

English

for Rwandan Schools

PRIMARY 2

TEACHER'S GUIDE

Revised Edition 2019

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SECTION A Teaching in Rwanda

Pedagogical approach of the new curriculum

The notes in this Introduction will help the teacher to familiarise him or herself with key elements of the new curriculum that focuses on learner-centred and active learning education.

What is learner-centred education?

Learner-centred education is at the heart of the new curriculum. As a teacher, your role is teaching, but your focus also needs to be making sure that the learners in your class are actively learning and not passively receiving facts and information from their teachers or from a textbook.

Active learning is participative

Learners learn better by doing. Learners in a learner-centred classroom construct meaning through the following activities:

- when they are talking together in a group about a problem
- when they write answers to questions about a lesson the teacher has taught
- when they are labelling a map
- when they are working out and answering numeracy calculations
- when they are preparing an oral presentation from research
- when they are brainstorming ideas for a role-play based on information they have read; and so on.

Active learning is interactive

A key component of learner-centred education is that it is interactive. In the examples above, the teacher finds learners interacting with the teacher, as well as interacting with one another in discussions and brainstorming (learner–learner interaction).

Active learning is child-centred

Active learner-centred education starts with what the child needs – it is child-centred. It is about understanding that each child is unique. The teacher needs to create an environment where children feel confident, and are comfortable participating in activities. It is important to take steps to ensure that the classroom is inclusive of all learners – regardless of gender or ability, for example making sure that girls and boys are equally represented in teaching materials, and that no gender is represented as less or more important in the texts the teacher reads.

The teacher is mediator

In a learner-centred school, teachers spend less time standing in front of the class talking or reading, and more time helping learners while they work on activities, either individually, in pairs or in groups. The process of helping learners to learn has been called mediating *learning*. Teachers introduce tasks, provide resources, ask questions and give suggestions to guide and encourage the learners.

The teacher is reflective

Teachers in learner-centred education also have to find ways to assess how well the learners are learning. In learner-centred education it is important that the teacher observes learners as they work, and decide whether the learning experiences have been successful and whether learners have acquired the skills, knowledge and attitudes that he or she intendeds.

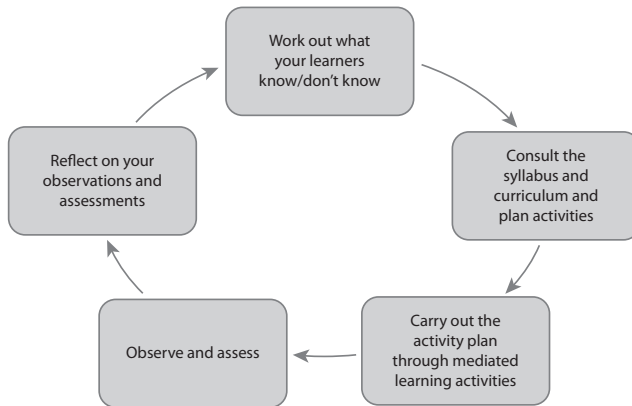
The teacher in learner-centred education

In learner-centred education, the role of the teacher includes:

- Finding out what the learners already know in order to:
 - decide on pace
 - build on strengths and
 - create opportunities for development.
- Developing an understanding of each learner’s interests, learning style and ability to choose interesting and useful activities.
- Working with the learning objectives to understand what the learners in the class need to know, by the end of a specified unit of work.
- Designing and planning tasks and activities for the learners that develop core competences. There are useful suggestions for implementing the child-centred and interactive learning approach in the “Activities” and “Methodology” columns in each syllabus document in the new curriculum. As he or she teaches new concepts, start by linking new information to learners’ prior knowledge and add new knowledge slowly while also allowing for consolidation and revision.
- Mediating or facilitating the active learning experiences, which can be done through individual work, pair work or group work activities. Some of these learning experiences may be outside the classroom, in their community or after-class activities.
- Creating opportunities for learners to show what they can do.
- Observing and assessing learners throughout their learning to see whether the pace, sequence and type of activities are appropriate.
- Reflecting on observations and assessments to see what is working and what is not.
- Feeding his or her observations and assessments into future planning.

The teacher and the learner-centred learning cycle

This diagram of the learning cycle below presents an approach teachers can apply to learner-centred education:



The learning cycle

The role of the learner in learner-centred education

In learner-centred education learners need to take responsibility for their own learning – they need to participate in activities and tasks and be actively involved in their learning experiences. For this to happen, learners need to feel able to take risks or make mistakes while they explore ideas. The section on *Managing larger classrooms in learner-centred education* gives some ideas for personalising learning and making the classroom a place where learners develop self-esteem and confidence.

Accommodating the different ways learners learn best

Learners learn in different ways, with the four main learning styles being:

- *Visual* – learners use what they see, including body language and facial expression, and benefit from seeing demonstrations that show them *how* something works.
- *Auditory* – learners learn by talking about things, listening to ideas, and clarifying written instructions verbally.
- *Tactile* – tactile learners love practical hands-on activities where they can *do* things to help them learn.
- *Kinesthetic* – as with tactile learners, hands-on work is most effective for these learners.

Providing a range of activities (or allowing learners to engage with the information in different ways) during a unit of work means that the teacher is able to cater for different learning styles in any class. He or she gets to know the learners (and what works for them) as he or she observes their

participation and interaction during activities or tasks. In this way, he or she discovers which type of activities help individuals to learn best.

Always remember to look out for ways to build each learner's self-esteem as this has a direct impact on their confidence and ability to learn. Also encourages and empowers learners to take responsibility for their own learning – by building practical life skills, such as note-taking, time management, organisational skills and general coping skills.

Individual work, pair work and group work

Learner-centred education uses a whole-class teaching approach to activity work or to get feedback from the class.

Within this approach, individual work remains essential. One useful way to actively involve individual learners during whole-class teaching is to give them active listening activities that need to be completed while the teacher explains an idea or read from a textbook.

Individual homework is also useful as it allows learners to prepare work that the teacher can more formally assess to check their understanding of a particular piece of work.

It is suggested that the teacher varies the kinds of activities he or she does, also includes pair work or group work activities.

The following examples show typical group work and pair work situations:

- discussion
- brainstorming
- sharing experiences
- planning
- identifying problems

Research activities are ideal for mixed individual work, pair work and group work where learners discuss an activity requiring research. They divide tasks between them and undertake different sections of work individually and then report back to the group. They then work together on the presentation. This develops responsibility and planning skills.

For pair work, the teacher can pair up learners with similar abilities or mixed abilities. Learners work well in pairs as it is easier to concentrate than working in bigger groups, and in mixed-ability pairs, learners who understand the work more quickly can help to explain concepts to another learner. Peer learning develops social skills and makes learning enjoyable.

It is important to assess individual contributions to pair work and group work as well as the way that a pair of learners or a group of learners work together, to make sure that everyone is actively participating in all activities.

Mixed-ability and same-ability groups

The teacher should make use of mixed-ability groups and same-ability groups at different times.

- In many situations, it works well to place learners in groups where there is a mix of ability levels. Learners with greater ability can assist with facilitating the activity if they take the lead with some aspects of the work, for example, by reading out tasks, keeping the group focused, sharing ideas or explaining concepts, commenting on suggestions and helping the group decide how to prepare feedback. It is important, however, that these learners do not dominate the group and that they understand that everyone has a role to play in group work.
- At other times, the teacher may want to split up learners into same-ability groups. While the more able learners work independently on an additional task explained, the teacher can work with a group of learners who need more time to understand the basics of a task or activity. See removing barriers to learning below for more guidance on supporting learners who need additional guidance.

Group roles

In a group every member has a role – that is, they all need to take part actively in the task they are working on. It is useful to introduce class to the idea that it helps if some individuals take on specific roles within the group, for example:

- someone to read out the activity
- someone to check that everything has been done
- someone to take notes
- someone to research a particular topic
- someone to report back to the class, etc.

The teacher might want to appoint a group leader, or someone to ensure that everyone works peacefully and respectfully.

The value of group work

The following points identify why group work can be of value in a learner-centred classroom.

- Group work prevents learners from being passive as they are put in a situation where they need to actively engage in what is happening.
- Group work allows for a greater variety of activities, and in that way meets the needs of different learning styles and ability levels in the classroom.
- It allows learners to interact with others so that they have the chance to learn key social skills and interpersonal skills such as participation, sharing ideas and communicating respectfully.

- It allows learners to understand how to work with a range of different learners and manage differences of opinion.
- Shy learners often find it easier to talk in a small group than in front of the whole class.
- Group work allows learners to work out things for themselves, without being dominated by the teacher's ideas.
- Group work also creates opportunities for the teacher to observe learners as they interact in different ways and it creates opportunities for him or her to interact with more learners – helping the teacher to understand the learners better.
- Letting learners move around and interact as they move into groups energises learning both physically and psychologically.
- Group work allows learners to share resources, which is useful if there is a shortage of any particular items in the classroom.

A practical approach to group work

The following hints and tips help the teacher when the learners do group work activities, the teacher should:

- Explain the activity clearly, and support his or her verbal instructions with written instructions for the learners to refer to.
- Break down long activities into short sections and let the learners work through one section at a time.
- Decide beforehand if there is a formal output of the activity, for example, a poster, a diagram, a piece of writing, a role-play, or oral report, or whether he or she gets quick verbal feedback by going around all the groups in the class for a minute or two at the end of the lesson or task.
- Plan whether he or she wants mixed-ability groups or same-ability groups and what the group roles are.
- Tell the learners which groups they will be working in and give them instructions on how to physically move into the group work space.
- As the learners work, the teacher needs to actively facilitate what they are doing.
- Walk around and listen to what is happening. Use questions to encourage learners to explain what they are doing and promote thinking about how to solve problems that they encounter.
- Model ways for learners to participate in groups, for example, give examples of questions they can ask one another and give a few suggestions if they are brainstorming ideas, then ask for more.
- Make links between what they already know and what they are now exploring. Activating prior learning in this way, gives the learners confidence and encourage them all to participate in the group work.

- Make sure that the learners know how they present their group work to the class or to the teacher.
- While the learners work, and after presentations, ask them questions to help them think about how they did what they did.
- To build self-esteem, look out for ways to praise learners for their presentations.

The generic competences of the new curriculum

The new curriculum focuses on competences. Competences are things learners need to be able to do. Core competences and examples of this are:

- to develop *critical thinking and problem solving skills*, learners need to actively participate in tasks and activities where they use existing knowledge and skills to, for example:
 - solve problems
 - explain what is right or wrong about an idea.
- to develop *creativity and innovation* learners need to, for example:
 - generate ideas
 - make things
 - explain how to do things differently.
- to learn to do *research*, learners need to do activities where they:
 - use resources to find out information for themselves
 - use research to answer a question that the teacher, or learners, have decided on.
- to develop *communication skills* in official languages, learners need to:
 - actively participate in listening, reading and writing activities
 - talk to peers as part of pair work and group work
 - ask and answer questions in class
 - present orals and provide feedback on their work.
- lastly, in order to *develop cooperation, interpersonal management and life skills*, learners need to work on activities or projects that involve cooperation with others, and also other activities and projects that require independence – in other words, they need to do activities requiring different kinds of interaction, as individuals, in pairs, in groups and as a class.

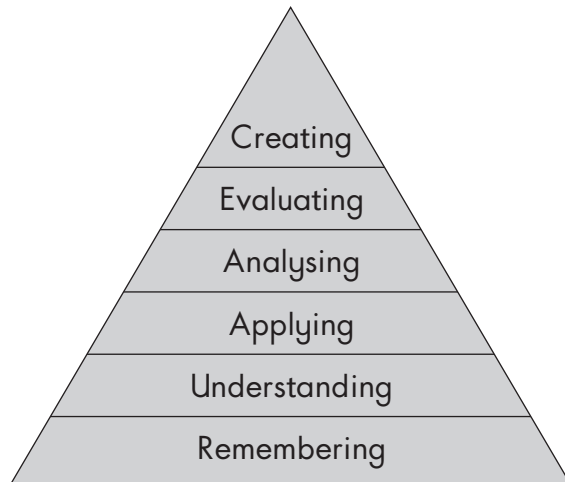
Different cognitive levels in the curriculum

Bloom's Taxonomy is one of several systems that can be used to evaluate the level of learners' thinking (cognition). The different levels of thinking can be assessed by different types of questions and activities. In Bloom's Taxonomy, all thinking skills are assigned to higher and lower levels, using a classification system. (See the diagram on page 8.

The classification was established in 1956 by an American committee of educationalists, led by Dr Benjamin Bloom.)

It is useful for teachers to be able to set questions and activities, and analyse answers to these questions and activities by using Bloom's Taxonomy.

Lower-level activities are also very important, as these help the learners to develop a core of skills, concepts and knowledge that they can build on as they tackle the higher levels of competence. The curriculum is designed to encourage the development of both lower and higher-order thinking skills, which are shown in the diagram on the right. Learners are expected to move from the bottom of the triangle to the top as they master and develop their skills.



A representation of the revised version of Bloom's Taxonomy

Here are some useful practices for developing the higher-level skills of application, analysis, evaluation or creativity, that is to:

1. Ensure that the basic reading, writing, research and communication skills are in place – including visual literacy.
2. Introduce new concepts, skills or knowledge, starting by finding out what learners already know, the teacher should:
 - ask questions that have correct and incorrect answers (use the question words *what*, *who*, *when* and *where*)
 - set activities that learners know how to do or can already answer.
3. Then spend time helping learners to grasp the basics of new skills, knowledge and concepts. As the teacher stops and asks quick recall questions, or give quick written activities to check that the learners understand the facts. The teacher makes sure that he or she provides opportunities for learners to practise and consolidate each time they engage in new skills, knowledge and content.
4. To encourage critical thinking, prompt the learners to think for themselves, using questions to point them towards the answers to activities they do.
5. Open the learners up to the idea that there is a variety of knowledge and voices in the world, and encourage them to use research as a tool for learning.

6. Allow time for interactive work. As learners work in groups, the teacher allows them to ask him or her questions or make comments, and stop the process to talk as a class when needed.
7. Encourage discussions and debates as these both help learners engage more deeply with topics and increase tolerance for differences of opinions.
8. Encourage learners to think about how and what they are learning. If they are faced with a difficult concept be honest and tell them that it is challenging, and ask them to let he or she know if they need help while they are working.
9. Before the teacher sets tasks or projects he or she should have a clear sense of what he or she is asking learners to achieve. Aim to challenge learners a little, but not to frustrate them. Always grade the activities according to how complex they are.
10. Be aware that learners have varying abilities and consider this in his or her teaching approach. The teacher should have planned how to support and extend learners, drawing on his or her own ideas and on the remedial and extension activities in this guide. A suggestion is to use same-level groups, or individual work, for remedial and extension activities.

Managing larger classrooms in learner-centred education

This section looks at some of the classroom management practices that help the teacher to develop learner-centred education in his or her classroom.

Managing the classroom environment

The teacher should: Think about how to use the teaching space that he or she has; the classroom, other teaching areas, and the grounds of the school.

- There needs to be sitting space and surfaces for working with books as well as some storage space for items that are not used regularly.
- Arrange the furniture in the classroom to create pathways for learners to move in and out of the class easily and quickly, as well as pathways for the teacher to move around and interact with the learners.
- For group work, the teacher asks learners to group chairs around one or two desks or sit outside in a circle on the ground. In order to encourage learners to talk, he or she makes sure that groups are seated so they are close enough to hear one another without having to talk loudly.
- Think creatively about ways to display posters and work, for example hanging work on string with a paper clip next to the board or using the wall outside the classroom door as a display space.
- Plan to make learners with special needs feel comfortable in the classroom. the teacher can see the section on Inclusive education for more about this.

Managing the social dynamics of the classroom

The social dynamics that is created in the classroom are very important. The teacher makes the classroom a place where learners feel they are safe and accepted and feel they have a place and a role to play. The following ideas suggest how this can be done. The teacher should:

- Build a community in his or her classroom by establishing rules for reasonable behavior at the start of the year.
- Make sure that he or she learns the names of the learners in the class.
- Some teachers like to break up large classes for the first few weeks, working only with a small group of learners at a time. This is a helpful technique because it allows him or her to understand how each learner learns best.
- Positively encourage talking and self-expression in the first few weeks of a new year to break the ice and help learners become confident enough to speak.
- During the first few weeks of the first term, include activities that require learners to tell him or her and one another about themselves, their interests and their abilities.
- Make himself or herself accessible before and after lessons so that learners can talk to himself or herself if they need to. If the teacher notices that shy or quiet learners are not participating in group or class work then tries to spend some time with them before or after class and find ways to encourage them to take part in discussions.
- If possible, always make sure he or she is in the classroom a few minutes before the lesson starts as this helps ease calmly into the lesson, and encourages learners to get there early themselves.
- Set up a system for using learners as classroom assistants for a week or two at a time. They can help the teacher take in books, hand out equipment, set up apparatus, etc.
- Ask learners to let him or her know when classroom conditions are making it difficult to concentrate and learn, for example when it is too hot, or noisy, or they are feeling sleepy because they have been sitting for too long.

Planning ahead

Planning is the key to a successful lesson and to achieve the most out of activities and tasks that the teacher sets for the learners. The following hints may be helpful. That is to:

- Plan ahead for each lesson so that the teacher can bring in resources (and assistants) wherever necessary. For example, he or she may need to approach and recruit parents, retired teachers, graduates, or skilled

members of the community to present and participate in classroom activities when the syllabus or specific tasks require it.

- Read up on the work the teacher is presenting, so he or she knows it well.
- Prepare a formal lesson plan, including the objectives for the lesson. The teacher uses this to organise himself or herself before the lesson, and then use it after the lesson to review what was achieved during the learning experiences.
- Plan one or two learning activities that can be presented in a logical and orderly manner in each lesson. The teacher makes sure that there is an activity where learners apply what they have learnt in the lesson and that there is a way to establish whether they have understood the work, for example, a quick quiz, a report-back discussion or self or peer marking of work.
- Plan in advance on whether mixed-ability or same-ability groups are done in the lesson as well as where opportunities for extension or remedial activities can be created.
- Decide on how to present the instructions to the class, if and how to break up classes into groups, how to hand out resources (including remedial and extension activities) and how to manage any presentations or feedbacks.
- Pay particular attention to strategies for observing and assessing each individual, as well as providing activities that support or extend learners.
- Plan how to collect specific materials for particular lessons, tasks or projects.
- Plan to make use of resources in the community and school in order to get learners out of the classroom when appropriate, for example, visits to libraries, places of work, collections of art, etc.

Managing learners during the lesson

In a large class, it is particularly important to get attention at the beginning of the lesson so that learners settle down immediately and pay attention. There are some tips on keeping the learners focused during the lesson. That is to:

- Break up new information from a textbook with activities that encourage active learning, for example; short comprehension activities, quizzes, report-back answers, etc.
- Encourage questions and comments while the lesson is happening and allow time for these in the lesson plan.
- Acknowledge when work is difficult, and ask the learners to concentrate particularly hard and respect their classmates if they need time to understand difficult concepts.

- Present important information at the beginning of the lesson and then repeat it during the lesson so that learners in large classrooms have lots of distractions to contend with.
- Use times when learners are handing out materials or moving around into groups as an opportunity to establish a sense of commitment to getting the job done quickly and quietly.

Inclusive education

The new curriculum states that all Rwandans have the right to access education regardless of their different needs. This means that all children should benefit from the education that is available. The inclusive approach means that children with special educational needs should be accommodated, as much as possible, within mainstream schools.

There are many benefits to bringing learners with special educational needs into the mainstream classroom. Learners with special educational needs feel respected and acknowledged when they are included in mainstream education and other children learn to respect and understand that there are people with different needs. Ideally, children learn to respect and embrace differences, rather than fear differences. They learn that there are different approaches to doing things, and that we all contribute in different ways. In this way, diversity is seen as a positive strength, rather than a problem.

Special educational needs can be emotional, physical, sensory and intellectual learning challenges. Teachers now need to consider these special needs while developing lesson plans and teaching strategies.

Remedial education specialists assist the school in making decisions, based on professional assessments of the learners concerned. The guidelines that are provided below to help manage learners with special educational needs are very broad, and teachers need to take time to acquaint themselves with current approaches to the special needs of the learners they are actually working with.

Removing barriers to learning

The teacher, with the support of people dedicated to creating an inclusive learning environment, he or she needs to think creatively about what may hinder learning for learners with special educational needs in the classroom, and work with this when he or she prepares the lesson plans. The following barriers to learning must all be considered:

- sight impediments
- hearing impediments
- underdeveloped reading skills
- underdeveloped writing skills
- poor speech
- poor communication skills
- mobility impairments
- lack of good nutrition
- poor parental support

Practical tips for overcoming barriers to learning

The following hints and tips may help the teacher to overcome barriers to learning. For example; by adapting an activity so that the learner with the physical disability can complete it. The teacher has removed the barrier and given the learner an equal chance to benefit from an activity.

- Adapting the classroom so that a learner can move in a wheelchair, or creating space for an assistant, could remove the barrier.
- Explaining the concept of removing a barrier to learning to the class so they understand that sometimes there are simple solutions to inclusive education. Encourage them to share suggestions to help their classmate participate fully in each activity. In particular, ask the affected children and their parents to make suggestions to the teacher.
- Removing a barrier may mean finding specialised equipment. It could mean that a learner with a visual or hearing impediment sits at the front of the class or it could mean printing out text in a bigger or clearer font so that a learner with visual problems can read more easily.
- Creating an emotionally supportive environment for a child with special educational needs by placing him or her in a group of generous learners who work well and are patient and cooperative.
- Some barriers to learning may come from the learner's home environment, for example, lack of parental support for homework and other school activities, alcohol abuse in the home, violence and abuse, parental illness or absence. Getting to know about the circumstances of each learner and understanding these barriers helps the teacher to assist the learner manage their home environment better. Where possible and appropriate, bring such barriers to the attention of special support groups that can offer the learner more support outside of school hours.

Adapting his or her teaching strategies for learners with special educational needs

Learning activities and assessment strategies have to be adapted for learners who find the ordinary pace of teaching too demanding. In addition, the teacher may need to give some learners greater individual attention, more time to complete tasks, or he or she may need different resources. The notes below provide further details on how to adapt teaching strategies for learners with special educational needs.

I. Allowing more time for learners with special educational needs

Learners with special educational needs often require more time to complete a task. They are assessed against the same learning objectives as other learners so a key challenge will be working out how they can spend longer on the work they do.

2. Building self-esteem in learners with special educational needs

Here are some practical ways to build self-esteem in all learners:

- Getting to know what they do well by asking parents for advice and information about their child's interests and abilities.
- Pointing out their talents and abilities to them and raise this in class when it is appropriate.
- Mentioning specific examples of things that they did well when the teacher praises rather than generalising. Instead of saying "Good work!" the teacher should say, "*your handwriting was very neat and your vocabulary was good.*"
- Encouraging them to make a habit of praising themselves when they get small things right. Teach them to celebrate their strengths and build on them.
- Like other learners, learners with special educational needs benefit from knowing when work they are doing is particularly hard or challenging, and from having work broken down into small steps. It is also reassuring for them to know that others also struggle with difficult work.
- Encouraging them to make an effort and overcome challenges and frustrations. Give them regular feedback so that they know that the teacher is concerned and interested in how they are doing.
- Keeping learning stimulating and active. Learners with special educational needs enjoy outings and activities that allow them out to explore the wider environment.

3. Identifying learners with learning difficulties or learning disabilities

Learners with learning difficulties or learning disabilities have the same intellectual ability to understand content as other learners in the class, but they are not able to express this ability as academic achievement because they have difficulties in one or more of the following areas:

- reading
- spelling
- mathematical
- comprehension
- oral and written
- calculation
- listening
- expression
- reasoning

These are some of the things the teacher may notice in a learner with a learning difficulty or disability:

- The learner gets frustrated easily.
- He or she gets confused easily.
- The learner cannot focus for a long time.
- He or she has a poor concept of how long things take.
- The learner finds it difficult to control emotions.
- He or she has self-esteem problems.
- The learner finds it difficult to work with others.

- He or she has fixed ideas.
- The learner has problems with basic skills such as reading and writing.
- He or she does not manage changes very well.
- The learner cannot follow complicated instructions.
- He or she cannot remember written or oral instructions.

The challenge in working with a learner who has a learning difficulty or learning disability is to find out how to create an appropriate learning environment for each learner so that they can develop their full capabilities. Ideas for this are provided below:

- Plan for the learners to work more slowly, or individually, with others (the teacher, an assistant, another learner) when appropriate.
- Use remedial activities, either from this course or that the teacher develops himself or herself for that particular learner.
- Supply instructions in the most helpful way for that learner, for example verbal, visual or written.
- Break down complicated long tasks into shorter ones with clear instructions.
- Give learners immediate and specific feedback on progress so that they are confident to continue with the task or activity.

Dyslexia is probably one of the most well known learning disabilities that affects learners who find it difficult to spell, read and write. A professional evaluation is very helpful if the teacher suspects dyslexia as these learners will benefit from specialised support, in addition to the support the teacher gives to them.

It is important to note that some learners are severely intellectually disabled and are not usually able to manage in a mainstream classroom. It is necessary to call on the expertise of a trained psychologist to help determine if a learner in the class needs a specialised educational environment.

4. Creating extension opportunities for learners with higher ability

Another category of learners with focused educational needs are learners with higher academic abilities who benefit from being extended in the classroom environment. Learners with higher academic abilities are the learners who:

- are curious and imaginative
- remember information well
- finish activities early
- can focus for longer
- extend their own work in creative ways
- are organised
- can work independently

- enjoy the challenge of complex tasks
- understand concepts quickly and thoroughly.

If the teacher has learners with higher academic ability in the class he or she needs to prepare and provide extension activities for them. Other strategies for meeting their needs include the following:

- Encouraging them to do additional reading and to use the library and read newspapers.
- Giving these learners open-ended extension activities that allow for problem-solving and creative thinking, for example.
- Creating opportunities for them to take on leadership roles, where appropriate.
- Creating opportunities for the learners themselves to decide what they want to learn about (beyond the curriculum), or what projects they would like to do.
- Not typecasting such learners as “serious” or “unsporty” and giving them opportunities to develop all facets of themselves.

It is critical to remember that inclusivity also includes being inclusive of gender and ethnicity. Every learner must feel equally valued, must be given an equal chance to participate in education and must be given the same amount of attention in class.

Assessment

Assessment is used for several purposes in this curriculum for learner-based education.

- Teachers observe and assess learners to see whether they are achieving outcomes.
- Results of assessment can be used to help teachers plan future teaching strategies.
- Results of assessment can be used to provide feedback to learners and parents about learners’ progress.
- Results can be used for a formal report on whether the learner has achieved the outcomes for a term or year.

Assessments are based on observations and results (data) collected by teachers. Assessment and the collection of data can be *formal* (marks from activities of all sorts, or test and exams) or they can be *informal* (notes or daily observations that are used to form a decision). Two of the most important types of assessment are formative assessment and summative assessment.

Formative assessment

Formative assessment is used to give both the learner and the teacher quick feedback on how the learning process is going. This kind of assessment happens while learning is taking place so that if the process is not successful the teacher can then adapt learning activities and processes to address the problem. Often formative assessments are not graded, but simply give a sense of success to help teachers make further decisions. Different examples of formative assessment include:

- Activities where groups provide feedback about what they are doing in class.
- Informal quizzes based on new content of knowledge.
- Checking how learners complete homework.
- Learners' responses to the teacher's questions in the class.
- The type and level of questions learners ask the teacher.
- Self-assessment or peer assessment questions that ask learners to reflect on what they have achieved at the end of a unit of work.
- the teacher's observations of role-plays, posters or demonstrations of new work.
- The teacher's observations of pair work and group processes.
- One-on-one meetings with learners where the teacher discusses their work.

Recording formative assessment

Formative assessment is usually continuous because it happens on an ongoing basis – every week, and after or during most activities. The teacher needs to have a system for recording his or her formative assessments of learners, especially in large classes, as this is very useful information the teacher wants to be able to draw on in his or her planning. He or she may want to keep dated notes on each learner, or use recording sheets for keeping a record of his or her assessment of particular activities. These are for his or her own use. The teacher can refer himself or herself to the recording sheet in the *Resources* section for an example.

Summative assessment

The teacher uses summative assessment once you feel that the learners have been given sufficient opportunity to achieve an outcome, a skill or particular knowledge and understanding. He or she then uses summative assessment to formally evaluate the level of the learner's achievement. Summative assessments are scored and these scores are used as the basis for reporting back to learners, parents, schools and the Ministry of Education on learners' achievement.

Rubrics are often used for summative assessment in a learner-centred system. Examples of rubrics are provided in the *Resources* section of this Teacher's Guide.

End-of-term or end-of-year exams and tests are forms of summative assessment, but summative assessment of particular outcomes can also take place during the term, perhaps at the end of a unit of work.

Summative assessments therefore could include:

- Tests and exams
- Project work
- Completed pieces of work (artwork, performances, demonstrations, creative writing)
- Term papers
- Assignments that cover selected outcomes.

Summative assessments can also be used for formative assessment purposes. For example, when a learner's marks in a mid-year exam suggest that they need to do more revision before the end-of-year exam. Use suitable recording sheets for collecting and reporting on results of summative assessments. The teacher can refer himself or herself to the examples of recording sheets in the *Resources* section of this Teacher's Guide.

Self-assessment and peer assessment in learner-centred education

Teaching learners self-assessment and peer assessment techniques encourages them to reflect on their own learning and is a useful classroom management technique in large classes. Getting learners to quickly mark or assess each other's work, or their own understanding of something, helps to save time in the classroom and encourage learners to engage actively in all parts of their learning experience. There is a generic template for a rubric that can be used for peer or teacher assessment of group work in the *Resources* section of this Teacher's Guide.

Content map

UNIT I: GREETINGS, INTRODUCTIONS AND TALKING ABOUT SCHOOL PAGES I–II	
Number of periods	25
Introduction	Use of opening picture, play I Spy.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words. • Punctuate accurately. • Say how old you are and where you live. • Read simple sentences about learners and where they live and show understanding in writing. • Name school subjects and describe timetables orally. • Listen to a text read aloud about subjects and timetables and show understanding visually or in writing. • Read a short text about the subjects learners like and show understanding visually or in writing. • Construct a school timetable. • Investigate the subjects which learners like. • Present data in a table. • Describe the school timetable in writing.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Visuals • Charts and tables • Drawing paper and pencils • Model clock
Activities	<ul style="list-style-type: none"> • Practicing greetings • Introduce himself or herself • Talk about himself or herself • Write about himself or herself • Complete sentences about himself or herself • Talk about school • Play a game using a timetable • Read the time • Talk about the timetable • Draw a timetable and write about it • Do a role-play • Practise asking permission
Competences practised	The learner can greet and introduce people, talk about oneself, talk about school subjects and ask for permission.

Language practice	<ul style="list-style-type: none"> • Greetings, farewells • Talking about oneself • Talking about subjects • Giving and following instructions • Asking for permission
English	<ul style="list-style-type: none"> • Recognise the use of the present simple tense and modal verbs. • Identify words for greetings, instructions, subjects and clock time.
Vocabulary	<ul style="list-style-type: none"> • Greetings: hello, hi, good morning, good afternoon, etc. • Instructions: sit down, work in groups, come here, etc. • Subjects: Maths, Science, English, Social Studies, etc. • Clock time: o'clock, half, quarter, to, past, etc.
Study skills	<ul style="list-style-type: none"> • Matching • Performing • Retelling • Writing • Listening • Predicting • Understanding
Revision	Builds on year 1. Revision questions included.
Assessment	Activities, retell a story, write short sentences.
UNIT 2: SPORTS PAGES 12–20	
Number of periods	26 periods
Introduction	The teacher asks learners which are their favourite sports. Hold up different types of balls so that learners can guess which game is played with which ball.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words. • Punctuate a sentence accurately. • Talk about the sports they can do and like. • Read simple sentences about the sports people like and show understanding visually or in writing. • Listen to a text read aloud about sports and show understanding visually or in writing. • Write a short text about sports.
Classroom organisation	Class, groups, pairs and individual.

Equipment required	<ul style="list-style-type: none"> • Visuals • Photographs • Pictures • Drawing paper and pencils • Pictures of sportspeople
Activities	<ul style="list-style-type: none"> • Match the pictures and sentences • Talk about sport • What can they do? • What sports do they play? • Draw up a tick chart • Fill in the gaps • Use words ending in <i>-ing</i> • Write about sports • Do a word puzzle • Talk about sport • Play a memory game
Competences practised	The learner can describe the position of places in the community and give and follow directions.
Language practice	Talking about favourite sports.
English	<ul style="list-style-type: none"> • Recognise the use of the present simple tense, short answers with gerunds and modal verbs. • Identify words for sports.
Vocabulary acquisition	Sports: football, volleyball, swimming, running, etc.
Study skills	<ul style="list-style-type: none"> • Matching • Performing • Retelling • Writing • Listening • Speaking • Understanding
Revision	Revises prior knowledge.
Assessments	Activities, matching, write short sentences, unscrambling sentences, play memory games.
UNIT 3: TELLING THE TIME PAGES 21–30	
Number of periods	25 periods
Introduction	Starter quiz asking learners what they do at certain times of the day. For example: “What do you do at 6 o’clock in the morning?”

Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate accurately. • Tell the time orally. • Say the day, date, month and year orally. • Describe daily events orally. • Use a calendar. • Listen to a text read aloud about daily routines and show understanding by responding visually or in writing. • Read a short text about daily events and show understanding by filling in a table. • Construct and describe a daily events timetable in writing.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Visuals • Photographs • Pictures • Drawing paper and pencils • Calendar
Activities	<ul style="list-style-type: none"> • Read the time • Talk about what you do every day • Fill in a timetable • Write about a timetable • Match sentences and pictures • Sing the action song • What day is it? • Talk about dates • Dates on a calendar
Competences practised	The teacher can tell the time, say the day, month, year and describe daily routines.
Language practice	<ul style="list-style-type: none"> • Telling the time • Talking about daily routines • Talking about days of the week, months and years
English	<ul style="list-style-type: none"> • Recognise the use of present simple questions and adverbials of time. • Identify words for clock time, time of day, daily activities, days of the week, dates, months, years.

Vocabulary acquisition	<ul style="list-style-type: none"> • Clock time: half, quarter, past, to, etc. • Time of day: morning, afternoon, evening, etc. • Daily activities: walk to school, get up, go home, fetch water, etc. • Days of the week: Monday, Tuesday, Wednesday, etc. • Dates: ordinal numbers to 50 • Months: January, February, March, etc. • Years: 1995, 2003, 2014, etc.
Study skills	<ul style="list-style-type: none"> • Matching • Performing • Retelling • Writing • Listening • Speaking • Understanding
Revision	Revises prior knowledge
Assessments	Activities, fill in a timetable, write short sentences, matching, read dates and times.
UNIT 4: FOOD PAGES 31–41	
Number of periods	26 periods
Introduction	The teacher decorates the classroom with pictures of food and introduces the lesson by asking learners what their favourite meal is.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate accurately. • Talk about mealtimes and about foods eaten at different mealtimes. • Talk about likes and dislikes with respect to food. • Carry out a class survey of what classmates eat using a questionnaire. • Use the data to construct a bar graph. • Interpret the graph in speech and writing. • Classify foods. • Read a short text about food and diet and show understanding visually or in writing. • Listen to a text read aloud about food and diet and show understanding visually or in writing. • Write a short text about food and diet.
Classroom organisation	Class, groups, pairs and individual.

Equipment required	<ul style="list-style-type: none"> • Realia (objects from real life used in classroom instruction by teachers to improve learners' understanding of other cultures and real life situations) • Pictures • Photographs • Drawing paper and pencils
Activities	<ul style="list-style-type: none"> • Talk about mealtimes • Match words and pictures • Can you count it? • Indefinite or nothing • Whose plate is it? • Draw, label and describe food • Talk about healthy food • Sounds and words • Ask questions • Make a bar graph • Talk about what you have found • Classify foods
Competences practised	The learner can describe diet, meals and food preferences.
Language practice	<ul style="list-style-type: none"> • Talking about mealtimes • Talking about meals • Talking about food likes and dislikes • Describing food types • Describing diet
English	<ul style="list-style-type: none"> • Recognise the use of the present simple tense, indefinite article and omission of articles. • State words for meals, food, food types.
Vocabulary acquisition	<ul style="list-style-type: none"> • Meals: breakfast, lunch, dinner, etc. • Food: bread, rice, potatoes, porridge, bananas, etc. • Food types: cereal, fruit, vegetable, etc.
Study skills	<ul style="list-style-type: none"> • Matching • Performing • Retelling • Writing • Listening • Speaking • Understanding • Drawing
Revision	Revises prior knowledge
Assessments	Activities, identify, write short sentences, listing, reading.

UNIT 5: STORIES AND DESCRIPTIONS PAGES 42–55	
Number of periods	25 periods
Introduction	The teacher reads the story about baby elephant to the class.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate accurately. • Read a simple story and show understanding of time sequence. • Follow a story read aloud and show understanding of time sequence. • Predict the story orally. • Read the story aloud. • Read the story of a letter with attention to connectors of time. • Write a short text showing time sequence by using connectors.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Pictures • Flashcards
Activities	<ul style="list-style-type: none"> • Write about the story • Talk about the process • Link sentences • Match pictures with sentences • Use full stops and capital letters • Sing a song
Competences practised	The learner can read a simple story, follow a story read aloud, predict the story, write a short text showing time sequence by using connectors.
Language practice	<ul style="list-style-type: none"> • Telling stories • Describing a process
English	<ul style="list-style-type: none"> • Recognise the use of the present simple tense with connectors of time to show time sequence. • Identify some context appropriate words for a story.
Vocabulary acquisition	Words about the story
Study skills	<ul style="list-style-type: none"> • Matching • Sequencing • Retelling • Writing • Listening • Predicting • Understanding

Revision	Revises prior knowledge
Assessments	Activities, sequencing, write short sentences, match a set of pictures and sentences.
UNIT 6: FAMILY MEMBERS AND HOUSEHOLD ACTIVITIES PAGES 48–55	
Number of periods	25 periods
Introduction	The teacher talks to learners about family, explains the difference between the nuclear family and the extended family. Then draws a diagram on the board to show the relationships.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate accurately. • Talk about family members, ages and jobs. • Describe household activities and routines. • Listen to a text read aloud about people and their jobs and show understanding by responding visually or in writing. • Follow a written text describing a sequence of daily events. • Read a short text about people and their jobs and show understanding by responding visually or in writing. • Describe family members and their jobs in writing. • Describe a sequence showing the daily routines of family members, in writing. • Compare school journey times using a table.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Pictures and/or photographs • Tables
Activities	<ul style="list-style-type: none"> • Talk about his or her family • Talk about household activities • Match sentences and pictures • Draw up a tick chart • Write sentences in the correct order • How long does it take?
Competences practised	The learner can describe family members and their jobs, household activities and daily activities.

Language practice	<ul style="list-style-type: none"> • Describing family members • Saying what jobs family members have • Talking about household activities • Describing daily activities • Timing the journey to school
English	<ul style="list-style-type: none"> • Recognise the use of questions in the present simple tense and of connectors and adverbials of time to describe time sequence. • Identify words for household activities, jobs and numbers to 100.
Vocabulary acquisition	<ul style="list-style-type: none"> • Household activities: make the beds, cook meals, fetch water, collect firewood, etc. • Jobs: carpenter, farmer, teacher, nurse, etc. • Numbers: from 1 to 100.
Study skills	<ul style="list-style-type: none"> • Filling in tables • Sequencing • Retelling • Writing • Listening • Predicting • Understanding
Revision	Revises prior knowledge
Assessments	Activities, fill in a table, write short sentences, match a set of pictures and sentences.
UNIT 7: WEATHER PAGES 56–63	
Number of periods	25 periods
Introduction	The teacher plays a miming game by pretending to be in windy, sunny and rainy weather and asking learners to guess what sort of weather he or she is miming.

Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate accurately. • Describe the weather orally. • Read air temperature using a thermometer. • Interpret a line graph showing annual temperature in Rwanda in speech and writing. • Interpret a bar graph showing annual rainfall in Rwanda in speech and writing. • Read a short text about Rwandan weather and show understanding visually or in writing. • Listen to a short text read aloud about Rwandan weather and show understanding visually or in writing.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Pictures and/or photographs • Thermometer • Model thermometer • Temperature graphs
Activities	<ul style="list-style-type: none"> • Talk about the weather • Rearrange the letters • Match the sentences and the pictures • What is the weather like today? • Is it hot or cold? • Read a temperature graph • Use the bar graph to answer questions • Talk about the weather in Rwanda • Draw a temperature graph
Competences practised	The learner can describe weather, read air temperature and interpret annual weather graphs.
Language practice	<ul style="list-style-type: none"> • Describing the weather • Describing temperature • Describing temperature throughout the year • Describing rainfall throughout the year
English	<ul style="list-style-type: none"> • Identify the use of the present continuous and present simple tenses. • State words for weather, temperature, months.
Vocabulary acquisition	<ul style="list-style-type: none"> • Weather: rainy, windy, cloudy, sunny, etc. • Temperature: hot, cool, cold, etc. • Months of the year

Study skills	<ul style="list-style-type: none"> • Interpreting graphs • Sequencing • Retelling • Writing • Listening • Predicting • Understanding
Revision	Revises prior knowledge.
Assessments	Activities, pronounce words, write short sentences, read and interpret graphs.
UNIT 8: ANIMALS, BIRDS AND INSECTS PAGES 64–74	
Number of periods	25 periods
Introduction	The teacher gets hold of pictures of various animals, birds and insects that are indigenous to Rwanda. Then he or she displays them on the walls.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate a sentence accurately. • Classify animals orally and in writing according to their abilities, colour, food and where they live. • Describe pictures of animal activities orally and in writing. • Label a map showing where animals live. • Read short texts about animals and their key features and show understanding visually or in writing. • Listen to a short text read aloud about animals and their key features and show understanding visually or in writing.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Pictures and/or photographs • World map
Activities	<ul style="list-style-type: none"> • Name the animals, birds and insects • Say yes or no • How do animals move? • What sounds do animals make? • Fill in a tick chart • Play a guessing game • Group animals • Use a map • Say what colour animals are • Describe what the animals are doing

Competences practised	The learner can identify and classify given animals according to what they eat, where they live, what they can do and what colour they are.
Language practice	<ul style="list-style-type: none"> • Naming animals, birds and insects • Saying what given animals can do • Saying what given animals eat • Saying where given animals live • Saying what colour given animals are • Describing pictures of given animals
English	<ul style="list-style-type: none"> • Identify the use of the present simple tense, the present continuous tense and modal verbs. • State words for mammals, insects, birds, animal activities.
Vocabulary acquisition	<ul style="list-style-type: none"> • Mammals: elephant, lion, monkey, etc. • Insects: butterfly, mosquito, etc. • Birds: eagle, crane, etc. • Animal activities: sleep, eat, etc.
Study skills	<ul style="list-style-type: none"> • Matching • Classifying • Retelling • Writing • Listening • Predicting • Understanding
Revision	Revises prior knowledge
Assessments	Activities, describing, classifying, write short sentences, match a set of pictures and sentences.
UNIT 9: MATHEMATICS PAGES 75–81	
Number of periods	25 periods
Introduction	Learners look at the picture and read the text.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate a sentence accurately. • Add, subtract, multiply, divide and talk through the operations orally. • Describe operations in written form. • Write numbers in numerical and written form.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Visuals • Drawing paper and pencils

Activities	<ul style="list-style-type: none"> • Listen to numbers and write them down • Names of numbers • Match words and symbols • Practise addition • Practise subtraction • Practise multiplication • Practise division • Match the words and numbers
Competences practised	Learner can calculate using basic addition, subtraction, multiplication and division.
Language practice	<ul style="list-style-type: none"> • Talking about addition • Talking about subtraction • Talking about multiplication • Talking about division
English	<ul style="list-style-type: none"> • Identify the use of question tags and the language of basic calculations. • State words for numbers to 100, hundreds, thousands, and for addition, subtraction, multiplication and division.
Vocabulary acquisition	<ul style="list-style-type: none"> • Numbers: from 1 to 100, hundreds, thousands. • Addition, subtraction, multiplication, division. Plus, minus, equals, multiplied by, etc.
Study skills	<ul style="list-style-type: none"> • Matching • Numbers • Retelling • Writing • Listening • Predicting • Understanding
Revision	Revises prior knowledge
Assessments	Activities, work with numbers, write short sentences, match a set of pictures and sentences.

UNIT 10: EVENTS IN THE PAST AND FUTURE
PAGES 82–91

Number of periods	26 periods
Introduction	Learners listen to the story called “The Hare and the Tortoise”.
Learning outcomes	<ul style="list-style-type: none"> • Recognise and produce sounds in familiar and common words and spell them. • Punctuate a sentence accurately. • Describe events in the past and future, in speech and writing. • Read a simple story in the past and show understanding of time sequence visually or in writing. • Listen to a short text about future plans, follow a story in the past read aloud, and show understanding of time sequence visually or in writing. • Predict the story orally. • Read the story aloud. • Retell the story with support. • Write a short text about past and future activities.
Classroom organisation	Class, groups, pairs and individual.
Equipment required	<ul style="list-style-type: none"> • Teacher’s Guide • Learner’s Book • Pictures • Flashcards • Connector cards
Activities	<ul style="list-style-type: none"> • Talk about past events • Talk about a day in the past • Listen to a daily routine and make notes in a diary • Talk about the school timetable • Place pictures in the correct order • Who said it? • Tell a story • Talk about future plans • Write about future plans • Make a weekly planner
Competences practised	<ul style="list-style-type: none"> • Learner can describe events in the past and future. • Read a simple story in the past. • Retell the story with support. • Write a short text about past and future activities.

Language practice	<ul style="list-style-type: none"> • Recounting past events • Describing a day in the past • Describing lessons in the past • Telling stories • Describing future plans
English	<ul style="list-style-type: none"> • Recognise the use of the past simple tense and near future. • Identify words for leisure activities, subjects, daily routines.
Vocabulary acquisition	<ul style="list-style-type: none"> • Leisure activities: play football, visit etc. • Subjects: Maths, Science, Social Studies... • Daily routines: get up, get dressed, have breakfast, brush my teeth, etc.
Study skills	<ul style="list-style-type: none"> • Matching • Retelling • Writing • Listening • Predicting • Understanding
Revision	Revises prior knowledge
Assessments	Activities, write about the past and future, write short sentences, match a set of pictures and sentences.

Sample lesson plan

School name: Teacher's name:

Term	Date	Subject	Class	Unit no	Lesson no	Duration	Class size
	___/___/20__	English	Primary 2	1	1/25	40 minutes
Type of special education needs and number of learners							
Unit title:			Greetings, introductions and talking about school				
Key unit competence:			To use language learnt in the context of greetings, introductions and talking about school				
Title of lesson:			Greetings				
Instructional objective:			By using the greeting and farewell words, the learners will be able to greet and say farewells correctly.				
Plan for this class (location):			In the classroom				
Learning materials (for all learners):			Learner's Book, classroom objects, exercise book/paper, chalkboard.				
References:			Learner's Book				
Steps and timing		Description of teaching and learning activities			Cross-cutting issues:		
		Learners are given different words of greetings and farewells, they discuss them with the teacher and then practise them by greeting and saying farewells to one another.			Peace and values: learners must work together and respect each other.		
Introduction: (5 minutes)		Teacher activities		Learner activities		Critical thinking and communication skills through discussion and presentation.	
		Puts learners in pairs, and asks them to think, and say what people do first and last when they meet.		Discuss what people do first and last when they meet. (They first greet one another and give farewells last).			

	Asks each pair to present what they discussed.	They present what they discussed to the class.	Critical thinking through guessing
	Asks the learners to guess the of the day, then tells it to them. Tells them the objective of the lesson and what he or she wants them to know from it.	Learns guess the lesson.	
Development of the lesson plan: (30 minutes)	Asks each learner to write down at least three greeting and farewell words each.	Learners write greeting and farewell words.	Critical thinking.
	Tells the learners to share their words in pairs.	Learners share words in pairs.	Communication skills through sharing.
	Asks pairs to present words to the class.	Pairs present their words to the class.	Communication skills through presentation.
	Gives feedback to the presentations of pairs, explains more about greetings and farewells. Gives them a list of greetings and farewells, when they are used, and gets the opportunity of how greetings and farewell promotes the peace and values in the community	Learners follow carefully and ask questions, where they don't understand.	

	Writes on the chalk board the words used for greetings: hello, goodbye, how are you, I am fine thank you.	Learners can write the words in their exercise books.	
	Guides learners in reading greetings and farewells written on the chalk board.	With the guidance of the teacher, learners read the greetings and farewells.	Communication skills through reading.
Conclusion (5 minutes)	Gives the ball to the learners and asks them to throw it among themselves, and the one that the ball falls on stands up and says a greeting and farewell word he or she has learnt.	Learners play the game. The one who holds the ball stands up and says a greeting and farewell word.	Communication skills
Teacher self-assessment:	Check for understanding and prepare extra work for learners in need of remedial or extension work.		

SECTION B Teaching guidelines for the syllabus

UNIT 1 GREETINGS, INTRODUCTIONS AND TALKING ABOUT SCHOOL

Suggested teaching time: 25 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 1: Use pictures and play "I spy".	Page 1: Learning box: Practise greetings.	Page 1: Explain and practise introductions.	Page 1: Do Exercise 1.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 2: Do Exercise 2.	Page 3: Sing the alphabet song.	Page 3: Let learners say which letter their name starts with.	Page 3: Do Exercise 3.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Page 3: Do Exercise 4.	Page 4: Do Exercise 5. Emphasise use of the present tense	Page 5: Talk about subjects. Read the dialogue.	Page 5: Do Exercise 6.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 6: Do Exercise 7.	Page 6: Continue with Exercise 7. Explain how to read time.	Page 6: Practise reading time. Do Exercise 8.	Page 6: Demonstrate how to read a timetable.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Page 7: Do Exercise 9.	Page 8: Do Exercise 10.	Page 9: Talk about being polite. Learners give instructions.	Page 9: Do Exercise 11.

LESSON 21	LESSON 22	LESSON 23	LESSON 24
Learners work in pairs and read the dialogue on page 10.	Page 10: Do Exercise 12.	Teacher's Guide page 42: Do Consolidation Exercise 1.	Page 4: Revise vowel sounds. Sing the alphabet song again.
LESSON 25			
Teacher's Guide page 41: Do Consolidation Exercise 2.			

1.1 Introduction

This unit follows on from Primary 1. The unit encourages learners to be able to introduce themselves correctly and use polite language. Some learners may be hesitant or shy. The teacher has to encourage all learners to be involved in the lesson. Explain to learners that learning to be polite and respecting older people is very important.

1.2 To begin the lesson

The teacher should; ask the learners to look at the picture. Then ask learners questions about what they see. Play a game of "I spy" around his or her own classroom. Now introduces himself or herself to the class, using his or her full name, and teach learners how to respond politely to an adult.

Explain to the learners that when they talk about things that are happening at the moment, or if they talk about things that are general facts (for example, their name and their age, they use present tense verbs, for example: *I am seven years old. My name is Micheal. The teacher writes on the board. School starts at 7:00.*

1.3 Teaching guidelines

The teacher should;

- Give the learners opportunities to practise the greetings. They can work in groups.
- Look at the illustration with the learners. Explain that some learners may need glasses to read. Encourage all the learners to respect each other.
- Let the learners take turns to introduce themselves and a friend to the rest of the group.
- Sing the song on page 4. Divide the class into groups to sing different letters of the alphabet. As they sing, ask them to point out various objects in the classroom beginning with different letters. Ask the learners to shout out the words and then write them in their exercise books. Let the learners take turns saying which letter of the alphabet their name starts with. Ask them to say, for example: *My name is Micheal. My name starts with an M.*

- On page 5 of the Learner’s Book, first read the text about Mary, Micheal and their favourite subjects. Allow the class to read the text out loud with him or her in small groups. Learners do Exercise 6.
- Explain to the learners that they are going to play a guessing game (Exercise 7). Learners must draw a table with a space for each subject that they learn. They must count up the ticks he or she made on the board and fill in their tables. Now they can play a guessing game with the teacher, guessing how many of them like which subjects. Ask questions such as: “How many learners like a subject starting with M?”
- When discussing time (Learner’s Book page 6), have a toy clock available, if possible. The teacher can also make a clock from cardboard, with a paper fastener to keep the clock hands in position. Bear in mind that many learners are used to reading the time from digital devices such as mobile phones. Some may not know an analogue clock at all.
- Explain how to read time. Ask the learners to take turns showing various times on the clock.
- Continue with the concept of time and explain to the learners how timetables work (Learner’s Book page 7). Draw a timetable on the board and ask the learners to say where certain lessons fall. Let them practise using sentences with *before* and *after*.
- Read the text on page 9 with the class. Demonstrate how to give polite instructions. Let the learners work in pairs and give each other simple instructions, for example “Please open the door”.
- On page 10 of the Learner’s Book, the learners read about asking permission. The teacher reads the text with the class. Explain that we use words such as *may*, *can*, *will* and *must* when we ask or give permission. These words are modal verbs. (The learners do not have to know the name of the verb at this level.) Let the learners do Exercise 12 and practise asking permission.
- For the last lesson of this unit, guides the learners through the assessment exercises on page 11 of the Learner’s Book. The teacher can use these questions to assess the learner’s progress.

1.4 Suggested answers

Exercise 1: Talk about school

1. Learners must say the teacher’s name.
 2. Answers vary. The learners must say how many learners there are in the class.
-

Exercise 2: Introduce yourself

- Encourage learners to go around the class, shaking hands and stating their names.
 - Read the text of Mary and Micheal with the class. If time permits, get the learners to read the text together in pairs, each one taking one of the roles.
-
-

Exercise 3: Talk about yourself

Let the learners work in groups. They must greet each other. The teacher can also ask them to shake hands. Learners must tell each other how old they are and where they live.

Exercise 4: Write about yourself

Some learners may have difficulty naming the letter that begin names. Make sure that learners can make the sound of each letter of the alphabet and recognise it when spoken.

1. Learners must state the name of the letter that their name starts with.
 2. a. Learners must write the names of four other people in their class.
b. They must be able to say which letters their names start with.
-
-

Exercise 5: Complete sentences about yourself

1. Learners must write out the text filling in the gaps. Answers vary, depending on the learner's name, age, etc.
 2. Learners must listen as the teacher reads some of their sentences. They must guess who he or she is talking about.
-
-

Exercise 6: Talk about your favourite subjects

- The learners must answer the questions about their favourite subjects. Answers vary from learner to learner.
 - The teacher should use this exercise to demonstrate how to conduct a survey. He or she can;
 - Ask the learners to make a list of their school subjects.
 - Ask them to put up their hands when the name of their favourite subject is called out.
 - Make a tick on the board against each subject for each hand that is raised.
-
-

- The teacher can now use this information to demonstrate how to create a bar graph. Learners should be able to identify the most and least favourite subjects.

Exercise 7: Play a game using a table

This is a practical activity with no fixed answers.

Exercise 8: Read the time

The teacher does this exercise visually, using a clock that he or she holds up for the class to see. He or she can demonstrate the hour and minute hands and show how they move around. Some learners may not have seen an analogue clock before.

Answers

The clocks read: 08:20, 02:00, 4:30 and 06:10.

Exercise 9: Talk about the timetable

1. The English lesson begins at 7:55 and ends at 8:35.
2. They have two Maths lessons on Monday.
3. The school day begins at 7:15.
4. Their lunch break is from 12:30 until 13:30.
5. They have an Art lesson from 11:50 until 12:30.
6. a. The Kinyarwanda lesson ends at 11:10.
b. The English lesson starts at 9:15.

Exercise 10: Draw a timetable and write about it

Learners may need help creating a timetable. The teacher draws a blank one on the board for them to copy. Learners must fill in the times and lessons for their class on a Tuesday and write sentences about their timetable.

Exercise 11: Do a role-play

The teacher allows the learners to work in groups, pretending to be the teacher and giving each other instructions.

Exercise 12: Practise asking permission

Learners should understand that being polite is important. This exercise helps them to practise asking and responding to instructions

politely. Listen to pairs as they practise to make sure they understand phrases that express politeness, such as “Please may I...?”

Review

1. Answers vary.
2. a. Hello, my name is Jean-Paul. b. How are you?
c. Please come in. d. Good morning, Teacher.
3. Learners should state what time they get up in the morning.
4. Learners should know what time school starts.
5. Complete the words:
a. What is your name? b. Where do you live?
6. a. May I write on the blackboard?
b. May I read a story?

Remedial, extension and additional exercises

Remedial exercises

The teacher makes up flash cards with greetings such as “hello” and “how are you” on them. He or she gets learners to read them out loud and write them in their exercise books.

Extension exercises

In groups, the teacher gives learners turns moving the hands around the clock and asking each other what the time is.

Consolidation exercises

The teacher should;

1. Allow learners to pretend to be different people in the community and create appropriate greetings.
2. Call out the words from Exercise 4 for learners to write unaided.
3. Hold up clocks showing different times. Let the learners call out the time.
4. Allow learners to draw figures with speech bubbles and write different greetings in them.
5. Allow learners to fill in a timetable for the full week.
6. Revise the names of classroom objects, and get learners to tell him or her which vowel sound is in each word.

Assessment

Formative assessment: The teacher should check that learners can correctly greet each other and tell the time. They should also be able to give and respond to instructions correctly.

Summative assessment: The teacher can use the review questions at the end of the unit.

UNIT 2 SPORTS

Suggested teaching time: 26 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 12: Talk about sports.	Page 12: Do Exercise 1.	Page 13: Let the learners read the dialogue in pairs.	Page 13: Read the dialogue again. Write words on board.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 13: Do Exercise 2.	Page 14: Discuss the first learning box. Do Exercise 3.	Pages 14 and 15: Discuss the second learning box. Page 46: Talk about the photos.	Page 15: Do Exercise 4.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Page 16: Read the text.	Page 16: Do Exercise 5.	Page 16: Do Exercise 6.	Page 17: Discuss the learning box. Do Exercise 7.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 18: Do Exercise 8.	Page 18: Do Exercise 9.	Page 19: Read the text. Do Exercise 10.	Page 19: Do Exercise 11.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Learners discuss which sports they are good at. Use this lesson to foster good self-image. Use pronouns such as <i>I like...</i> , <i>he/she likes...</i>	Write the roots of action words on the board and let the learners add <i>-ing</i> to them.	Speaking: Do group work and get each group to explain how a different sport is played.	Talk about teamwork and cooperation. Take learners outside to play a team game, e.g. passing the ball down the line.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Teacher's Guide page 48: Do Consolidation Exercise 1.	Let the learners show their pictures and read the sentences.	Teacher's Guide page 48: Do Consolidation Exercise 2.	Teacher's Guide page 48: Do Consolidation Exercise 3.

LESSON 25	LESSON 26
Teacher's Guide page 48: Do Consolidation Exercise 4.	Teacher's Guide page 48: Do Consolidation Exercise 5.

2.1 Introduction

Most young children like to be active and doing sports. The teacher uses this unit to encourage healthy pastimes and an interest in looking after our bodies. He or she should be sensitive to any learners who may be physically disadvantaged. Learners should be encouraged to be part of a team as well as be able to play individual sports. If time permits, the teacher can ask a local sports person to come and demonstrate kicking and throwing to the class.

2.2 To begin the lesson

The teacher introduces the lesson by asking learners about their favourite sports. If possible, he or she brings different types of balls to class. Lets the learners guess which game is played with which ball. He or she asks the learners to look at the different pictures and then to match them to the correct sentence.

2.3 Teaching guidelines

The teacher should:

- Look at the photographs with the learners and explain that some people may have physical impairments such as just having one leg. Explain that everyone can do all sports and that there are special events such as the Paralympics.
- Read the dialogue on page 13 and make sure that the learners can identify the different types of sports. Ask the learners what their favourite sport is. Encourage learners to discuss their favourite sports and to say why they like them. Keep a checklist of how many learners liked which sport, for later use when playing the memory game.
- Write the names of the sports in the text on the board for learners to copy down. Teach the correct letter formation.
- Let the learners work in pairs and do Exercise 2 (Learner's Book page 13).
- Read the text in the learning box on page 14 with the learners. Explain that the words *can* and *cannot* (*can't*) show whether we have the ability to do something. Invite learners to tell the class about things they can or cannot do. Make sure they understand that the word *can't* is a contraction of *cannot* (a short way of saying it).

- Explain that the same type of contraction is used when we say *doesn't* instead of *does not*. The teacher can use this as a link to continue with the learning box about using the words *do/does* and *don't/doesn't*.
- On page 15 there are photos of four famous Rwandan sportspeople. Ask the learners to find out more about these people. Invite them to tell the class about any other sportspeople they know of. If possible, the teacher can ask them to invite such a person to class to tell the learners about their sport. (They have to check with the teacher first, though.)
- Read the text on page 16 with the class and talk about the different equipment needed for each sport. Show them how to draw up a tick chart. The learners can do Exercise 5 in class or as homework. Ask them to hand in the completed exercise for marking.
- Read the learning box on page 17 with the class. Explain what action words are and why they sometimes get *-ing* at the end. When the teacher is sure that they understand the concept, they can do the exercise.
- When the learners do Exercise 9 on page 18, explain the use of punctuation. Tell them that there must be a full stop after every sentence.
- Read the extract on page 19. Ask the learners if they like to watch football, and if they ever go to watch matches with their parents. Let the learners do Exercise 10.
- Talk about the special words used in basketball or football, for example *shoot, save, referee, goal*. Explain the meaning of these words to the learners. Write the words on the board and ask the learners to copy them into their exercise books. Ask the learners to talk about sports that they love. They must talk about special words used in those sports and their meanings.

2.4 Suggested answers

Exercise 1: Match the pictures and sentences

Learners must look at the pictures and match the correct sentence and picture.

1. b

2. a

3. d

4. c

Exercise 2: Talk about sport

1. Learners' own answers.

2. Learners' own answers.

3. Learners do a survey and list sports and the number of learners who play each sport.

Exercise 3: What can they do?

- a. Linda can ride a bicycle. b. Bright can't swim.
- a.–b. Learners' own answers.

Exercise 4: What sports do they play?

- a. Valens Ndayisenga – cyclist
b. Liliane Umulisa – football player
c. Dominique Bizimana – paralympic volleyball player
d. Épiphanie Nyirabarambe – marathon and long-distance runner
- a. This person can cycle very quickly.
b. This person can play football.
c. This person can play volleyball.
d. This person can run very fast.

Exercise 5: Draw up a tick chart

Learners must tick the square for the things that are used to play the different sports.

	Large round ball	Large oval ball	Small ball	Bat	Racquet
Football	✓				
Volleyball	✓				
Rugby		✓			
Tennis			✓		✓
Cricket			✓	✓	

Exercise 6: Fill in the gaps

- Rugby balls are oval.
- Tennis balls are small. They have a fuzzy layer.
- Cricket balls are usually red and very hard.

Exercise 7: Use words ending in -ing

- I am swimming in the pool. 2. She is riding her bicycle.
- We are playing football with our friends.

Exercise 8: Write about sports

- a. She is playing tennis. b. He is playing cricket.
c. They are playing netball. d. He is swimming.

Exercise 9: Do a word puzzle

Learners must write the words so that the sentences make sense. They must punctuate each sentence correctly.

1. I am riding my bicycle. 2. I like to play volleyball.
3. Marie is swimming very well. 4. Jean can run very fast.

Exercise 10: Talk about sport

1. They have the name Amavubi.
2. You can watch football games at Amahoro National Stadium in Kigali.
3. Ask the learners to make sentences with the words.

Exercise 11: Play a memory game

Learners must try to remember how many children in their class like each sport.

Review

1. Learners' Answers vary, They can name any two sports,
2. Examples of team sports: football, volleyball, hockey and netball.
3. Examples of sports you can play on your own: cycling, swimming, walking,
4. a. They are swimming in the pool.
 b. He is riding his bicycle.
5. The learners' answers may vary slightly. Below are the suggested answers.
 Micheal: Do you like playing football?
 Mary: Yes, I like playing football
 Mary: Do you like playing football?
 Micheal: No, I don't like playing football.
6. a. ball b. bicycle c. bat d. racquet

Remedial, extension and additional exercises**Remedial exercises**

The teacher gives extra examples of action verbs such as read, write, listen, eat, and get learners to add the *-ing* ending.

Extension exercises

The teacher allows learners to make up extra sentences with the special sports words on the board.

Consolidation exercises

The teacher should:

1. Let the learners draw a picture of their favourite sport and write three sentences to go with it.
2. Let the learners talk about what sport they are good at.
3. Play a mime game in groups. Learners mime a sport and the rest of the class guess what sport it is.
4. Draw the following table. Learners must match the two parts of each word to give a correct sports word and write it out.

PART 1	PART 2	COMPLETE WORD
ten	ball	tennis
foot	nis	football
skat	lete	skating
ath	by	athlete
soc	ey	soccer
com	cer	compete
hock	pete	hockey
rug	ing	rugby

5. Talk about clothing we need for school sports. Let the learners draw a picture of themselves playing a school sport and label the clothing they wear.
6. Remind learners of the memory game and draw a bar graph showing how many people like each sport. Use board work to demonstrate how to create a bar graph, then allow time for learners to draw the graph for themselves.

Assessment

Formative assessment: The teacher observes the learners as they work. He or she can use Exercise 5 as an assessment opportunity.

Summative assessment: The teacher can use the Review questions at the end of the unit.

UNIT 3 TELLING THE TIME

Suggested teaching time: 25 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 21: Use an analogue clock to introduce telling the time.	Page 21: Do Exercise 1. Talk about things we do at different times of the day.	Teacher's Guide page 53: Do Consolidation Exercise 1.	Pages 21–22: Read the text. Talk about daily routines.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 23: Talk about the time of day. Do Exercise 2.	Page 23: Learners draw a series of pictures showing daily activities.	Page 24: Do Exercise 3.	Page 24: Do Exercise 4.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Page 25: Do Exercise 5.	Page 25: Do Exercise 6.	Page 26: Talk about days of the week.	Page 26: Do Exercise 7.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 27: Talk about the months of the year.	Page 27: Do Exercise 8.	Page 27: Do Exercise 9. Teacher's Guide page 51: Do Consolidation Exercise 3.	Page 28: Read the text. Say the rhyme.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Page 29: Do Exercise 10.	Page 29: Exercise 10 continued.	Page 29: Sing the alphabet song.	Teacher's Guide page 53: Do Consolidation Exercise 4.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Teacher's Guide page 53: Consolidation Exercise 4 continued.	Teacher's Guide page 53: Do Consolidation Exercise 5.	Teacher's Guide page 53: Do Consolidation Exercise 6.	Teacher's Guide page 53: Consolidation Exercise 6 continued.

LESSON 25

Teacher's Guide page 53: Do Consolidation Exercise 7.

3.1 Introduction

In this unit, learners learn to use language in the context of time. This unit also looks at ways of measuring time – minutes, hours, days of the week, months, years, etc. Learners should be able to identify routines and their usefulnesses. Telling the time was covered in Unit 1, so the lesson can build on prior knowledge.

3.2 To begin the lesson

Before starting, the teacher reminds learners of work completed on clocks and school timetables in Unit 1. To begin the lesson, learners must match the correct clock in the pictures to the correct sentence. He or she can also use a starter quiz by asking learners what they do at certain times of the day. For example: *What do you do at 6.00 (6 o'clock) in the morning?*

3.3 Teaching guidelines

The teacher should:

- If there are learners who are visually impaired in the class, ensure that they sit close to the wall clock (if there is one) in the classroom.
- Start the lesson by explaining to the learners how to read time on an analogue clock. Bear in mind that many learners may be used to seeing digital clocks, for example the clocks on mobile phones.
- Explain to them that when we talk about something that happens regularly or that is a given fact, we use the simple present tense. For example: *It is 9.00 (nine o'clock)*. The learners do not have to know the name of this tense, but help them to understand how it is used.
- Let the learners work in pairs and do Exercise 1.
- Ask the learners to tell the class about their daily routines. Read the text on page 22 describing John's daily routine. Ask the learners to read it with the teacher or in groups.
- For Exercise 3 on page 24, show the learners how to write the times of the day in figures. The learners must draw the table in their exercise books and complete it. They can add more rows if needed.
- On page 26, the learners learn the names of the days of the week. Ask the learners to tell him or her what they do on certain days of the week.
- Do Exercise 6. Ask the learners to shout out words beginning with different consonants.
- Discuss the learning box on page 26. Let the learners write the days in the correct order in their exercise books. Do Exercise 7.

- Read through the months of the year with learners before doing Exercise 8 on page 27. Learners should be able to recite the months of the year in the correct order.
- Read the text on page 28. Explain to the learners that not all months have the same number of days. Read the rhyme with them and get them to read it to each other in groups.
- Let the learners do Exercise 10 on page 29. Learners must make a calendar for the classroom. Explain that some days such as birthdays and holidays have special meaning. Invite the learners to tell the class about days that are special to them and their family. The teacher can use this opportunity to talk about public holidays in Rwanda, and the meaning of each holiday. Put a big calendar on the board or wall and point out the different holidays.

3.4 Suggested answers

Exercise 1: Read the time

1. Clock (c) 2. Clock (a) 3. Clock (b)

Exercise 2: Talking about what you do every day

Answers vary. The learners will talk about what they do each day.

Exercise 3: Fill in a timetable

Answers vary. Learners fill in their own times and activities.

Exercise 4: Write about a timetable

Learners' Answers vary.

Exercise 5: Match sentences and the pictures

1. c 2. a 3. d 4. b

Exercise 6: Sing the action song

The teacher sings the action song with the class and then talks about the days of the week. He or she talks about the -ay sound and asks learners if they can suggest any other words ending in -ay, (play, day, may, etc.).

Exercise 7: What day is it?

1. Answer depends on what day it is.
2. Thursday
3. Saturday and Sunday
4. Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Exercise 8: Put the months in order

1. January, February, March, April, May, June, July, August, September, October, November, December

Exercise 9: Talk about dates

1. Answers will depend on what day it is.
- 2.–4. Learners' own answers

Exercise 10: Dates on a calendar

- 1.–2. The first two questions form part of a practical activity.
3. Learners must complete the sentences. Answers vary.

Review

1. a. When I wake up in the morning I must eat my breakfast.
b. In the evening I must eat my supper.
c. I sleep at night.
2. a. 8:20 b. 14:00 c. 12:15
3. Tuesday 4. April 5. seven 6. twelve
7. a. A leap year happens every four years.
b. September has 30 days.

Remedial, extension and consolidation exercises

Remedial exercises

The teacher can give two sheets, one with the days of the week and another one with the months of the year and get learners to copy them into their books in the right order.

Extension exercises

Learners can write simple sentences about their daily routines.

Consolidation exercises

The teacher should:

1. Give learners paper plates to make a simple clock. They can use card strips and pins for the hands.
2. Let the learners draw a series of pictures showing daily exercises in the correct sequence.
3. Sing the months song.
4. Make a work sheet with two columns. In one column, put the time in numbers and in the other the time in words (in a different order). Learners can then match the correct numbers to the words.
5. Read the following poem and let learners have fun finding out what day of the week they were born on.

Monday's child is fair of face,
 Tuesday's child is full of grace,
 Wednesday's child is full of woe,
 Thursday's child has far to go,
 Friday's child is loving and giving,
 Saturday's child works hard for a living,
 But the child that's born on the Sabbath day,
 Is bonny and blithe, good at play.

6. Make a calendar and mark each learner's birthday on it.
7. Make a page-a-day diary for seven days and fill it in.

Assessment

Formative assessment: The teacher makes sure that the learners know the days of the week and the months of the year. He or she can use Exercise 10 (Learner's Book page 29) as an assessment activity. Observe how the learners work together in groups.

Summative assessment: Use the Review questions at the end of the unit.

UNIT 4 FOOD

Suggested teaching time: 26 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 31: Talk about food and meals. Do Exercise 1.	Teacher's Guide page 60: Do Consolidation Exercise 1. Page 32: Do Exercise 2.	Page 33: Discuss the first learning box. Do Exercise 3.	Page 33: Discuss the second learning box.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 34: Do Exercise 4.	Page 35: Talk about food likes and dislikes. Do Exercise 5.	Page 36: Discuss types of food. Do Exercise 6.	Page 37: Read the text about a healthy diet.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Teacher's Guide page 60: Do Consolidation Exercise 2.	Page 38: Do Exercise 7.	Page 38: Do Exercise 8.	Page 39: Do Exercise 9.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 39: Do Exercise 10.	Page 39: Exercise 10 continued.	Page 40: Do Exercise 11.	Let the learners talk about foods they like and dislike.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Page 40: Revise food groups.	Page 40: Do Exercise 12.	Discuss the learners' tables.	Teacher's Guide page 60: Do Consolidation Exercise 3.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Teacher's Guide page 60: Do Consolidation Exercise 4.	Role-play: cooking and eating a meal.	Role-play continued: Good manners when eating and asking for food.	Teacher's Guide page 60: Do Consolidation Exercise 5.

LESSON 25

Teacher's Guide page 60: Do Consolidation Exercise 6.

4.1 Introduction

Food is an important topic, the teacher should encourage learners to talk about it and also to become aware that we need to make the right food choices if we want to be healthy.

4.2 To begin the lesson

The teacher should decorate the classroom with pictures of food. Introduces the lesson by asking learners what their favourite meal is. Learners must look at the picture and then answer the questions using these three words: morning, lunch, evening.

- I eat **breakfast** in the morning.
- I have **lunch** in the afternoon.
- I eat dinner in the **evening**.

4.3 Teaching guidelines

The teacher should:

- Divide the learners into groups and blindfold them. Hold out healthy fruits for them to smell and touch. Learners can guess what fruit he or she is holding.
- Let the learners do Exercise 2 on page 32. The learners must match the word with its correct picture. For example, they must match the word *milk* with the picture of milk.
- The learning box on page 33 deals with countable and uncountable nouns. Explain to the learners that countable nouns are things that are in clearly distinguished units, for example apples and tomatoes. Other things, for example honey and porridge, do not come in separate parts. You cannot say "I want one porridge." (You can say "I want one plate of porridge," but then it is the plates which are being counted.) Other things such as rice could perhaps be counted if you had a lot of time to count all the grains. In practical terms, however, rice, sugar and salt are uncountable. The teacher can also mention to the learners that uncountable nouns always take a singular verb: *The honey is sweet. The rice is cooked.*
- Use this opportunity to explain the use of the definite and indefinite article. Write these sentences on the board: *I eat the apple. I eat an apple.* Ask the learners if they know what the difference in meaning is. Point out that the word *a* (or *an*) refers to any apple. The word *the* refers to a specific apple.

- Read the text in the learning box on page 33 about “Saying how much there is” with the learners. Talk about the words we use to explain how much there is of something. Give verbal examples and ask learners to give the answer.
- Read the text on page 35. Ask the learners to tell the class about foods they like or dislike.
- The learning box is about different types of food. If possible, bring some food to school and show these to the learners. Or he or she can bring pictures of food and display them on the board. Talk to learners about different food types and then ask them to identify them from the pictures.
- Read the text about diet on page 37. Have a class discussion about healthy foods. Ask learners to read the text aloud with him or her.
- Before doing Exercise 8 on page 38, ask the learners to try and name some foods that begin with these letters: r, a, e, b, m, p, c. Let them have fun seeing who can shout out the answer first. Then ask them to do the exercise. Ask them to fill in the missing letters and then read the words aloud.
- Page 39 deals with questionnaires. Explain to the learners that a questionnaire is a set of questions used to collect certain information (often as part of a survey). Questionnaires often supply answers from which the respondent can choose. The questionnaire the learners draw up must, however, be very simple and consist of two or three questions, for example: *What is your favourite food? What other foods do you like? What food don't you like at all?*
- Help the learners to write down their questions. Let them work in groups and do Exercise 9.
- For Exercise 10, explain that the learners must decide what they want to show in their graphs. Suggest, for example, that they show the top five favourite foods. They have to refer back to their questionnaires and count how many learners had listed each type of food.
- Explain what a bar graph is and how to draw one. He or she needs to use board work and use different coloured chalks for different foods. Guide the learners to draw a graph similar to the one on page 39 of the Learner's Book.
- For Exercise 11 on page 40, the learners should be able to identify the most liked food and least liked food by looking at the heights of the different bars on the graph.

4.4 Suggested answers

Exercise 1: Talk about mealtimes

1. a. I eat breakfast in the morning.
 b. I have lunch in the afternoon.
 c. I eat dinner in the evening.
2. Answers may vary, but most learners probably say 12:30 or 13:00.

Exercise 2: Match words and pictures

- 1.–2. a. banana b. eggs c. bread
 d. milk e. rice f. beans
 g. cabbage h. chicken

Exercise 3: Can you count it?

COUNTABLE	UNCOUNTABLE
apples	porridge
eggs	rice
bananas	honey
potatoes	sugar

Exercise 4: Indefinite or nothing

1. There is no food in the empty cupboard.
2. I am hungry, so I will eat many potatoes.
3. I am not hungry. Don't give me so much food.
4. The baby eats only a little of porridge.
5. There are only a few nuts.

Exercise 5: Whose plate is it?

This is a practical activity.

- Learners must copy the plates. Learners must then draw what foods they like on the plate.
- When learners have finished drawing their plates, the teacher takes in the books and holds them up at random to see if learners can guess who the different plates belong to. If the teacher has a paper, he or she does the exercise on paper and displays the plates on the wall.

Exercise 6: Draw, label and describe food

1. Learners must draw a picture of one type of food from each food group.
2. They must write the name of the food and the food group under each picture.
3. Learners must share their pictures with their partner. They must decide which group each type of food belongs to.

Exercise 7: Talk about healthy food

1. The food in the picture is a healthy meal. It contains dairy (milk), carbohydrates (rice and beans), protein (milk, banana and beans) and vitamins (vegetables and banana).
2. Avocado and tomato are good for health. They contain essential nutrients.
Water is good for health because it hydrates the body, flushes out toxins and helps to regulate temperature.
Cake and sweets are bad for health. They contain a lot of sugar.
Cake contains refined starch, which has very little nutritional value.

Exercise 8: Sounds and words

1. mango 2. rice 3. pineapple 4. beans

Exercise 9: Ask questions

This is a practical activity. The learners draw up a questionnaire and ask ten of their classmates what food they like.

Exercise 10: Make a bar graph

- The learners use the information from their questionnaires to create a bar graph. Note that the learners' graphs vary, depending on the information they gathered.
- When the learners have completed their graphs, the teacher asks them to hand in their books so that he or she can mark the graphs. The teacher can use the graphs for assessment.

Exercise 11: Talk about your survey

Learners' Answers vary.

Exercise 12: Classify foods

1. Make a list of all the food mentioned on the graphs.
2. Learners must draw up a table, like the one shown in the Learner's Book, and fill in the names of the food listed on the graph. Answers vary, depending on the information on the graphs. The teacher takes the graph on page 39 of the Learner's Book as an example. The table looks as follows:

FRUIT AND VEGETABLES	MEAT	CEREALS	DAIRY
Bananas	Chicken	Rice	Eggs Milk

3. Answers vary. Learners must write a sentence about each food group. Answers could include sentences such as the following:
We get fruit and vegetables from plants.
Chickens, cows, goats and sheep give us meat.
Wheat, maize and rice are cereals.
Dairy products include eggs and things made from milk.

Review

1. a. I eat breakfast at six o'clock in the morning.
b. At half past twelve in the afternoon I eat lunch.
At six o'clock in the evening I eat my dinner.
2. a. tomatoes – countable b. tea leaves – uncountable
c. potatoes – countable d. sugar – uncountable
3. Answers vary. Below are some possible options.

FRUIT AND VEGETABLES	MEAT	CEREALS	DAIRY
Banana Avocado Mango Tomato Pumpkin	Chicken Meat	Rice Maize Wheat Oats	Eggs Milk Cheese Yoghurt Cream

6. The learners draw their own choice of picture. The meal should contain a balanced variety from the main food groups as well as the foods they prefer having. Learners write sentences about what food they have included in the picture.

Remedial, extension and consolidation exercises

Remedial exercises

The teacher should give learners old magazines and ask them to cut out pictures of foods and put them in piles for breakfast, lunch and dinner. They can then stick them onto paper with the correct headings.

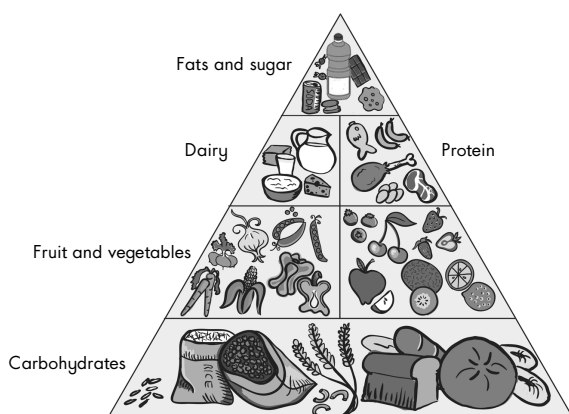
Extension exercises

Learners can use old magazines to find pictures of healthy and unhealthy food and make a collage of each.

Consolidation exercises

The teacher should:

1. Discuss traditional Rwandan dishes. Let the learners guess what the ingredients are.
2. Use old magazines and let the learners make posters showing balanced meals.
3. Learners research traditional Rwandan foods. Ask them to compare these with foods from other countries.
4. Bring food items or pictures of food to school. Let the learners play “I spy”.
5. Let the learners create a healthy lunch poster and label it. The posters can include any selection of healthy food that the learners may have for lunch.
6. Draw a food pyramid showing the food types.



Assessment

Formative assessment: The teacher makes sure that learners can differentiate countable foods from uncountable ones and differentiate indefinite articles from definite ones. He or she observes how they work together in groups.

Summative assessment: The teacher uses the Review questions at the end of the unit.

UNIT 5 STORIES AND DESCRIPTIONS

Suggested teaching time: 25 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 42: Learners describe the picture.	Page 42: Read the story.	Learners tell the story to a friend.	Page 43: Do Exercise 1.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Let the learners role-play the story with own ending.	Role-play continued.	Write words to describe animals on the board.	Use the words to make sentences about the animals.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Page 44: Read and explain the text.	Explain what a process is.	Learners role-play writing and posting a letter.	Page 44: Do Exercise 2.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 45: Explain linking words.	Page 45: Do Exercise 3.	Page 45: Do Exercise 4.	Teacher's Guide page 64: Do Consolidation Exercise 1.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Page 46: Explain full stops and capital letters.	Page 46: Do Exercise 5. Teacher's Guide page 64: Do Consolidation Exercise 2.	Page 46: Do Exercise 6.	Let the learners role-play getting ready for school.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Teacher's Guide page 64: Do Consolidation Exercise 3.	Teacher's Guide page 64: Consolidation Exercise 3 continued.	Teacher's Guide page 64: Do Consolidation Exercise 4.	Teacher's Guide page 64: Do Consolidation Exercise 5.

LESSON 25

Teacher's Guide page 64: Do Consolidation Exercise 6.

5.1 Introduction

This unit encourages learners to use their imagination. The teacher can put short fables or stories on the walls and have easy books in the classroom. Use the lesson to foster a love of reading.

5.2 To begin the lesson

The teacher looks at the picture on page 42 of the Learner's Book. Asks the learners to describe what is happening in the picture.

5.3 Teaching guidelines

The teacher should:

- Read the story on page 42 with the learners. Make sure that they understand all the new words. Guide learners to discuss their own strengths and weaknesses, specifically help learners to partake where he or she has identified certain physical impairments. Encourage all learners to partake, helping those who are shy.
- In groups, learners pretend that baby elephant went to meet the lion cubs. Ask them to act out the story.
- Explain to the learners that we use describing words so that we can picture something in our minds. Talk about baby elephant and then ask them which words apply to baby elephant (big, grey, playful).
- Guide the learners through Exercise 1 on page 43.
- Read the text on page 44 about describing a process with the class. Guide them to understand the concept of a sequence of events. Ask a few learners to tell the class about other processes they know where things happen in a specific order.
- Talk about the steps involved in writing and sending a letter. Ask the learners if they have ever sent or received a letter. Invite them to tell the class about it.
- Let the learners work in pairs and do Exercise 2.
- Read Exercise 3 on page 45 with the learners. Explain how linking words are used to join actions to each other. Give examples for learners to follow in the classroom. For example: *First sit down, then take out your books, after that turn to page 10...*
- On page 46, read the text in the learning box with the learners and make sure that they understand how to use full stops and capital letters. Ask the learners to give examples of proper names.

5.4 Suggested answers

Exercise 1: Write about the story

Learners must finish the sentences and match them to a picture. They must also put the sentences and pictures in the correct sequence.

1. Elephant decided that he was too grown-up to play with the other elephants.
2. After that, he went for a walk on his own.
3. Next, he met Father Lion on the path.

Exercise 2: Talk about the process

1. First she sat down and began writing on a piece of paper.
2. She wrote her grandmother's address on the envelope. Next, she put a stamp on the envelope. After that, Micheal went to the post box with her mother and posted the letter.
3. The postman delivered the letter.
4. The letter was taken in a van to Kigali, where her grandmother lived. Micheal's grandmother opened the envelope and read the letter.

Exercise 3: Link sentences

1. Micheal sat down and then began to write on a piece of paper.
2. Next, she put the letter in an envelope.
3. After that, she put the letter in a post box.
4. Finally, the postman delivered the letter.

Exercise 4: Match pictures with sentences

Learners must put the sentences in the correct order in the boxes.

- | | |
|------------------------------------|-------------------------------------|
| c. Girl writing a letter. | a. Girl putting letter in envelope. |
| d. Girl putting letter in postbox. | e. Postman delivering letter. |

Exercise 5: Use full stops and capital letters

1. Mary is going to Kigali.
2. Patrick is talking to Frank.
3. Agnes and Jessica live in Huye.

Exercise 6: Sing a song

Sing the song with the class. Help them to make up new verses.

Review

1. I eat breakfast in the mornings and then I brush my teeth. Next I brush my hair. After that I go to school. My parents read me a story at night time before I finally go to sleep.
2. d, c, a, b
3. First she wrote a letter. Then she put it in an envelope. Next she posted the letter. The postman delivered the letter.
4. a. Micheal and I are going home.
b. Mary likes reading.

Remedial, extension and consolidation exercises

Remedial exercises

The teacher gives sentences using sequences for learners to complete:

- I go to bed and _____ I sleep. (I go to bed and then I sleep)
- I brush my teeth _____ my dinner. (I brush my teeth after my dinner)

Extension exercises

- Give learners pictures of different animals to write descriptive words about.
- Learners can draw the different actions in the song and write a caption under each one.

Consolidation exercises

The teacher should:

1. Let the learners draw a set of boxes showing the sequence of an exercise such as getting up and brushing teeth.
2. Give learners the beginnings of a story to finish. For example:
Ute had a small dog. The dog kept getting through a hole in the hedge and chasing cars. Ute knew this had to stop...
3. Write a letter home. Let the learners write a simple letter, and address it correctly. Pay attention to handwriting.
4. Sing the song in Exercise 6, but change it to "This is the way we write a letter". Make up new verses.
5. Describe an animal out loud and get learners to guess what it is.
6. Word puzzles. Give learners some jumbled up descriptive words that they must write correctly.

Assessment

Formative assessment: The teacher makes sure that learners know some of describing and linking words and can use them to describe things of process. He or she observes how the learners work together in groups.

Summative assessment: The teacher uses the Review questions at the end of the unit.

UNIT 6 FAMILY MEMBERS AND HOUSEHOLD ACTIVITIES

Suggested teaching time: 25 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 48: Talk about families.	Page 48: Read the text and ask questions.	Page 49: Talk about the jobs shown. Do Exercise 1.	Continue. Let learners mention more jobs.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 50: Do Exercise 2.	Page 51: Read about household activities.	Page 51: Do Exercise 3.	Page 52: Discuss the chart and do Exercise 4.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Page 53: Read the reading text and discuss the illustrations.	Page 53: Do Exercise 5.	Page 54: Tell the time by just looking at the clocks without reading the text.	Page 54: Do Exercise 6.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 54: Read and discuss the learning box.	Teacher's Guide page 68: Do Consolidation Exercise 1.	Teacher's Guide page 68: Do Consolidation Exercise 2.	Teacher's Guide page 68: Do Consolidation Exercise 3.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Teacher's Guide page 68: Do Consolidation Exercise 4.	Teacher's Guide page 68: Do Consolidation Exercise 5.	Teacher's Guide page 68: Consolidation Exercise 5 continued.	Teacher's Guide page 68: Do Consolidation Exercise 6.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Teacher's Guide page 68: Consolidation Exercise 6 continued.	Teacher's Guide page 68: Do Consolidation Exercise 7.	Teacher's Guide page 68: Consolidation Exercise 7 continued.	Teacher's Guide page 68: Consolidation Exercise 7 continued.

LESSON 25

Teacher's Guide page 68: Consolidation Exercise 8.

6.1 Introduction

The teacher uses this unit to impress on learners the importance of the family and of respect for family values. He or she should be sensitive to any learner who may come from a broken home or be an orphan.

6.2 To begin the lesson

The teacher start by talking about the difference between the nuclear family and the extended family. Then asks learners to suggest the names of people in the extended family. He or she draws a diagram on the board to show the relationships.

6.3 Teaching guidelines

The teacher should:

- Read the text about the Makuza family on page 48 to the class. Invite the learners to tell him or her about their families.
- On page 49, ask the learners to tell him or her what they see in the pictures. Talk about the different jobs the people do. Invite the learners to tell him or her what job they would like to do one day. Let the learners match the names of the jobs with the correct pictures.
- Ask the learners to name and describe any other jobs and encourage learners with poor communication skills to partake. Write the jobs on the board for learners to copy into their exercise books.
- Let the learners look at the pictures on page 50 and read the text. Explain to them what “doing words” (verbs) are. Ask them to make sentences with verbs that describe daily activities at their homes.
- Read the text about the Makuza family on page 51 with the learners. This is a good opportunity to teach learners that both boys and girls should take part in helping at home and to teach them about gender equality and sharing. Be careful not to use stereotypes.
- On page 52, the learners must look at the chart showing who does what chore in the Makuza family. Explain to learners how to make a tick chart. Ask learners to share their own daily activities with the class.
- Let the learners do Exercise 4. They can do this either in the class or as homework. Ask them to hand in their charts for marking. He or she can use this as an assessment opportunity.
- Look at the clocks on page 54 and remind the learners how to read time. This exercise revises previous work on reading the time. Learners must read the time on the clocks and answer the questions.

- Read the words in the learning box with the learners. Ask them to say the words out loud and to think of more words with the i sound. Write the words on the board and ask the learners to copy them into their exercise books.

6.4 Suggested answers

Exercise 1: Talk about your family

- 1.–2. Let the learners work in pairs, talk about their families with their partner, and ask questions.
3. The learners talk about their family members' jobs.

Exercise 2: Talk about household activities

Answers vary. Learners talk about activities at home and ask questions.

Exercise 3: Match sentences and pictures

1. Alice makes her bed. – Picture d.
2. Father waters the garden. – Picture c.
3. Mother sets the table. – Picture b.
2. Richard dries the dishes. – Picture a.

Exercise 4: Draw up a tick chart

Learners' Answers vary.

Exercise 5: Write sentences in the correct order

The learners make up their own sentences. Refer to the text about Micheal's daily routine.

Exercise 6: How long does it take?

1. 6:30
2. 20 minutes
3. 17:00

Review

1. Learners must write about themselves, filling in the blanks. Answers vary:
2. a. My mother cooks food. b. I brush my teeth.
c. My brother fetches water.

3. a. A farmer grows crops and keeps cattle.
b. A teacher helps children learn to read and write.
c. A nurse helps people when they are sick.
d. A carpenter makes things from wood.
4. Twenty minutes

Remedial, extension and consolidation exercises

Remedial exercises

The teacher gives learners more words to end in *-ing*: play, sleep, read, run, walk.

Extension exercises

The teacher lets the learners write short sentences and draw pictures of the people in their family.

Consolidation exercises

The teacher should:

1. Draw a family tree. Learners must look at the family. They must draw and label one of their own family.
2. Talk about a family tree. Learners must work in groups. They must talk about their family tree. Learners must use the question: Who is this?
Answer: This is _____. He/she is my _____.
Answers vary.
3. Talk about helping at home. Let the learners draw a picture of helping at home and label it.
4. Repeat “Working with sounds” on page 54. Let the learners suggest other words with the same sounds. They can write the words in their exercise books.
5. Role-play different occupations in groups.
6. Learners can make finger puppets using small paper bags and role-play family situations.
7. Make a house-shaped book about his or her family. Learners can cut, colour and assemble a house-shaped book about their family.
8. Make a word search square for learners to find words.

Assessment

Formative assessment: The teacher walks through the class while the learners do the activities and observe whether they have mastered the various concepts. He or she makes sure that the learners know relationships in the extended family and jobs family members do.

Summative assessment: The teacher can use the Review questions at the end of the unit.

UNIT 7 WEATHER

Suggested teaching time: 25 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 56: Look at the pictures and describe the weather.	Page 56: Do Exercise 1.	Page 57: Do Exercise 2.	Page 57: Do Exercise 3.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 58: Read about the weather in Rwanda.	Page 58: Do Exercise 4.	Teacher's Guide page 73: Do Consolidation Exercise 1.	Page 58: Discuss weather words ending in <i>-y</i> and <i>-ing</i> .
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Teacher's Guide page 73: Do Consolidation Exercise 2.	Page 59: Talk about using a thermometer.	Page 59: Explain how thermometers work. Do Exercise 5.	Page 60: Do Exercise 6.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Teacher's Guide page 73: Do Consolidation Exercise 3.	Page 61: Talk about the rainfall in Rwanda. Explain bar graphs.	Page 61: Do Exercise 7.	Teacher's Guide page 73: Do Consolidation Exercise 4.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Talk about the weather. Teacher's Guide page 73: Do Consolidation Exercise 5.	Page 62: Measure and record temperature. Do Exercise 8.	Page 62: Measure and record temperature. Practise comparisons.	Page 62: Measure and record temperature. Write a sentence.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Measure and record temperature. Teacher's Guide page 73: Do Consolidation Exercise 6.	Learners draw and write about their favourite seasons.	Page 62: Do Exercise 9.	Give feedback on graphs.

LESSON 25

Teacher's Guide page 73: Do Consolidation Exercise 7.

7.1 Introduction

Learners should become aware of differences in climate and seasons, within Rwanda and in other countries. The teacher puts pictures on the classroom walls of different types of weather and also different climates in different countries, for example, snow, floods, and deserts. Learners should also be made aware of different temperatures.

7.2 To begin the lesson

The teacher plays a miming game by pretending to be in windy, sunny and rainy weather asking learners to guess what sort of weather he or she is miming. Lets the learners look at the pictures in the Learner's Book and describe the weather in each one.

7.3 Teaching guidelines

The teacher should:

- Make sure the learners know the vocabulary they need for talking about the weather, before starting the first lesson, Write the words on the board and ask the learners to explain what they mean: *hot, warm, cool, cold, rain(y), wind(y), sun(ny)*, etc.
- For Exercise 2, learners must rearrange the letters of words. Tell them that they can refer to the words on the board.
- Before the learners do Exercise 3 on page 57, remind them of the work relating to time and sequence done in Unit 1.
- Read the text on page 58 with the learners. Draw their attention to the words *very, a lot* and *a little*. Explain that these words tell us more about how cold or hot it is, and how much it is raining. They have to apply this in Exercise 4.
- Let the learners draw pictures showing different types of weather and label them.
- Encourage learners with sight impairments to describe how they experience weather changes through their other senses.
- Read the text in the learning box on page 58. Explain that *-y* at the end of a word tells what the conditions are characterised by, for example, wind. (*It is windy.*) Read the words with the learners and check for correct pronunciation. Write the words on the board for learners to copy into their exercise books.

- Explain that words ending in *-ing* mean that something is happening continually at the moment. (*It is raining.*) Guide the learners to understand the concept of the present continuous tense (indicated by the *-ing* at the end of the verb).
- Read the text on page 59 and explain the concept of temperature. Ask learners to read off the temperatures and say which is hot and which is cold. Ask the learners to give examples of things that are cold or hot.
- Explain to the learners how to read graphs. Explain the difference between line graphs and bar graphs. Discuss the temperature graph on page 60 and talk about the temperature in Rwanda. Compare the temperature at different times of the year.
- For Exercise 9 on page 62, let the learners work in pairs. Learners must make a line graph of the temperature in their area of Rwanda. The teacher needs to give them the monthly temperature figures for their area and also to help them construct their graphs.

7.4 Suggested answers

Exercise 1: Talk about the weather

The teacher lets the learners look out of the window and describe the weather. Learners must decide if it is hot or cold today. He or she can also keep a chart over the next week and get learners to fill it in each day.

Exercise 2: Rearrange the letters

1. rain 2. sun 3. cloud 4. wind

Exercise 3: Match the sentences and the pictures

1. It is a sunny day. – Picture d 2. The wind is blowing. – Picture b
3. It is raining. – Picture c 4. It is cold. – Picture a

Exercise 4: What is the weather like today?

There are two possible answers for each sentence.

1. Today it is a little/very windy.
2. Today it is raining a little/a lot.
3. Today it is a little/very cloudy.

Exercise 5: Is it hot or cold?

1. hot 2. cold
-
-

Exercise 6: Read a temperature graph

1. August 2. April 3. 20 °C
-
-

Exercise 7: Use the bar graph to answer questions

1. False 2. True 3. True
-
-

Exercise 8: Talk about the weather in Rwanda

The teacher lets the learners work in groups. They must discuss the weather in Rwanda. They can use the examples in the Learner's Book to come up with their own questions.

Exercise 9: Draw a temperature graph

This is a practical exercise.

Review

- Learners must draw a picture showing the weather today. Underneath they must write the words that describe the weather.
- a. rain b. cloudy c. sunny d. windy
- Rwanda is not too hot or too cold. It rains a lot. It is much cooler in the mountains than lowlands.

Remedial, extension and additional exercises

Remedial exercises

The teacher makes a small work sheet with the words rainy, sunny, cloudy and windy. He or she lets the learners draw a picture of each word and write the correct word underneath.

Extension exercises

Learners can look up the weather forecast in the newspaper each day for a week and make a note of it.

Consolidation exercises

The teacher should:

1. Give learners pictures of other areas with different climates such as Alaska, or the Sahara. Give them a list of words to choose from and match with the picture.
2. Ask learners to make up their own funny weather rhyme.
3. Allow learners to take the air temperature and write a sentence describing the temperature.
4. Talk about the climate in Rwanda and compare it with that in other countries. Use pictures from magazines. Let the learners describe the climate.
5. Measure and record the temperature for five days.
6. Let the learners act out being a weather forecaster and give a weather report.
7. Talk about the seasons of the year and describe weather conditions at different times. Describe appropriate clothing for different seasons. Let the learners draw and write about their favourite season.

Assessment

Formative assessment: The teacher observes the learners as they work. Makes sure that they understand the concepts and vocabulary relating to weather. Pay attention to how they work together in groups.

Summative assessment: The teacher can use the Review questions at the end of the unit.

UNIT 8

ANIMALS, BIRDS AND INSECTS

Suggested teaching time: 25 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 64: Talk about birds and animals.	Page 64: Do Exercise 1.	Page 65: Do Exercise 2.	Page 66: Do Exercise 3.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 66: Discuss the Learning box. Do consolidation Exercise 1.	Page 67: Talk about animal sounds. Do Exercise 4.	Page 68: Do Exercise 5.	Page 68: Do Exercise 6.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Teacher's Guide page 79: Do Consolidation Exercise 2. Page 68: Exercise 6.	Teacher's Guide page 79: Do Consolidation Exercise 2.	Read text about what animals eat.	Continue discussion on what animals eat.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 70: Talk about where animals live	Continue map work.	Teacher's Guide page 79: Do Consolidation Exercise 3.	Page 71: Talk about animal colouring.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Page 71: Talk about camouflage. Do Exercise 9.	Page 71: Do Exercise 10.	Page 72: Talk about what animals do.	Page 72: Discuss the learning box.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Page 72: Do Exercise 11.	Page 73: Talk about animal classification.	Page 73: Place animals in groups.	Page 73: Do Exercise 12.
LESSON 25			
Teacher's Guide page 79: Do Consolidation Exercise 4.			

8.1 Introduction

Rwanda has an abundance of wildlife. The teacher uses this unit to encourage learners to be proud of their country and their environment. He or she tries to make them aware of the need for conservation and protection of wildlife.

8.2 To begin the lesson

Before the teacher starts, he or she tries to get hold of pictures of various animals, birds and insects that are indigenous to Rwanda. Displays them on the walls. If there are school library books about local flora and fauna, he or she can have these on display in the classroom as well. He or she starts the lesson using the picture at the beginning of the unit. Learners must look at the picture and then point to the different animals, insects, birds and reptiles.

8.3 Teaching guidelines

The teacher should:

- For Exercise 1, let the learners point to the picture of animals. Ask learners to agree or disagree about whether he or she has named the animals correctly. This is practised by affirmative and negative statements.
- Read the text in the learning box on page 66. Explain that animals move in different ways. Ask the learners to imitate the movements while they say the words.
- Pay special attention to learners who might have a reading difficulties and assist them where necessary.
- Read the song on page 67 with the learners, then sing the song together. At the end they must add: cow, ducks, pig and dog. The learners must add as many animals as they can think of. Ask them to do actions showing how the animals move.
- On page 68, the learners must make a tick chart. Remind the learners of the tick chart they made in Unit 2. Remind them that we use a tick chart to record information. Ask the learners to tell him or her about things that animals can and cannot do. Fill in a tick chart and then talk about the chart with learners.
- For Exercise 6 on page 68, call out a description of an animal and ask the learners to guess the name of that animal. He or she can extend this exercise by making it into a role-play and learners can act out animals for the rest of the class to guess.
- Before reading the text in the learning box on page 69, ask the learners if they can remember what they learnt about food in Unit 4. Point out that, just like humans, animals also eat food and drink water.

- Read the text with the class. Point out, in Unit 4, that they grouped foods into different categories. Explain that they are now going to group animals into different categories based on the food they eat.
- In Exercise 7, the learners must group animals in circles. This is a good opportunity to link to Maths, where the learners would probably have learnt about sets. They can do this exercise as homework.
- For Exercise 8 on page 70, try to have a big world map available in the class. Alternatively, he or she can draw one on the board. Look at the map of the world with learners and point out where different animals live. Start by pointing out where Rwanda is, and then where the different continents are. Point out cold and hot regions.
- Invite the learners to share with the class what they know about other countries. If time allows, he or she can organise an “International Day” at school. The learners can then dress up, bring different kinds of food to school, and do presentations of stories, songs and plays.
- Talk about animal colour. Show pictures of animals with good camouflage. Let the learners write down the names of Rwandan animals that have good camouflage.
- Let the learners do Exercise 9. He or she can extend the exercise by showing the learners additional pictures from magazines.
- Read the learning box on page 72 with the learners and explain the concept of the present continuous tense to them. Ask them to make sentences to say what they are doing at that very moment.
- On page 73, revise and consolidate the concept of groups and classifications. Ask the learners if they can think of any other groups of animals (amphibians and fish). Show learners pictures of animals and ask them to say which group the animals belong to.
- Refer to the tick chart the learners filled out in Exercise 5. Explain that they will now use a different kind of chart, called a table. Use Exercise 12 to consolidate the learners’ understanding of classifying things. Read any short text about animals to the learners. Ask them to identify the animals he or she mentions and then to fill in the chart.

8.4 Suggested answers

Exercise 1: Name the animals, birds and insects

The learners name the animals. (Elephant, crowned crane, lion, butterfly, mosquito, eagle, monkey, snake)

Exercise 2: Say yes or no

Learners must look at the photos and answer the question below each photo. Say: Yes, it is. or No, it isn't.

Exercise 3: How do animals move?

Learners must look at the pictures and establish how different types of animals move.

Exercise 4: What sounds do animals make?

The learners sing a song.

Exercise 5: Fill in a tick chart

- 1.–2. These are practical activities.
3. The learners can write a summary of the information in the tick chart, for example: *Monkeys can climb trees. Rabbits cannot climb trees. Two of the animals eat grass. (Rabbits and zebra.)*

Exercise 6: Play a guessing game

1. Monkey
2. Giraffe
3. Elephant
4. Cheetah

Exercise 7: Group animals

1. Learners draw circles.
2. Grass-eating: zebra, elephant, cows
Meat-eating: lion, dog, cat
[Note monkeys are fruit-eating – see if learners notice this.]

Exercise 8: Use a map

- | | |
|--------------------------------|--------------------------|
| 1. Polar bears: North Pole | 2. Gorillas: East Africa |
| 3. Kangaroos: Australia | 4. Llamas: Peru |
| 5. Elephants: Africa and India | 6. Tigers: India |
| 7. Pandas: China | 8. Lions: Africa |

Exercise 9: Say what colour animals are

Impala – brown; zebra – black and white; polar bear – white; rabbit – grey; gorilla – black; jackal – brown and black with a bit of white

Exercise 10: Write riddles

Answers vary. The teacher refers to the example in the Learner's Book.

Exercise 11: Describe what the animals are doing

The elephant is drinking water.

The lion is sleeping.

The duck is swimming.

The antelope is running.

Exercise 12: Fill out a chart

In Rwanda we have many different types of animals. In the mountains we have gorillas. Gorillas are mammals. Gorillas are brown in colour and quite shy. They climb trees. They eat mainly fruit, seeds and leaves.

There are also some lions in Rwanda. They are also mammals. Lions hunt. They catch antelope to eat. Lions are yellow-brown in colour.

Crocodiles are reptiles. They live in rivers. Crocodiles are yellow-green in colour. They eat meat. Crocodiles lie in wait in the rivers to catch animals that come to drink.

There are many beautiful birds in Rwanda. The fish eagle is a large bird. It has black wings and a white head. It flies in the sky. It swoops down to catch fish in rivers. The fish eagle has long, curved talons. It uses these to catch the fish.

NAME OF ANIMAL	TYPE OF ANIMAL	COLOUR	WHAT IT EATS	WHAT IT DOES
Gorilla	Mammal	Brown	Fruit, leaves and seeds	Climbs trees
Lion	Mammal	Yellow-brown	Antelope	Hunts
Crocodile	Reptile	Yellow-green	Meat/animals	Lives in rivers/swims
Fish eagle	Bird	Black wings and white head	Fish	Flies

Review

- a. zebra b. lion c. elephant
- a. monkey b. gorilla c. horse d. snake
- If the learners do not know the exact name of the animal, the teacher can accept the alternatives given in brackets.

NAME OF ANIMAL	TYPE OF ANIMAL	WHAT COLOUR IS IT?	HOW DOES IT MOVE?
Impala (buck, gazelle, antelope)			
Shoe-billed stork (stork, bird)			
Puff adder (snake)			
Zebra			

4. Answers vary. Possible answers: fly, mosquito, beetle, butterfly, grasshopper, etc. (Note: Spiders are not insects.)

Remedial, extension and consolidation exercises

Remedial exercises

The teacher writes the following words on a card: dog, cat, bird, lion, eagle, duck, bee, fly. Learners must sort them into animals, insects and birds.

Extension exercises

The teacher lets the learners pretend they are going on a safari. Let them draw pictures and write the names of all the animals they see.

Consolidation exercises

The teacher should:

1. Let the learners play animal charades.
2. Work in groups. Mime an animal's movements. Let the rest of the group guess what animal it is.
3. Find out about animals that live in other countries.
4. Create a short project on birds in his or her area.

Assessment

Formative assessment: The teacher should assess the circles made with learners in Exercise 7 and observe the learners while they work in class.

Summative assessment: The teacher can use the Review questions at the end of the unit.

UNIT 9 MATHEMATICS

Suggested teaching time: 25 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 75: Read and say numbers.	Page 75: Do Exercise 1.	Page 76: Do Exercise 2.	Page 76: Continue Exercise 2.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 76: Do Exercise 3.	Page 77: Read learning box, give more examples.	Page 77: Explain addition. Do Exercise 4.	Do Consolidation Exercise 1.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Page 78: Explain subtraction. Do Exercise 5.	Teacher's Guide page 83: Do Consolidation Exercise 2.	Page 79: Explain multiplication. Do Exercise 6.	Teacher's Guide page 83: Do Consolidation Exercise 3.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 80: Explain division. Do Exercise 7.	Teacher's Guide page 83: Do Consolidation Exercise 4.	Page 81: Do Exercise 8.	Teacher's Guide page 83: Go through the answers to Exercise 8.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Teacher's Guide page 83: Do Consolidation Exercise 5.	Teacher's Guide page 83: Consolidation Exercise 5 continued.	Page 77: Revise addition.	Page 78: Revise subtraction.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Page 78: Revise multiplication.	Page 80: Revise division.	Teacher's Guide page 83: Do Consolidation Exercise 6.	Teacher's Guide page 83: Do Consolidation Exercise 7.
LESSON 25			
Teacher's Guide page 83: Consolidation Exercise 8.			

9.1 Introduction

This unit deals with mathematical terminology. The teacher uses the unit to strengthen learners' vocabulary and confidence in using maths terms. Try to keep the lesson light and fun so that learners who struggle with maths do not feel intimidated.

9.2 To begin the lesson

The teacher lets the learners look at, and say, the numbers from 1 to 9 out loud. They must write the numbers out.

9.3 Teaching guidelines

The teacher should:

- Make the learners aware of the importance of numbers in our daily living. Ask the learners to say where we can see numbers around us. Guide the learners to think about house numbers, telephone numbers, the numbers on coins and bank notes, etc.
- Let the learners read the numbers in the number square on page 76 out loud. Let them say the numbers backwards, from 100 to 1. Pay special attention and assist learners who struggle with pronunciation.
- Tell the learners that a symbol is a short sign that we write instead of something else. Explain to them what the mathematical symbols mean. Ask some learners to come to the board and write the symbols.
- Work through the text in the Learner's Book for each mathematical function. Bring an element of fun into the lesson by using props such as balloons, small toys, beads and even some sweets to illustrate adding, subtracting, multiplying and dividing objects. Guide the learners to realise that numbers are all around us and that we use maths every day without even being aware of it.

9.4 Suggested answers

Exercise 1: Listen to numbers and write them down

1. Learners say the numbers to one another.
2. One, two, three, four, five, six, seven, eight, nine, ten.
3. a. Five comes after four and before six.
b. Three comes after two.
c. The number before eight is seven.

Exercise 2: Names of numbers

Learners say the numbers.

Exercise 3: Match words and symbols

1. add: + 2. subtract: - 3. multiply: \times 4. divide: \div
5. equals: =
-
-

Exercise 4: Practise addition

1. a. Four plus seven equals eleven.
 b. Three plus five equals eight .
2. Four plus five equals nine.
3. Answers vary according to the class size.
-
-

Exercise 5: Talk about subtraction

1. Eight minus five equals three.
2. a. Seven minus three equals four.
 b. Twenty minus eight equals twelve.
3. a. $10-2=8$. b. $11-5=6$
-
-

Exercise 6: Practise multiplication

1. a. 18 b. $3 \times 6 = 18$
2. a. Three multiplied by three equals nine.
 b. Two multiplied by seven equals fourteen.
-
-

Exercise 7: Practise division

1. 24 divided by 6 = 4. Each boy will get 4 sweets.
2. Two. $10 \div 5 = 2$
3. a. Ten divided by two equals five.
 b. Twelve divided by four equals three
-
-

Exercise 8: Match the words and numbers

1. c 2. e 3. b 4. a
5. f 6. h 7. e 8. g
-
-

Review

1. a. nine b. three c. five d. eleven
 e. twenty f. hundred
2. a. + plus b. - minus c. \times multiply d. \div divide
3. Learners must count down from 20 to 1: 20, 19, 18, 17, 16, etc.

4. a. Six multiplied by two equals twelve.
b. Ten plus four equals fourteen.
5. a. 15
b. 6
c. 24
d. 30

Remedial, extension and consolidation exercises

Remedial exercises

The teacher makes flash cards with the numbers 1 to 10 and shuffle them. He or she gets the learners to lay them out in the right order and then write the names in their exercise books.

Extension exercises

Learners can make up their own word sums to ask each other.

Consolidation exercises

1. In pairs, learners make up their own addition problems and draw story sums using addition.
2. In pairs, learners make up their own subtraction problems and draw story sums using subtraction.
3. In pairs, learners make up their own multiplication problems and draw story sums using multiplication.
4. In pairs, learners make up their own division problems and draw story sums using division.
5. The teacher makes a multiplication square from 100 to 1,000. Colour in all the 100s on the multiplication square. Learners write down the names in words and numbers.
6. The teacher plays “I spy” with numbers in the classroom.
7. In pairs, learners make a story using Mathematics and share it with the class.
8. The teacher makes “play money” notes and coins from paper. Collect objects and mark them with prices. Let the learners work in groups and “buy and sell” objects.

Assessment

Formative assessment: The teacher should assess the learners’ knowledge and performance while they do the various calculations.

Summative assessment: The teacher can use the Review questions at the end of the unit.

UNIT 10

TALK ABOUT EVENTS IN THE PAST AND FUTURE

Suggested teaching time: 26 lessons

Suggested lesson schedule

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Page 83: Do opening activity.	Page 83: Do Exercise 1.	Page 84: Read the text.	Page 84: Do Exercise 2.
LESSON 5	LESSON 6	LESSON 7	LESSON 8
Page 85: Discuss the learning box.	Page 85: Talk about a diary.	Page 85: Do Exercise 3.	Page 86: Talk about the school timetable.
LESSON 9	LESSON 10	LESSON 11	LESSON 12
Page 86: Do Exercise 4.	Page 88: Read the story.	Page 88: Do Exercise 5.	Page 88: Explain speech bubbles. Do Exercise 6.
LESSON 13	LESSON 14	LESSON 15	LESSON 16
Page 89: Do Exercise 7.	Page 89: Continue with Exercise 7.	Page 89: Read the dialogue.	Page 90: Explain the future tense.
LESSON 17	LESSON 18	LESSON 19	LESSON 20
Page 90: Do Exercise 8.	Practise using <i>are going</i> and <i>will be</i> .	Page 91: Do Exercise 9.	Teacher's Guide page 88: Do Consolidation Exercise 1.
LESSON 21	LESSON 22	LESSON 23	LESSON 24
Learners add speech bubbles to their pictures.	Learners talk to a friend about their pictures.	Page 91: Do Exercise 10.	Teacher's Guide page 88: Do Consolidation Exercise 2.
LESSON 25		LESSON 26	
Teacher's Guide page 88: Do Consolidation Exercise 3.		Teacher's Guide page 86: Do remedial exercises.	

10.1 Introduction

In this unit learners must learn to differentiate between the past, the present and the future. They should be able to know the difference between things that have already happened and things that still have to happen. This unit also teaches learners how to use simple sequences. If possible, the teacher puts pictures up around the classroom that tell a story in sequence.

10.2 To begin the lesson

The teacher explains to the learners that the words we use to describe past events differ from the words we use to talk about the present. Let the learners look at the pictures on page 83 and describe them as though they were happening in the present, and then as though they happened in the past. For example: *I play football. Last week I played football.*

10.3 Teaching guidelines

The teacher should:

- Read the text on page 84 with the learners. Tell the learners that some words show us that something happened in the past. Examples include *last week, yesterday, beforehand*, etc. Ask the learners to think of more examples paying special attention to those who struggle to communicate well. Encourage these learners by asking them what fun activities they have recently done.
- Explain to the learners that we usually change words to show that they refer to the past tense. Read the text in the learning box on page 85. Discuss more examples.
- Read the learning box on page 85 with the learners. Introduce learners to the concept of things that happened in the past. Talk about things that happened at school last week. Ask learners to share things that happened to them at home last week.
- Explain to the learners what a diary is. Refer to the description on page 85 of the Learner's Book. If possible, bring a blank diary to school and show the learners how the pages are marked with times and dates. If he or she does not have a diary, draw a diary page on a big sheet of paper and put it up in the classroom as reference.
- Let the learners do Exercise 3. He or she can take in their diaries to mark and use as an assessment opportunity.
- Read the dialogue on page 89. Talk about words such as *before* and *after, morning, noon* and *night*. Give examples for learners to shout out the answers.

- Read the story on page 87 with the class. Make sure that they understand all the new and difficult words. Point out to the learners that some of the words are given just as the characters said them (direct speech). They have to understand this technique in order to do Exercise 6.
- Read the dialogue on page 89 with the learners. Explain to them that the things Ivan and Katia are saying are going to happen in the future. Ask the learners which words in the text show that it is in the future tense.

10.4 Suggested answers

Exercise 1: Talk about past events

Learners' own answers.

Exercise 2: Talk about a day in the past

1. Let the learners work in pairs. They must ask each other "What did you do yesterday? Did you play any sports or games last week? What did you do on the weekend?"
 2. Learners write their own sentences.
-
-

Exercise 3: Listen to a daily routine and make notes in a diary

This is a practical activity and Answers vary.

Exercise 4: Talk about the school timetable

Learners must write a sentence about which lessons they had yesterday. Answers vary depending on what different classes they had. Examples may include Maths, Science, English, etc. They can start like this: *Yesterday my school lessons were...*

Exercise 5: Place the pictures in the correct order

Learners must put the pictures in the right order. The sequence should be: d, c, a, b.

Exercise 6: Who said it?

Learners must name the character who said each of the speech bubbles, in the fable 'The hare and the tortoise'.

"There is plenty of time to relax." – Hare

"I will beat you." – Tortoise

"How do you expect to win this race when you are walking so slowly?" – Hare

Exercise 7: Tell a story

Let the learners work in groups. They must tell the story of Hare and Tortoise and then act it out.

Exercise 8: Talk about future plans

1. Gasore is going to ride his bicycle. Neza is going on a trip with her mother.
2. Learners' own answers. Make sure that they use the future tense correctly.

Exercise 9: Write about future plans

1. On Tuesday I am going to get up early.
2. I will wash my face, then I will eat breakfast and then brush my teeth.
3. Before I go to school I will pack my bag.
4. From now on, I am going to be on time.

Exercise 10: Make a weekly planner

This is a practical activity.

Review

1. Learners must complete the second column.

COLUMN 1	COLUMN 2
<i>a. I can see the birds.</i>	<i>Yesterday, I <u>saw</u> the birds.</i>
<i>b. We talk to each other.</i>	<i>Yesterday, we <u>talked</u> to each other.</i>
<i>c. I visit my aunt.</i>	<i>Tomorrow, I <u>will visit</u> my aunt.</i>

2. a. I am swimming in the lake.
b. Yesterday, I swam in the lake.
3. Learners must finish the story. Answers vary. Suggested answer:
Yesterday, Mary went to a shop and bought a radio. Today, she is listening to music. Tomorrow, she will listen to music.

Remedial, extension and consolidation exercises

Remedial exercises

The teacher uses the sentence “*I am sitting at my desk*”. Lets the learners write it using the words “*today, yesterday and tomorrow*”.

Extension exercises

The teacher lets the learners make up sentences using *today, yesterday* and *tomorrow*.

Consolidation exercises

The teacher should:

1. Let the learners draw a picture and describe their day to a friend.
2. Let the learners draw a picture of something they want to happen in the future and write a simple sentence.
3. Make sentences about things that happened in the past and that will happen in the future.

Assessment

Formative assessment: The teacher observes the learners while they work to make sure that they understand everything. Takes in the diaries the learners made in Exercise 3 for assessment.

Summative assessment: The teacher can use the Review questions at the end of the unit.

SECTION C Resources

TEACHER ASSESSMENT OF SPECIFIC LEARNER TASKS

LO:

TASK DESCRIPTION:

DATE:

NAME OF LEARNER	MET	EXCEEDED	NOT MET	COMMENTS

TEACHER ASSESSMENT OF GROUP PROJECT

LO:

PROJECT DESCRIPTION:

	MET	EXCEEDED	NOT MET
DATE:	All group members participated.	Group members all played a role and tasks were shared.	Very little interaction or group participation.
	Good presentation.	Excellent presentation.	Incomplete work.
	Interesting work.	Original and very interesting work.	Basic work.
GROUP MEMBERS:			
GROUP MEMBERS:			

SELF OR PEER ASSESSMENT OF GROUP WORK				
LO:				
TASK/PROJECT:				
GROUP MEMBERS:				
DATE:				
	YES	YES, WE DID VERY WELL	NO	COMMENT ON HOW YOU COULD IMPROVE YOUR WORK.
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				
Criterion 5				

Note: The teacher should either enter the criteria in Column 1 or write in where all learners can refer to the criteria.

SELF-ASSESSMENT OF INDIVIDUAL TASKS	
LO	
TASK DESCRIPTION:	
NAME OF LEARNER:	DATE:
I could do the task by myself and I finished quickly.	
I could do the task by myself.	
I needed a bit of help with the task.	
I found this task very difficult.	

ASSESSMENT BY PEERS (GROUP MEMBERS)

Write your name on the line. Write comments on his or her work in this group project in the space below.

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

TEACHER ASSESSMENT

MET: EXCEEDED: NOT MET:	COMMENTS