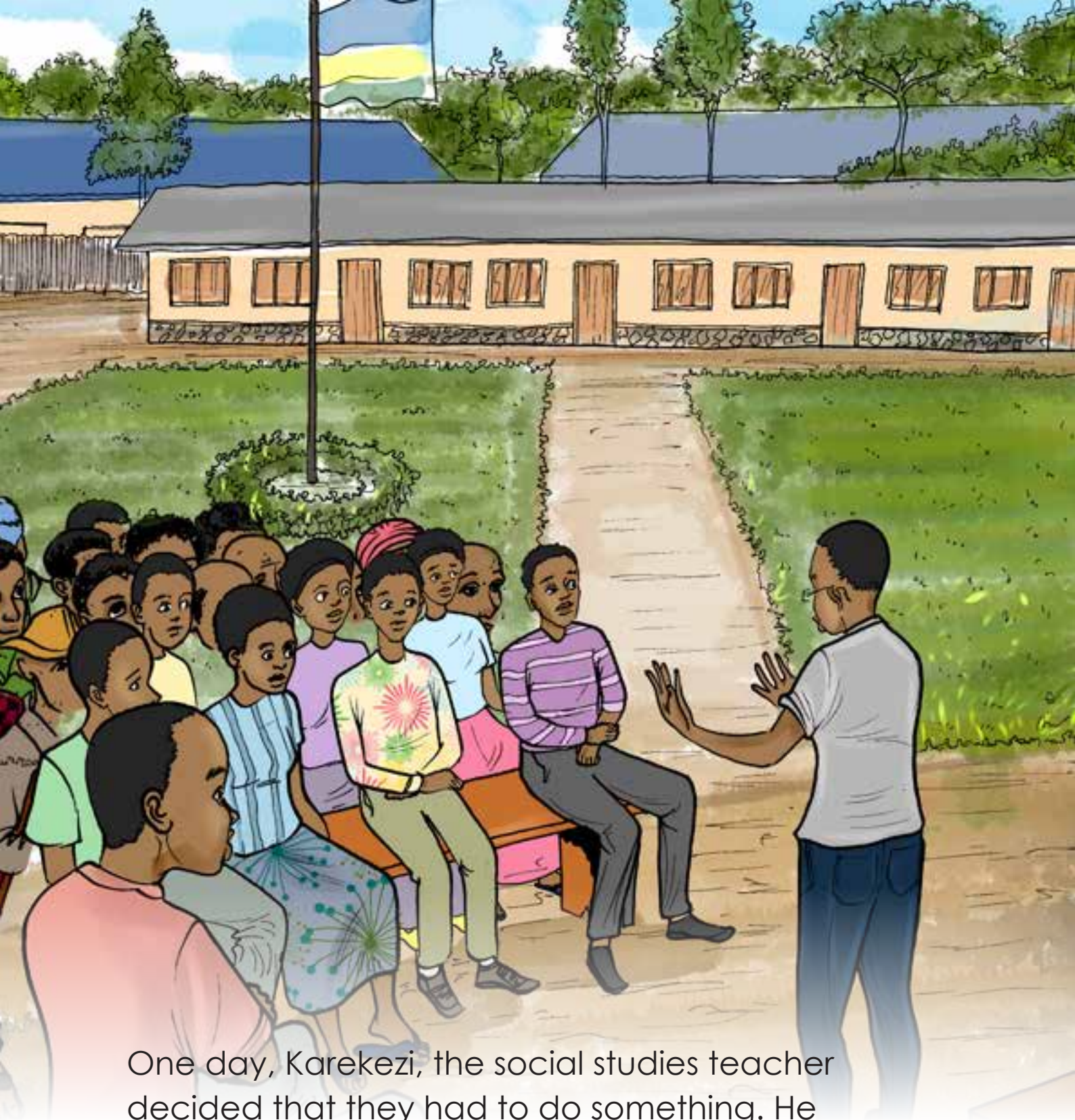


Protect the Environment

In a village in the Eastern Province, there was a time when life was hard and very harsh. The sun shone so much and the harvest was poor because there was little rainfall. The rivers and lakes had dried and it was difficult to water crops and grow food.

The villagers cleared more forests to cultivate bigger gardens. A time came when the village wasn't growing enough food to feed the people. The people had no choice but to buy food. Many people left the village thinking it was cursed.





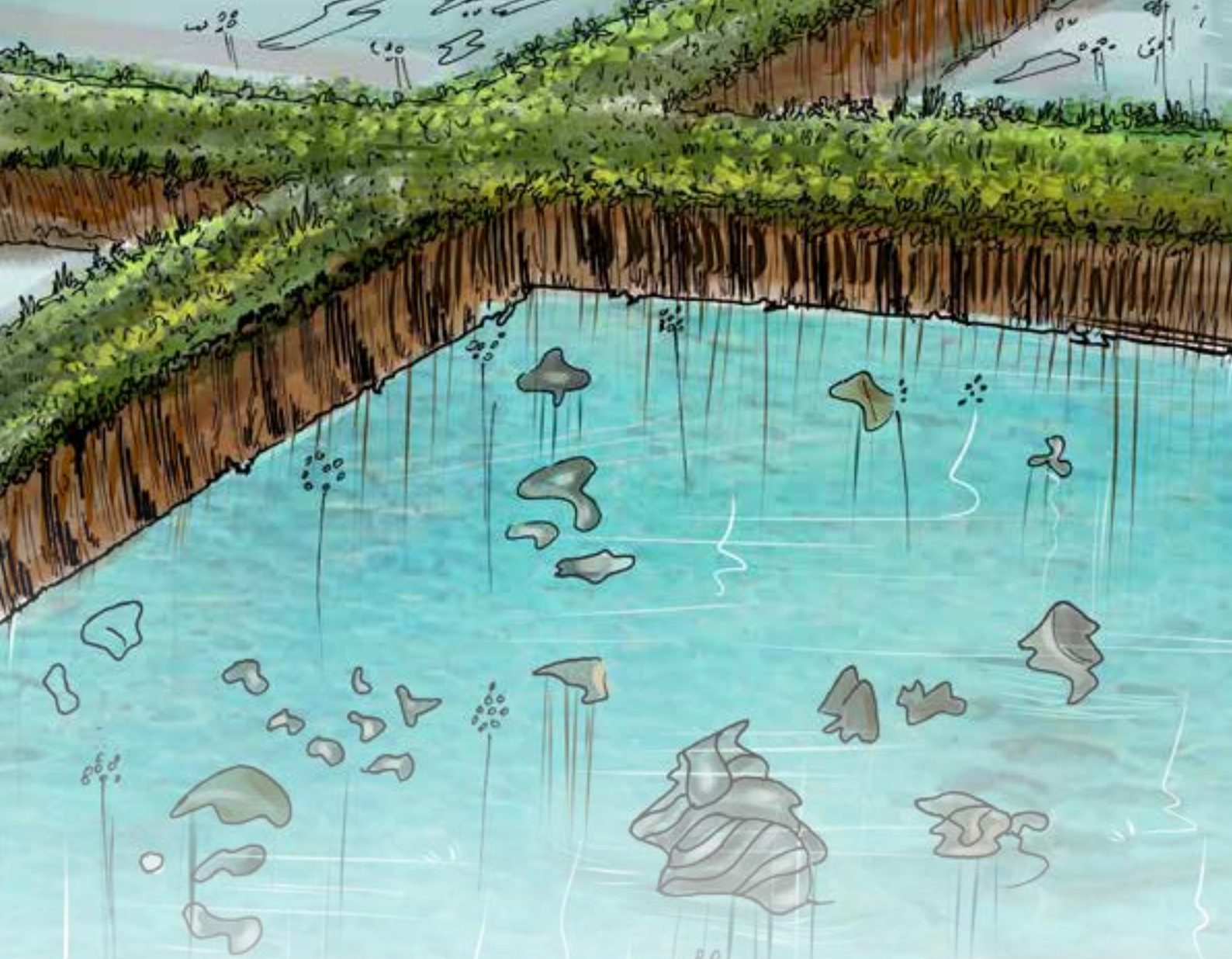
One day, Karekezi, the social studies teacher decided that they had to do something. He called a community meeting. Karekezi was a clever man and read a lot of books. He told the community that he had a plan that would help them all to grow their crops in a better way. Everyone agreed that they would have to work together to make the situation better.



“First,” said Karekezi, “we must not cut down anymore trees. Trees prevent soil erosion, filter water and air and provide firewood, food and timber for shelters. If we cut them all down, there will be nothing left.”

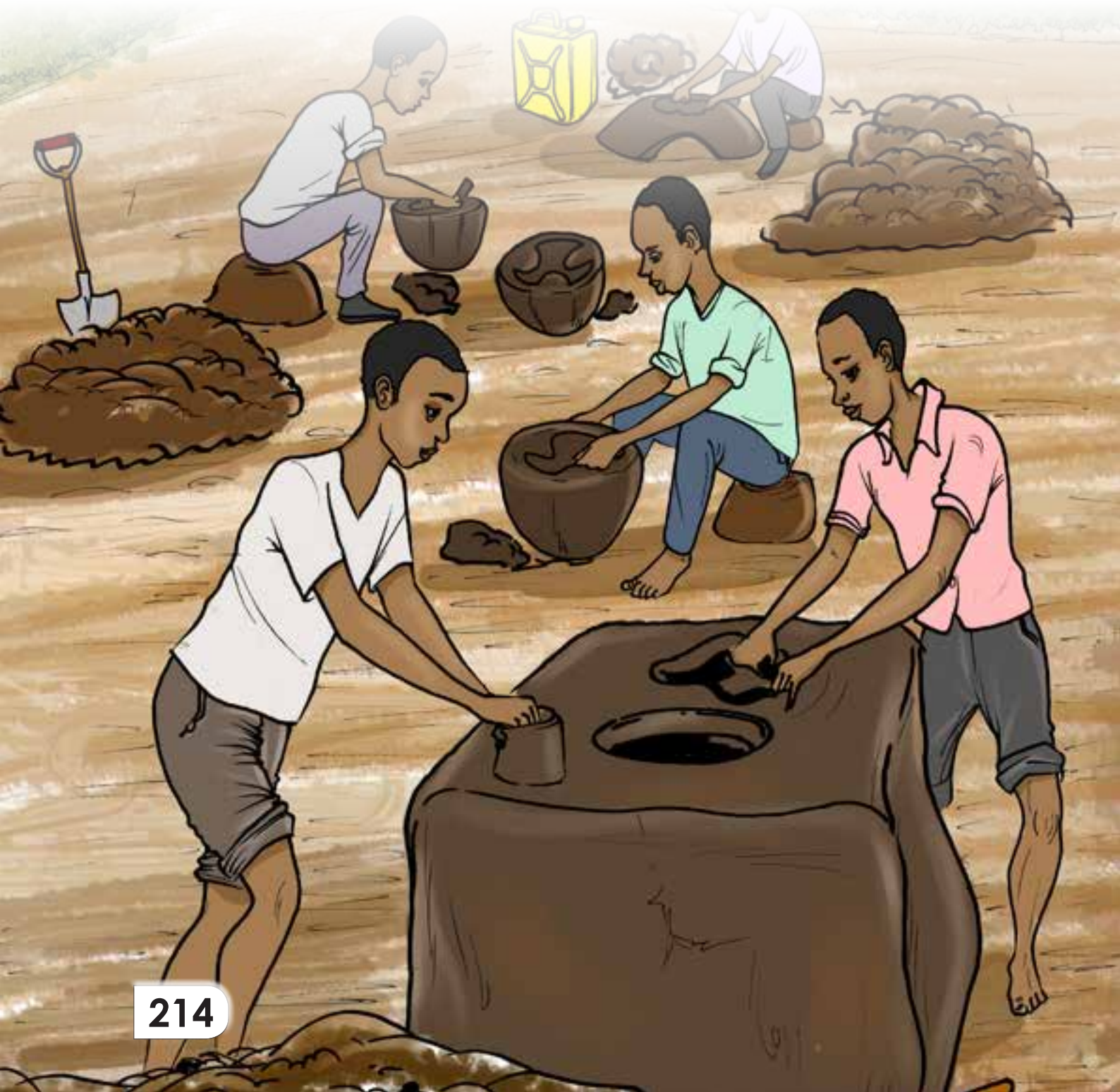
He explained that it's better to use manure to grow more food than to cut down trees. He recommended that they plant two trees every time they cut one tree.





He encouraged them to protect water sources. He asked them to avoid wasting water. He showed them how to always keep the rivers and lakes clean. It is important to have safe water to drink. Animals and plants depend on clean water too. The wetlands should be protected and not used to grow crops. If they grow crops in the wetlands, they will soon become dry and barren too. The people nodded as Karekezi showed them pictures and diagrams from newspapers and magazines that he had read.

Karekezi advised the people to save fuel and burn less wood. He showed them how to make energy saving stoves. “Small changes could make a big difference,” he said. “If you want our community to improve we must work together and improve the environment. We all need to be dedicated and persistent so as to improve our environment and improve our living conditions.”





After the meeting, he planted a tree with them and they promised to do everything he had advised them to do. He also promised to help them in any way he could to restore their environment. The people worked very hard after that day and by the following year, the village was green. Life in the village was so much better with lots of food and lots of rainfall. The people in the community were very happy and very thankful to Karekezi.

Glossary

A

accomplish: do something successfully and well.

adventurous: willing to take risks or to try out new methods, ideas, or experiences.

afraid: scared of something or someone, feeling fear.

agreement: a negotiated and typically legally binding arrangement between parties as to a course of action.

alarm: a bell than warns of some danger.

ancestor: someone in your family who lived in the past.

art: the making of objects, images or music.

B

bandage: a strip of cloth used to protect or cover a wound or other injury.

beads: a small piece of glass, stone, or similar material that is threaded with others to make a necklace or rosary or to be sewn on to fabric.

blank: without any writing or marks.

bones: any of the pieces of hard whitish tissue making up the skeleton in humans and other vertebrates.

bother: trouble to do something.

brave: ready to face and endure danger or pain; showing courage.

brilliant: very bright or very clever.

bunch of flowers: a number of flowers grouped together.

C

campfire: a big fire outside in the night.

carnivorous: animals that eat meat.

carpet: a floor covering made from thick woven fabric.

carve: to cut and shape wood or stone to make something beautiful.

challenge: something difficult that someone had to do.

chatting (verb: to chat): to talk in a friendly or easy manner.

chilly: causing a cool feeling that is uncomfortable.

chirp: short high sound.

churn: the process of getting butter out of milk.

cloudy: covered by or filled with clouds.

comfort: a state of physical ease and freedom from pain or constraint.

comfortable: pleasant to use or wear.

community fair: community gathering at which works and different products are displayed or exhibited.

competition: contest.

confidence: a sense of trust or faith in a person, a thing or in oneself.

confident: feeling or showing confidence in oneself or one's abilities or qualities.

confused (verb: to confuse): bewildered, perplexed or not sure.

continent: one of the earth's seven major areas of land.

convention: a meeting usually of a particular group.

cruel: someone that deliberately causes pain.

D

dam: a barrier constructed to hold back water and raise its level, forming a reservoir used to generate electricity or as a water supply.

decision: a choice you make about something after thinking about it.

delicious: highly pleasant to the taste.

demonstrate: clearly show the existence or truth of (something) by giving proof or evidence.

dentist: a health care practitioner who specializes in the diagnosis, prevention, and treatment of diseases of our teeth.

desert: a place which is dry with no water or vegetation.

destroy: the process of damaging something badly.

disability: physical or mental condition that limits a person's ability to do a particular thing.

disbelief: unwillingness to accept something as true.

discourage: to make someone feel less determined.

downpour: a very heavy rain.

drafting (verb to draft): a rough piece of writing that need more work.

drizzles: to rain in light drops.

drought: a long period with no or little rain.

drummer: a musician who plays drums.

dust: fine, dry powder consisting of tiny particles of earth lying on the ground or on surfaces or carried in the air.

E

engine: a machine with moving parts that converts power into motion.

entertained (verb: to entertain): provided (someone) with amusement or enjoyment.

exhibit: to show or display.

expect: to look forward.

export: to send to another country to sell.

F

fabric: cloth produced by weaving or knitting textile fibres.

factory: a building or group of buildings where goods are manufactured or assembled mainly by machines.

fascinated (verb to fascinate): to attract and hold the attention and interest of.

favourite: best liked or most enjoyed.

fierce: having or displaying a violent or ferocious aggressiveness.

fireproof: something that doesn't allow fire to go through or that will not burn easily.

flames: the visible, gaseous part of a fire.

floods: an overflow of water onto land that is not normally under water.

foal: a young zebra.

forecast: to state as likely to happen, predict.

frighten: to make someone feel fear.

furious: extremely angry.

furniture: the movable articles that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks.

G-H

garage: a building where cars are parked.

groceries: foods and other household supplies/things.

hairdresser: a person whose occupation is to cut or style hair.

harvest: the process or period of gathering in crops.

helmet: a hard or padded protective hat, various types of which are worn by soldiers, police officers, motorcyclists, sports players, and others.

herbivorous: animals that feeds on plants.

hide: an animal's skin.

hiss (verb to hiss): a sound made by a snake.

hosted: (verb: to host) to entertain guests.

huge: extremely large.

hump: a rounded protuberance found on the back of a camel or other animal or as an abnormality on the back of a person.

hurt: cause pain; which could physical or mental.

I

idea: a thought or suggestion as to a possible course of action.

illness: the condition of being sick or ill.

information: knowledge or facts that come from a source.

injure: to hurt someone.

instruments: different tools used to make music.

interesting: something which is exciting and unusual.

J-L

jungle: a land covered with trees.

librarian: a person who works in a library to make sure that books are borrowed, returned and are kept in good order.

lift: pick something off the ground.

lump: a solid piece of something.

M

main street: the largest and busiest street in a place.

mammal: a warm-blooded animal with fur or hair on its skin and a skeleton inside its body.

mare: name given to a female zebra.

mechanic: a person who repairs broken vehicles.

milk – gourds: a rounded fruit of a plant that was dried then used to store milk.

minimal: being the smallest or least possible in quantity.

miserable: unhappy.

misty: water in the air; lightly foggy.

muddy: covered with wet dirt.

museum: a building where collections of objects that are important to history, art or science are kept and shown to the public.

musical instruments: tools used to play music.

N-O

neglect: fail to care to give attention to someone.

nibbled (verb to nibble): take small bites out of.

nightmare: a bad dream.

nod: to move the head down and then up.

ogre: a cruel giant in stories.

outbreaks: a sudden occurrence.

overhead: above someone's head.

P-R

passenger: a person who is not driving but travels in a car, bus, train, plane or other vehicle.

patrol: to keep watch over an area, especially by guards or police walking or driving around at regular intervals.

pilot: a person who flies a plane.

planning (verb to plan): the act of figuring out how to do something ahead of time.

pod: name given to a group of hippopotami.

poisonous: filled with or containing poison.

potter: someone who makes pottery, or forms things out of clay.

pour: to make a substance flow from a container.

precious: something of great value.

prescribe: advise and authorize the use of a medicine or treatment for someone, especially in writing by a doctor or nurse.

pride: a group of lions.

protect: keep someone safe from harm.

publish: to prepare and bring out for the public to read.

purring (verb to purr): make a low continuous vibratory sound expressing contentment.

pyramid: a monumental structure with a square or triangular base and sloping sides that meet in a point at the top, especially one made of stone as a royal tomb in Ancient Egypt.

pyrethrum: plants with brightly coloured flowers which are used to make insecticide and ointment.

recreation: an activity done for enjoyment when one is not working.

rights: legal entitlement to have something.

S

sailing (verb to sail): to move over the water or to travel on water with a boat.

scraps: a small piece or amount of something, especially one that is left over after the bigger part has been used.

served (verb to serve): work for, be in the service of, perform duties for, be employed by.

sew: join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.

sigh: to breathe out with a long breath.

signature: a person's name written in a distinctive way as a form of identification in authorizing a cheque or document or concluding a letter.

siren: a device that makes a loud prolonged signal or warning sound.

slippery: having a slick surface that is difficult to move upon without sliding.

sobbed (verb to sob): to cry noisily while making short gasps for breath.

sore: rough and inflamed or painful.

spear: a long pole with a sharp point.

special: different from others.

squeaked (verb to squeak): a short, high, shrill sound or cry.

stallion: a male zebra.

stare: to look directly to someone's eyes.

statue: a carved figure of a person or animal.

storm: a violent disturbance in the atmosphere, that brings rain or lightning.

storyteller: someone who tells stories.

stranded: left without any means to move from somewhere.

stripes: a long, narrow band or strip differing in colour or texture from the surface on either side of it.

surgeon: a doctor who is an expert in performing medical operations.

surround: to enclose or to circle around.

survive: being able to live or exist even after harsh or dangerous conditions.

T

tailor: a person whose occupation is making fitted clothes such as suits, trousers, and jackets to fit individual customers.

technology: the branch of knowledge dealing with engineering or applied sciences.

temperature: the degree of heat or cold of an object, environment or a person.

thunderstorm: a storm with thunder, lightning, rain and wind.

to bump: to hit something with force.

to burst out laughing: to suddenly start laughing.

to hurry up: to move quickly.

to knock somebody: to hit and make somebody fall.

tourism: the commercial organization and operation of holidays and visits to places of interest.

tower: a group of giraffes.

tradition: a belief or custom that is passed down from one generation to the next.

travel: make a journey, typically of some length.

treat: behave towards someone in a particular way.

trench: a long, narrow ditch.

trough: a long narrow open container used for serving food or water to animals.

trumpet: name given to the sound made by an elephant.

trunk: an elephant's long nose.

turban: a head covering consisting of a long length of material wound around a cap or the head.

twinkled (verb to twinkle): shine with a gleam that changes constantly from bright to faint.

U-V-W

unique: being the only one of its kind; unlike anything else.

unstable: likely to change suddenly.

venomous: producing venom, able to inflict a poisonous bite or sting.

wheelchair: a chair with wheels used by people who can't walk.

whistle: to produce a clear, musical sound by forcing air through the teeth.

wrapped (verb to wrap): cover or enclose in paper or soft material.

wrestle: to fight with some with the aim of throwing them down.

wriggled (verb to wiggle): twist and turn with quick writhing movements.

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