

**ENGLISH FOR PRE-PRIMARY RWANDAN  
SCHOOLS**

**TEACHER'S GUIDE**  
**Grade 1-3**

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## FOREWORD

Dear teachers,

Rwanda is a member of East African Community and the Common Wealth. The Rwandan Government has adopted English as one of Rwanda's official languages to help its citizens integrate more easily into these communities and to participate in the global economic development. It is a subject taught at all levels of education, as well as a medium of instruction. However English stands as second language (L2) to Kinyarwanda, the first language (L1) acquired or learnt by the child when s/he starts talking. This makes the learning of English somewhat different from the learning of mother tongue. While Rwandan children come to nursery school with oral skills in Kinyarwanda, they come without any skills of English language. In language learning, oral skills (listening and speaking) always come before writing skills. For example in mother tongue, children are able to speak without any intuition of its structure. This is the same way English should be taught to children at an early age. Children should learn English through exposure to basic chunks. It is just to teach them to listen and repeat English sounds and use basic English vocabulary in their every day life activities. The teaching-learning of English at this level should therefore be limited to listening and speaking. Activities should include interpretation of pictures, drawings and gestures.

This teacher's guide of English for Pre-primary is a guide that teachers can refer to when preparing their lessons to address the challenges of learning a second language. Teachers may follow guidance provided but they are also expected to be more creative and adapt it to their specific classes.

I wish to sincerely express my appreciation to the people who contributed towards the development of this book, particularly, REB staff, UR-CE Lecturers and TTC Tutors for their technical support. A word of gratitude goes to the Head Teachers and TTCs principals who availed their staff for various activities.

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## ACKNOWLEDGEMENTS

I wish to express my appreciation to the people who played a major role in the development of this English for Pre-Primary Teacher’s Guide. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production initiative.

I wish to extend my sincere gratitude to lecturers and TTC tutors whose efforts during writing exercise of this book were very much valuable.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff who were involved in the whole process of in-house textbook Elaboration.

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# GENERAL INTRODUCTION

## 1.1. Structure of the guide

The guide has three main parts:

### Part I: General Introduction

This part provides general guidance on:

- Methodological principles to be used in pre- primary
- The teaching methods and active techniques applied in pre-primary
- How to cater for learners with special educational needs
- Guidance on assessment

### Part II: Unit development

This is the most important part of the guide. Each unit is developed in the following structure:

#### Unit structure

Each unit constitutes:

- **Unit title:** from the pre- primary syllabus
- **Key unit competence:** from the pre- primary syllabus
- **Cross-cutting issues to be addressed**

This section suggests cross cutting issues that can be integrated in each unit content. It provides guidance on how to come up with the integration of a given issue. Note that the issue indicated in this guide is a suggestion; teachers are free to use another cross-cutting issue taking into consideration the learning environment. Pre-primary curriculum highlights only seven cross cutting issues because the concept “Genocide” cannot be understood by children at this level. Seven cross cutting issues to be incorporated in pre-primary content include:

- Environment and its sustainability;
- Gender;
- Comprehensive Sexuality Education (CSE);
- Peace and Values Education;
- Financial Education;
- Standardization Culture;
- Inclusive Education.

A sample lesson is given to guide teachers on how to integrate them. The teacher

should use themes to integrate related cross-cutting issues. Stories, songs, and other games are selected to address cross-cutting issues not catered for in free play activities.

- **List of lessons drawn from the syllabus unit sub headings**

This section presents in a table, suggestion of lessons, lesson objectives copied or adapted from the syllabus and duration for each lesson. Each lesson /sub heading is developed thereafter.

- **Ending of each unit**

At the end of each unit the teacher’s guide provides the following sections:

- Summary of the unit which provides the key points of content to be developed in the learner’s book.
- Additional information to provide additional content for the teacher to have a deeper understanding of the topic.
- End unit assessment provides answers to questions of end unit assessment from the pupil’s book.
- Remedial activities: remedial, consolidation or extended activities). The purpose of these activities is to accommodate learners’ individual differences (slow, average and gifted) based on end unit assessment results.

### **Structure of a lesson**

Each lesson is made of the following sections:

- **Lesson title:** .....
- **Teaching/learning materials**

This section suggests teaching aids or other resources needed in line with activities to achieve set learning objectives. Teachers are encouraged to replace suggested teaching aids by available ones in their respective schools and environment.

- **Learning activities**

This section provides a short description of the methodology used and any important aspect to consider. It provides also answers to learning activities with cross reference to the textbook.

- **Exercises**

This provides questions and answers for learning and application activities.

## 1.2. Methodological guidance

All children are born ready to learn language for communication with the closest people in their lives as they are all born with LAD (Language Acquisition Device). This faculty (LAD) enables children to discover and internalize rules they are exposed to. This is the view of the mentalist/innatist theory of Naom Chomsky. This theory is not enough in the teaching of “English” to young children because they need to be exposed to a variety of language structures and imitate according to the behaviorist theory. The teaching of “English” to young children also builds on socio-cultural theory of Vygotsky (1986) which emphasizes on interactions with peers and adults, one of the scaffolding strategies.

Within the first few years of life, virtually all typically developing children master the basic terms of one language. Research increasingly shows that most young children are capable of learning two languages and that bilingualism confers cognitive, cultural and economic advantages.

Language learning is a process. For instance, when children learn their first language they begin by listening then experimenting with the sounds and language patterns. When they make errors parents accept their attempts to use the language, but repeating the correct language in a positive manner. Good teachers adopt a similar attitude towards their learners.

It is only after children have acquired basic listening and speaking skills that they will be ready to read and write. Children learn languages in different ways and at different rates. In this regard, teachers need to provide a variety of learning experiences to support all learners.

The classroom also should be a safe and friendly place to learn and experiment with the language. In the pre-primary syllabus, the topic areas for each year are of different lengths, but the sub-topic areas within a topic are thematically linked to each other and should be tackled in the given order as much as possible.

### 1.2.1. Teaching methods and active techniques applied in pre-primary

Curriculum for pre-primary education promotes the concept of holistic development of the child; it considers all developmental domains namely cognitive, physical and motor. Language acquisition, socio and emotional aspects are considered central in early childhood. The teaching of “English” in pre-primary focuses basically on “oral skills” and should also take into account the holistic aspect of child development when organizing communication activities. The preparation of children for school and for life should take into account not only academic skills, but also abilities to use English in real life situations equally.

All those developmental domains will be integrated in a theme which will serve as a situation of communication drawn from children’s real life experiences; this is a

**“Thematic-integrated approach”.** It is universal that children learn through “play”, **play-based approach** is recommended when teaching the pre-primary level. The selection of content, techniques, and even teaching/play materials has to cater for children’s age and needs (**child-centered approach**).

### **Techniques and activities**

This section describes the techniques and activities that learners do in a classroom to develop oral language skills of listening and speaking. It gives an account of oral communicative activities that can improve learner’s listening and understanding as well as retention of information. Activities can also help learners develop their problem solving and critical thinking skills as well as integrate cross cutting issues based on the theme/context they are learning.

The following are appropriate techniques for developing oral skills:

### **Storytelling**

Tell children a story and then ask them questions about the story. Children get great enjoyment from listening to stories. A teacher should tell young children stories with enthusiasm, that is in a very interesting way, in order to maintain the interest of the children, until they get at least a basic understanding of a second language. Simple stories with lots of illustrations can be introduced in the new language.

The following are suggestions for good story telling:

- Select an interesting story that you know well in oral form
- Make use of teaching aids such as pictures. Use real objects where possible, to make the story more vivid for the children.
- Vary your voice and make it as interesting as possible. For example for a lion you can use a “roaring” voice, a “singing” voice for a bird etc.
- Use of lots of actions and gestures helps children to understand.
- Use of drama, even in a limited way, also makes storytelling interesting and increases children’s involvement. You can get the children to represent the characters in a story.
- Keep the language within children’s understanding. When necessary, teach any new words used in the story before starting telling it.
- Keep the story short and to the point because young children lose interest very quickly. They have a short attention span.
- Choose a story with few characters. Stories with many characters confuse children.
- Once you have introduced a story, ask questions to check children’s understanding and encourage them to express themselves.
- Try to avoid many questions that have one-word answers, instead ask questions

like “what can you see?” and “what do you think he is doing?” etc.

- Make story telling fun as it should provide enjoyment.

### **Drama/Role-play/dialogue**

Drama like play is a very natural activity for children. Children can act out various characters in the story. Drama often stimulates language acquisition. It is easy for children to dramatize in mother tongue. However, a second language calls for greater involvement by the teacher. Drama in a new language should be simplified. Sometimes, children may need to rehearse with the teacher before they dramatize. The use of drama promotes oral language. It gives children an opportunity to learn and practice language.

### **Pictures/visual displays**

Pictures drawn on blackboards, charts or taken from books are useful in getting children to talk either in mother tongue or in a second language. Children like bright and colorful pictures. Pictures about children, birds, animals and other familiar environments lead to the most conversation in the classroom. The use of questions stimulates children to talk. Each question should be repeated and where possible could be asked to each child in turn so that each child has a chance to speak.

### **Picture stories**

You can use a series of pictures that fit together to create a story. Children can arrange the pictures and then tell the story. They can also be told a story and asked to arrange pictures according to the story.

### **Walks and visits**

Walks and visits can be made outside the classroom. These provide an additional point of interest and talk amongst children.

### **Puppets**

Some children are very shy. They find it difficult to talk in front of others. Such children can talk by use of puppets. A glove puppet is a face or shape that can be worn on the hand to represent a character in a puppet play. The children then hide behind a table so that only the puppet is displayed.

### **Songs/rhymes/poems**

One of the best ways of getting a child to listen carefully to sounds is during the music lesson. You can sing a song and ask children to sing it after you.

### **Guess what is it?**

Ask children to close their eyes. Make a series of familiar sounds. Then ask children to guess what the sounds are. Some example of sounds that can be made include:

bouncing a ball, striking a match, stirring a spoon in a cup, dropping a coin, putting water in a bottle etc. this game can also be done with sounds recorded on a tape recorder.

### **Odd-one-out**

Call out a series of words with the same first letter and one with a different first letter, for example doll, dig, cup, dog, and den. Ask children to point out the odd one out.

### **Where am I?**

Have children stand in a circle. Put one child in the center with his or her eyes covered. Have children in different parts of the circle call out, in turn, "Where am I?" the child in the center points to where he or she thinks the voice is coming from. This game helps children to identify the direction of sound. It can also help the teacher to identify a child with hearing problems.

### **Messenger**

The messenger game is a very good listening game where one child tells another something. Each child is supposed to tell the next what he or she was told until the last child will then tell the first what she was told, if the message is different, the game can end by finding out where the breakdown occurred.

### **Add a word**

In this game, a child is asked to say a word (name of an object), then the next child repeats the same word by adding a new one, the next repeat the two words mentioned by adding a new one, etc. the last child should be able to repeat all the previous words mentioned by adding his/her new word.

N.B: the teacher will limit the number of words depending on the level of the children.

### **Riddles**

This is a guessing game whereby the teacher describes an object and then children guess what it is. This activity will develop thinking and speaking skills. E.g. I am red, round and sweet, who am I? Answer: I am a tomato; I am an apple, etc.

### **Tongue twisters**

These are words and sentences with repeated sounds that are difficult to repeat very quickly. Children will be given such activities considering their age. Very young children can be given single words/phrases while older children can be given short sentences. E.g. so sorry; sun shine; much money; fox and box; fork and pork; so sad; sea shells; Betty bought a bitter butter; say salt and soup,

## Direct questioning

Is purposefully asking questions which cannot be answered by yes or no. These questions are used to check for understanding either during practice or evaluation.

## Scaffolding

Scaffolding is supporting new learning by building new concepts on previously learnt concepts. There are various ways teachers can do this. One way is by reminding the learners about concepts they have previously learned. Another is to display previously learned concepts so that learners can focus on the new learning. This gradual release of responsibility is sometimes called “I do, We do, You do”. This model proposes a plan of instruction that includes demonstration, prompt, and practice. At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content. This is the “I do” phase. But as the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities. In the “We do” phase of learning, the teacher continues to model, question, prompt and cue pupils, but as pupils move into into the “You do” phases, they rely more on themselves and less on the teacher to complete the learning task. The table below shows the roles and responsibilities of the learners and the teacher at every phase.

Teacher		Learner
<b>I do it</b> Direct Instruction	<ul style="list-style-type: none"><li>• Provides direct instruction</li><li>• Establishes goals and purpose</li><li>• Models</li><li>• Think aloud</li></ul>	<ul style="list-style-type: none"><li>• Actively listens</li><li>• Takes notes</li><li>• Asks for clarification</li></ul>
<b>We do it</b> Guided instruction	<ul style="list-style-type: none"><li>• Interactive instruction</li><li>• Works with learners</li><li>• Checks, prompts, clues</li><li>• Provides additional modeling</li><li>• Meets with needs-based groups</li></ul>	<ul style="list-style-type: none"><li>• Asks and responds to questions</li><li>• Works with teacher and classmates</li><li>• Completes process alongside others</li></ul>
<b>You do it together</b> Collaborative learning	<ul style="list-style-type: none"><li>• Moves among groups</li><li>• Clarifies confusion</li><li>• Provides support</li></ul>	<ul style="list-style-type: none"><li>• Works with classmates, shares outcomes</li><li>• Collaborates on authentic task</li><li>• Consolidates learning</li><li>• Completes process in a small group</li><li>• Looks to peer for clarification</li></ul>
<b>You do it independently</b> Independent Practice	<ul style="list-style-type: none"><li>• Provides feedback</li><li>• Evaluates</li><li>• Determines level of understanding</li></ul>	<ul style="list-style-type: none"><li>• Works alone</li><li>• Relies on notes, activities, classroom learning to complete assignment</li><li>• Takes full responsibility for outcome</li></ul>

*Adapted from the model developed by Ellen Levy 2007*

**Other activities** can include: identifying people's voices; imitating sounds of toys, animals, and other objects; reporting sounds heard at home; describing an object then having other children draw it; giving simple instructions to follow, group work; pair work; gestures and actions; modeling/demonstration; etc.

### 1.2.2. Attention to special educational needs specific to English subject

In order to care for children with special cases in their learning, teachers find out their different impairments be it congenital or those which befell them at a certain age after birth. Detecting these cases earlier paves the way for finding appropriate solutions and support. The teachers' guide will help them to know how to handle children with various impairments or other specific difficulties worthy of attention while implementing this curriculum.

Some people may think that it is difficult to address the needs of a diverse range of learners. However, by working as a team within your school, with support from families and local communities, and by making adaptation of teaching methods, teaching and learning materials, the teacher will be able to meet the needs of all students, including those with disabilities. For example the drawing of a child with a cane and another child with a wheel chair.

#### **Teachers need to:**

- Remember that children learn in different ways so they have to offer a variety of activities (e.g. role-play, music and singing, word games such as quizzes, and outdoor activities);
- Always demonstrate the objective of the activity; show students what they expect them to do;
- Vary their pace of teaching to meet the needs of each pupil. Some students process information and learn more slowly than others.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a student who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything for the student. Both students will benefit from this strategy.
- Have a multi-sensory approach to your activities.

Below are strategies related to each main category of disabilities and how to deal with every situation that may arise. However, the list is not exhaustive because each learner is unique with different needs that should be handled differently.

#### **Strategies to help learners with developmental disabilities:**

- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.

- Do activities together with the learner.
- Gradually give the learner less help.
- Let the learner do the activity with other learners and encourage them to help each other.
- Divide the activity into small achievable steps.
- Remember to praise and say 'Well done' when the student learns something new or makes a strong effort.

### **Strategies to help learners with hearing disabilities or communication difficulties**

- Always get the learner's attention before you begin to speak.
- Encourage the learner to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.
- Ask the parents/caregivers to show you the signs they use at home for communication – use the same signs yourself and encourage other learners to also use them.
- Keep background noise to a minimum.

### **Strategies to help learners with visual disabilities**

- Help learners to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept.
- If the learner has some sight, ask them what they can see. Get information from parents/caregivers on how the student manages their remaining sight at home.
- Make sure the student has a group of friends who are helpful and who allow him/her to be as independent as possible.
- Plan activities so that learners work in pairs or groups whenever possible.

### **Strategies to help learners with hearing difficulties**

- You can move the child to the front of the class where he or she will be more likely to hear.
- You can speak louder for the child to hear you.
- You can tell the parents about what you think the problem is and advise them to take the child to an ear specialist.

### 1.2.3. Guidance on assessment

Assessment can be defined as “the ways in which, in our everyday practice, we observe children’s learning, strive to understand it, and then put our understanding to good use” (Drummond, 1993, p. 13). Assessment in early childhood education (ECE) plays an important role in supporting positive outcomes for children by informing what is taught and how. Assessment is differently conducted in pre-primary. Assessment is done in every developmental domain. It does not base only on competences in specific subjects. Different ways used include observation, discussion with parents, anecdotal records of daily progress kept in files (portfolios). Assessment results are not used to rank children, but to improve the teaching and learning. All the three types of assessment are conducted but with different weight. As for language skills, assessment will focus on oral language skills according to the curriculum. Therefore, singing songs and reciting poems/rhymes, listening to stories and answering questions, and other oral skills assessment will be the most used assessment strategies for “English” subject. The following types of assessment are used in pre-primary.

#### **Predictive/Diagnostic Assessment:**

This assessment also called “readiness assessment” is done at the beginning of the year when receiving the child. The caregiver/teacher fills-in the card with information about the child’s behaviour and other special issues. Apart from this assessment done at the beginning of the year, diagnostic assessment is also done at the beginning of every lesson to detect prior knowledge which would serve as the basis for the new lesson. This can be done through conversation with the child.

#### **Formative assessment:**

This assessment is done continuously as children learn; it shows the progress of the child in all areas of development. The information is gathered and recorded on individual cards. This assessment is based on specific learning objectives set by the teacher in weekly and daily plans. This assessment helps the teacher to plan for the next day/week.

#### **Summative assessment:**

This assessment aims to show the child’s progress in all areas after a long time period which can be a term, year or cycle. The way this assessment is carried out in nursery is different. For example, by the end of the term, the teacher does not give exams; he/she rather makes the summary of the information gathered on the cards to determine the developmental level in every area.

#### **Why assess?**

The assessment in preprimary aims at:

- enhancing children’s learning and development, through giving feedback, and

by extending their knowledge, skills and achievements

- documenting the learning that has occurred and creating summative accounts of progress
- evaluating and improving pedagogies and practices, and the programme as a whole
- analyzing and improving the physical environment
- appraising and improving interactions between teachers and children and children among themselves
- enhancing relationships with families
- Identifying children who need additional support

### **When to assess and what to assess?**

Caregivers do assessment on various occasions. It starts with conversation with parents on the first day. The caregiver knows what the child already knows and where he/she needs support. Information from parents is written down on a card and it is kept in a file. At the end of the year, the card is used to check improvement the child has made. Assessment is done in all the six learning areas: discovery of the world, numeracy, language, arts and crafts, physical development and health, social and emotional development.

### **Using assessment information**

Assessment results should be used in the interest of the child. It is used to know children's competences in all learning areas. The results of assessment will help the teachers in the future plan and overcome challenges noted. Assessment results should not be limited to seeing slow and fast learners; it can be an opportunity to enhance/speed up children's development even though they may have started with little skills.

### **Who should know the assessment results?**

Assessment results should be communicated to parents during regular meetings or when there is a special case for a particular child. Sharing the results of assessment will motivate parents and increase their participation. Other teachers and preschool leaders may need information from the assessment in order to assist the child in the next years. Due to various reasons, other people like health workers, may need assessment records for especially children with special needs for extra support. Health related information should be kept confidential and be shown to the concerned people (parents). In their conversation, teachers will avoid to compare children. They only talk about a particular child with the aim to improve his/her progress.

#### **1.2.4. Additional activities**

Each unit in the teacher's guide provides additional activities to help learners achieve the Key unit competency. Results from assessment inform the teacher who among learners needs remedial, consolidation or extension activities. These activities are designed to cater for the needs of all categories of learners; slow, average and gifted learners respectively.

# UNIT DEVELOPMENT

**Key unit competence**

Children are able to greet and respond appropriately to simple greetings and farewells according to different times of the day.

**1.1. Introduction**

This unit will help children to develop holistically as it includes different lessons that must be taught through songs, poems and games. Learners have the opportunity to do stretching exercises while playing games and songs. They also develop socially, emotionally and cognitively through acquisition of new words.

**1.2. List of lessons**

The following lessons are distributed with reference to the scheme of work and syllabus.

Grade	List of the lessons
Grade 1	<p><b>1. Songs on greetings:</b></p> <ul style="list-style-type: none"> <li>• Good morning</li> <li>• Good afternoon</li> <li>• Good evening</li> <li>• How are you?</li> </ul> <p><b>2. Songs on farewells</b></p> <ul style="list-style-type: none"> <li>• Goodbye,</li> <li>• see you again</li> <li>• Good night</li> </ul> <p><b>3. Self - introduction:</b></p> <ul style="list-style-type: none"> <li>• Game: My name is....</li> </ul> <p><b>4. Self - introduction:</b></p> <ul style="list-style-type: none"> <li>• Game: I am... years old</li> </ul>

### 1.3. Cross-cutting issues to be addressed

**Communication:** While children will be greeting each other.

**Gender education:** When singing boys and girls must be given equal chance to sing.

**Inclusive Education:** The teacher identifies types of impairment among learners and explains how he/she can cater for the needs of those learners.

### 1.4. Sample lesson plan

#### Lesson 1: Greetings



**Learning outcome:** Learners are able to distinguish correctly expressions used to greet and respond to greetings at different times of the day.

**Teaching and learning materials:** Pictures of people greeting each other, flash cards showing the time of the day.

**References:** Pre-primary syllabus and scheme of work.

Timing for each step	Teacher activities	Learner activities	Learning and teaching materials used
<b>Introduction</b> 5min	The teacher together with children help each other to list daily activities	List daily activities: Early morning I wash my body. At night sleep....	Containers filled with water, soap and the drawing of a bed
<b>Development of the lesson</b>  <b>Step 1</b>          <b>Step 2</b>	<ul style="list-style-type: none"> <li>- Introduce energizer like stretching of hands for greeting and sing lalalaaa, lalalaaa</li> <li>- The teacher sings the song slowly for children to repeat after him/her</li> </ul> <p>The teacher sings line by line and learners repeat after him/her.</p> <p>The teacher sings one line of the song</p> <ul style="list-style-type: none"> <li>- The teacher asks one child who may stand up and sing one line of the song</li> <li>- The teacher repeats again the song</li> <li>- The teacher asks all children to repeat the song together</li> </ul>	<p>Do stretching And sing laaa, lalalaaa</p> <ul style="list-style-type: none"> <li>- Children listen to the song and sing after the teacher</li> </ul> <p>Song: <b>Good morning</b></p> <p>I meet my father Good morning Good morning Good afternoon father Good afternoon mother One, two-one, two, three! I say good night Good night</p> <p>All children repeat one line of the song</p> <p>One child stands up and sings after the teacher a part of the song.</p> <p>Listening to the teacher then sing the whole song.</p> <p>All the children repeat the song</p>	<p>stick to be used for producing sounds of barging</p> <p>pictures showing the position of the sun in accordance with the time of the day</p>
<b>Conclusion</b>			
<b>Evaluation/ exercises/ homework</b>	The teacher asks children to greet each other	Children greet each other saying good morning, good afternoon	

Lesson 2 and 3 will be taught the same way as lesson one

## Lesson 2: Song: my friends

*Good bye, good bye*

*Good bye my friends,*

*Yeeeyeye, yeeeyeye, see you again*

*I love you, goodnight, good night*

*Good night my parents*

*Yeeeyeye, yeeeyeye, see you tomorrow*

Children stand up and sing the song with gestures to demonstrate that they understand what they say.

## Lesson 3: A game about self introduction

- The teacher tells members of grade one of Pre- primary to introduce themselves.
- The teacher asks children to stand up and form a large circle.
- The teacher instructs children to make three steps toward the center to introduce themselves saying “my name is....I am....years old” one after the other until all the children have introduced themselves.

**Learning objectives:** Learners are able to introduce themselves to others confidently.

**Teaching and learning materials:** picture of children shaking hands, a child standing in front of the class introducing him/herself.

### Learning and teaching activities

- The teacher shows children a video of other children who are introducing themselves.
- The teacher asks children what they see in the video during self expression.
- The teacher tells children that they are going to do the same activity of introducing themselves.
- Children introduce themselves.

## Lesson 4: A poem: My class

I like my class

My class is big

My class is clean

My class is colorful

My class is well decorated

My class has polite children

I love my class

**Learning objectives:** Learners are able to repeat the poem confidently.

**Learning and teaching materials:** picture/drawing of a well equipped nursery classroom.

### **Learning and teaching activities**

- The teacher shows pictures of a classroom
- The teacher gives instructions to children
- The teacher introduces the name of the poem to children
- The teacher gives children the summary of the poem
- The teacher repeats two sentences of the poem
- The teacher tells children to repeat after him/her two sentences
- The teacher asks one *child to repeat two sentences alone*
- *The teacher reads a bigger portion of the poem*
- *Children repeat the bigger portion of the poem after the teacher*
- *The teacher asks the whole class to repeat the whole poem*
- *The teacher concludes the lesson by asking questions to children about the poem*

### **1.5. Additional content**

#### **A song: Good bye**

It is time to go home (2)

We all have so much fun

And you have so much fun

Now we say goodbye

Goodbye!!! Goodbye!! See you again

Goodbye!!! Goodbye!! See you again

### **1.6. End unit assessment**

Ask children to pair, then each pair role plays “greeting” and “self introduction”

**Key unit competence**

Children are able to respond appropriately to simple oral instructions.

**2.1. Introduction**

It is very important for children to be able to follow instructions and respond accordingly. Learning and teaching how to respond to simple oral instructions in pre-primary enables children to interpret facial expressions, imitate the actions of a communicator, demonstrate obedience and politeness and react on the requests of others.

If children struggle while following instructions, this impacts on their ability to complete their tasks across different environments and that's why children must learn to respond to instructions from an early age.

In this unit, there are three lessons to be taught with the same developed methodology. At the end of this unit there is additional content to help the teacher to extend the lesson.

**2.2. List of lessons**

The table below shows lessons to be taught in this unit.

Grade	List of lessons
Grade 1	<ol style="list-style-type: none"> <li>1. <b>Simple oral instructions:</b> <ul style="list-style-type: none"> <li>• Come here please!</li> <li>• Jump please!</li> <li>• Stand up please!</li> <li>• Sit down please!</li> </ul> </li> <li>2. <b>Simple oral instructions:</b> <ul style="list-style-type: none"> <li>• Can you go out please!</li> <li>• Come in please!</li> <li>• Open the door please!</li> <li>• Close the windows please!</li> </ul> </li> </ol>

### 3. Simple oral instructions:

- Close your eyes please!
- Touch your ears please!

## 2.3. Cross-cutting issues to be addressed

**Communication:** While the teacher interacts with children

**Gender education:** Is catered for when both boys and girls participate in the lesson equally.

For the children with physical impairments (legs), the teacher gives them other activities. E.g. To shake their arms or heads.

## 2.4. Sample lesson plan

### Lesson 1: Simple oral instructions

**Learning objective:** Learners are able to respond correctly to instructions and demonstrate understanding of obedience and politeness.

**Teaching and learning materials:** Pictures of children responding to different instructions.

**References:** Pre-primary syllabus and scheme of work.

Steps and timing	Teacher's activities	Learner's activities	Teaching and Learning materials related to each step
Introduction 3 min	The teacher together with children sing a song related to the lesson	Children sing a song example of song: we all jump together x2, Jump, jump this way Jump, jump that way x2	Pictures of children who are jumping
<b>Lesson development</b> 10 min Step 1	The teacher together with children go out of the class and jump towards the sky  The teacher together with children sit in a circle	Children jump  Children sit in a circle	Pictures of children who are jumping  Picture of children sitting in a circle

Step 2	Use different actions as he/she gives out simple oral instructions  Invite children one by one to respond on two oral instructions	<ul style="list-style-type: none"> <li>– <b>Come here please!</b></li> <li>– <b>Jump, please!</b></li> <li>– <b>Stand up please!</b></li> <li>– <b>Sit down please!</b></li> </ul> <p>In small groups, the children listen and observe different actions from the teacher and carry them out</p>	Picture of children responding to different simple instructions  Picture of children in groups listening and responding to simple instructions
Step 3	Give out three instructions and add the third one  Invite children one by one to respond on three given oral instructions  Give out all oral instructions from one to four of them	<ul style="list-style-type: none"> <li>-<b>Come here please</b></li> <li>-<b>Jump please</b></li> </ul> <p>Children listen and carry out the instructions one by one</p> <ul style="list-style-type: none"> <li>– <b>Come here please!</b></li> <li>– <b>Jump, please!</b></li> <li>– <b>Stand up please!</b></li> </ul> <p>In small groups children respond to instructions</p> <p>Listen and respond to three instructions one by one</p> <ul style="list-style-type: none"> <li>– <b>Come here please!</b></li> <li>– <b>Jump, please!</b></li> <li>– <b>Stand up please!</b></li> <li>– <b>Sit down please!</b></li> </ul> <p>In small groups children respond to all instructions</p>	
Step 4	Invite some children one by one to come in front of others and give them instructions	All children respond to given instructions	Picture of one child giving others simple instructions
Step 5 Conclusion/ summary 3 min			
Evaluation/ exercises homeworks 4 min	Ask children to give simple oral instructions to each other, ask children to demonstrate simple instructions when arriving at home	In pairs, children give simple instructions to each other	



## **Lesson 2: Simple oral instructions**

Can you go out please!

Come in please!

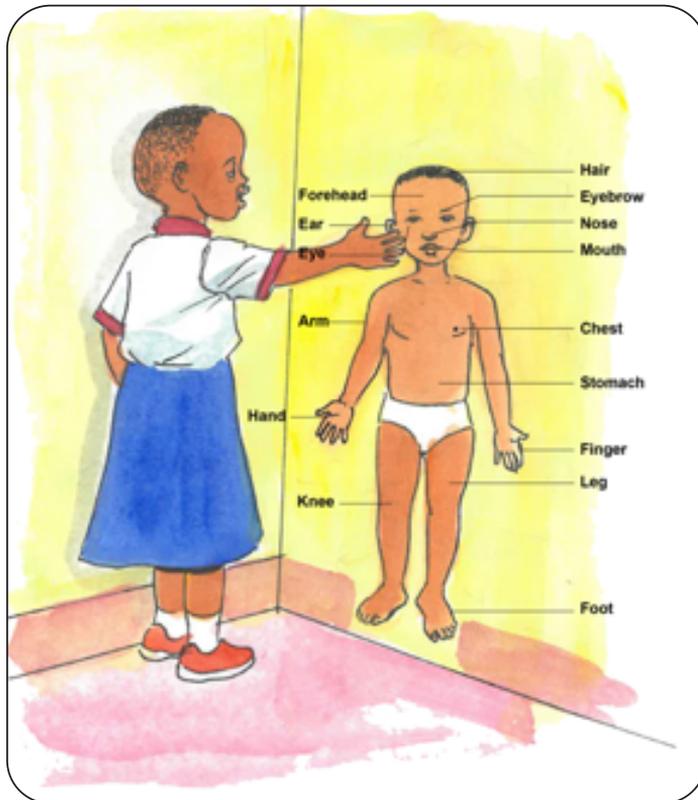
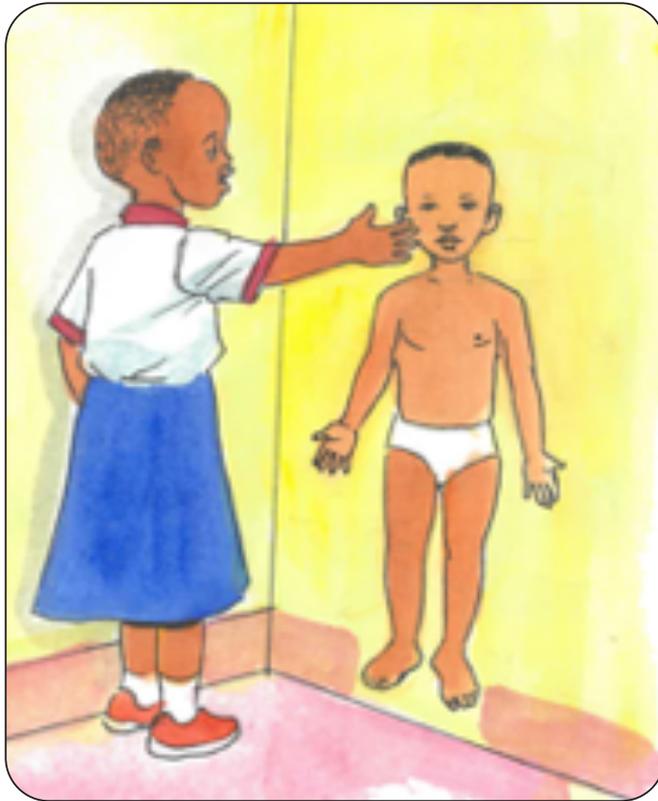
Open the door please!

Close the window please!

## **Lesson 3: Simple oral instructions**

Close your eyes please!

Touch your ears please!



Drawing of children touching different parts of their bodies

The lessons 2 and 3 are taught in the same way as lesson one, the only thing to change is the content about oral instructions to focus on. The methodology to use is the same.

## 2.5. Additional content

**A Song:** Come to me

Come to me

Little darling

Give your right

Give your left hand

And together we shall sing

And together we shall dance

**A Song: Come on every one**

Come on every one

Join in the game

And clap, clap, clap

Come on every one

Join in the game

And jump, jump, jump

Come on every one

Join in the game

Skip, skip, skip.

## 2.6. End unit assessment

At the end of this unit, the teacher provides a summary leading to deeper understanding of all that has been taught. Children respond to different simple oral instructions they have studied in the whole unit under the teacher's guidance.

### Key unit competence

Children are able to use vocabulary related to themes in songs, rhymes, poems and games.

### 3.1. Introduction

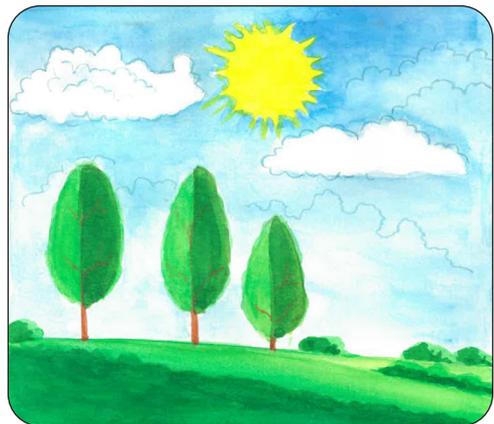
This unit includes various vocabularies relating to different themes. The vocabulary will help learners to increase the number of English words they already know and be able to communicate in English.

### 3.2. List of lessons

The table below shows lessons distribution according to the order provided in the scheme of work.

Grade	Themes	List of the lessons
Grade 1	My school	Lesson 1: <b>Poem</b> : My class Lesson 2: At school Lesson 3: In my classroom
	My Body	Lesson 1: My head Lesson 2: Main parts of the body
	My nuclear family	Lesson 1: Rhyme " <b>there</b> ": Vocabulary about <b>father</b> and <b>mother</b> Lesson 2: Rhyme " <b>there</b> ": Vocabulary about <b>father</b> and <b>mother</b> Lesson 3: Song " <b>Good morning my brother</b> " Lesson 2: Song " <b>Good morning my sister</b> "
	My home	Lesson1: Rhyme "Home" Lesson1: Rhyme "Home"
	Plants found in our environment	Lesson 1: Rhyme "Shake a mango tree" Lesson 2: Rhyme "Shake a mango tree" Lesson1: Rhyme " <b>Tree in the forest</b> " Lesson 2: Rhyme " <b>Tree in the forest</b> "

Food and drinks found in our environment	Lesson1: Rhyme "John, John" Lesson 2: Rhyme "John, John" Lesson1: Song" The way" Lesson 2: Song" The way"
Domestic animals	Lesson1: Rhyme" Dad has a cow" Lesson2: Rhyme" Dad has a cow" Lesson1: Rhyme" The sound it makes" Lesson2: Rhyme" The sound it makes"
Water	Lesson 1: Poem: Water Lesson 2: Rhyme "I need water"
Natural source of the light	Lesson 1: Song: My sun Lesson 2: poem: Look at the moon and stars
Land transport	Lesson 1: Game" Caring for people" Lesson 2: Rhyme "Driving a Car" Lesson 3: Poem" My motor cycle" Lesson 4: Song" Bicycle "
Means of communication	Lesson 1: Song "When my phone rings" Lesson 2: Poem" my friend" Lesson 3: Rhyme" Radio" Lesson 4: Rhyme" Listen to the drum
Church/Mosque	Lesson 1: Rhyme "My best future" Lesson 2: Song "Let's celebrate"
Social days in family	Lesson 1: Poem" My birth day" Lesson 2: Song: Happy new year"



### 3.3. Crosscutting issues to be addressed

**Communication and gender:** Are tackled when all the children, boys and girls participate actively.

**Inclusive education:** all children are given equal chance in teaching and learning activities.

For those who have visual impairment they will touch the learning material when teaching.

### 3.4. Sample lesson plan

#### Theme: My school

#### Lesson 1: Poems: My school

**Learning Objective:** Learners are able use correctly vocabulary related to the theme of the day “My school.”

**Teaching and learning materials:** Picture of class, children and the teacher.

**References:** Pre-primary syllabus and scheme of work.

Steps and timing	Teacher’s activities	Learner’s activities	Teaching and Learning materials related to each step
Introduction 3 min	The teacher together with children play a game related to the theme “My school”	Children play a game <b>Stand up,</b> <b>Sit down,</b> <b>Turn around</b> <b>Greet the teacher</b>	
<b>Lesson development</b> Step 1 10min	The teacher and children visit the head teacher in her/his office for a simple greeting  The Teacher and children visit a nearby classroom for simple greeting to other children and their teacher	Children visit and greet the head teacher  Children visit a nearby classroom so as to greet teacher and children	Picture of class, children and teacher

Step 2	Recite a poem related to the school	<p>Children listen attentively to the poem</p> <p><b>Poem: My class</b></p> <p><b>My school is good</b></p> <p><b>Head teacher is kind</b></p> <p><b>All teachers love me</b></p> <p><b>All children are my friend</b></p>	
Step 3	<p>Show teaching materials to the children</p> <p>Recite two first sentences of the poem</p> <p>Teacher together with children repeat the two first sentence of the poem</p> <p>Ask children to repeat one by one</p> <p>Recite two sentences of a poem and add the third and use gestures</p>	<p>Observe and discuss about them</p> <p>In group, children repeat</p> <p><b>My school is good</b></p> <p><b>Head teacher is kind</b></p> <p>Children repeat one by one</p> <p>In groups, children repeat and use gestures</p> <p><b>My school is good</b></p> <p><b>Head teacher is kind</b></p> <p><b>All teachers love me</b></p>	<p>Pictures of the class</p> <p>A picture of children and the teacher</p>

<p>Step 4</p>	<p>Help children to repeat and use gestures</p> <p>Ask children, one after the other, to repeat the poem</p> <p>Recite the poem and use gestures</p> <p>Help children to recite the whole poem</p>	<p>Together with the teacher, children repeat three first sentences of the poem</p> <p>One after the other Children repeat the poem:</p> <p><b>Poem: My school</b></p> <p><b>My school is good</b></p> <p><b>Head teacher is kind</b></p> <p><b>All teachers love me</b></p> <p><b>All children are my friends</b></p> <p>In groups, children recite the whole poem</p> <p>Children recite the poem one by one</p>	
<p>Conclusion/ summary</p>	<p>One by one, ask children to recite the poem.</p> <p>One by one ask children to recite poem in pairs and use appropriate gestures</p>	<p>In pairs children recite the poem using appropriate gestures</p>	
<p>Evaluation/ exercises/  Homework  4 minutes</p>	<p>One by one, ask children to recite the whole poem</p>	<p>Every child recites the whole poem</p>	

## Lesson 2: At school

The head teacher is near his office.  
Our classrooms are near the store.  
Our latrines are near the play ground.  
My school is near my home.

## Lesson 3: In my classroom

I see tables and chairs.  
I see the cupboard and chalkboard.  
I see pieces of chalk and notebooks.  
I see pens and pencils.

The methodology used to teach the first lesson above will also be applied in teaching lesson 2 and 3.

## Theme: My Body

### Lesson 1: Rhyme: My head

**Learning Objective:** Learners are able to dramatize confidently the rhyme related to “head” using appropriate gestures.

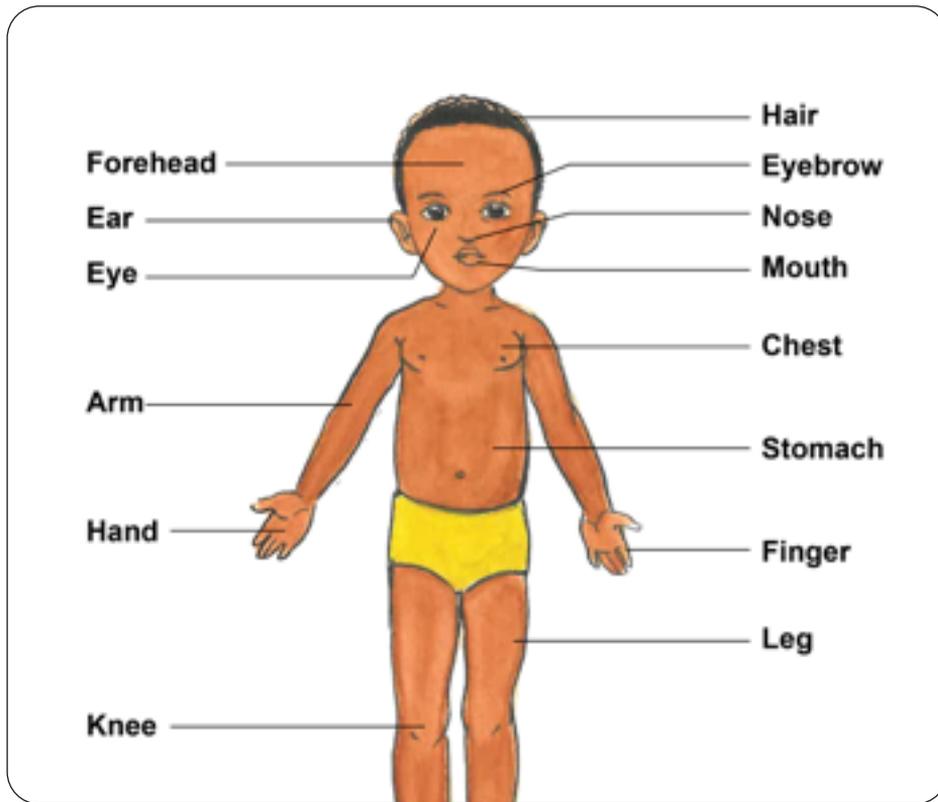
**Teaching and learning materials:** A picture of a human body, molded human body.

**References:** Pre-primary syllabus and scheme of work.

Steps and timing	Teacher's activities	Learner's activities	Teaching and Learning materials related to each step
Introduction 3 min	The teacher with children sing a song related to a lesson of their own choice.	Children sing a song	
<b>Lesson development</b> <b>10 minutes</b> Step 1	Ask children to touch their heads. Show them an example by doing it yourself.  Ask children to shake their heads and show them how to do it.	Children touch their heads  Children shake their heads	

<p>Step 2</p>	<p>Recite rhyme related to the parts of the body: head</p> <p>By using materials, the teacher repeats two sentences of rhyme and ask children to repeat them.</p> <p>Listen to the children</p> <p>Recite three sentences of rhyme</p> <p>Help all children to repeat and use gestures</p> <p>Listen to every child repeating the rhyme</p> <p>Repeats all the rhyme using gestures and ask all children to repeat</p> <p>Helps children to repeat</p>	<p>Rhyme: <b>My head</b></p> <p><b>I have one head</b></p> <p><b>Only one head</b></p> <p><b>I touch my head</b></p> <p><b>I shake my head</b></p> <p>In group, children observe materials, touch them and repeat the rhyme:</p> <p>- <b>I have one head</b></p> <p>- <b>Only one head</b></p> <p>Children repeat the rhyme one by one:</p> <p>- <b>I have one head</b></p> <p>- <b>Only one head</b></p> <p>- <b>I touch my head</b></p> <p>In groups, children repeat the three sentences using gestures.</p> <p>One after the other Children repeat the rhyme.</p>	<p>Pictures of human body and a molded human body.</p>
<p>Step 4</p> <p>Step 5</p> <p>Conclusion/ summary</p> <p>4 min</p>	<p>Ask all the children to touch and shake their heads</p>	<p>- <b>I have one head</b></p> <p>- <b>Only one head</b></p> <p>- <b>I touch my head</b></p> <p>- <b>I shake my head</b></p> <p>In groups, children repeat the whole rhyme using gestures.</p> <p>Children touch and shake their heads.</p>	
<p>Evaluation/ exercises/ homework</p> <p>3 min</p>	<p>One after the other, ask children to recite a rhyme and use appropriate gestures.</p> <p>Ask children to repeat the rhyme when they reach their homes.</p>	<p>One after the other children recite a rhyme using appropriate gestures.</p>	

## Lesson 2: Rhyme “Main parts of the body”



The methodology used above to teach the first lesson will be also be applied in teaching the lesson 2.

I have one head  
I have one trunk  
I have two arms  
I have two legs  
I like my body

### Theme: My nuclear family

#### Lesson 1: Rhyme “There”: Vocabulary father and mother

**Learning Objective:** Learners are able to repeat correctly the vocabulary “father and mother”

**Teaching and learning materials:** Pictures and flashcards about family members

**References:** Pre-primary syllabus and scheme of work

Timing for each step	Teacher activities	Learner activities	Teaching and Learning materials related to each step
<b>Introduction/ Revision</b> <b>3 min</b>	Giving instructions to the learners.  Ask children to sing the song “ In the morning.”  <u><b>The song</b></u> In the morning In the morning I wake up In the morning In the morning I greet.  I greet, greet my mother. This morning I greet you, greet you. I greet you!!!! Showing learners a picture of family members and ask some questions to them.	Following attentively.   Listening to instructions.   Listening and singing the song.   Observing the picture and answering questions asked.	The picture of children greeting one another.
<b>Lesson development</b> <b>10 minutes</b> <b>Step 1</b>  <b>Step 2</b>	<u><b>Rhyme” There”</b></u> The teacher invites learners to follow attentively and recite the whole rhyme.  <b>THERE</b> There, there, there There at home There is a father Father, father and mother	-Following attentively.   Listening attentively.   Repeating the second verse together with the teacher.	Picture of the home with the father and the mother.

<p><b>Step3</b></p>	<p>The teacher recite the first verse of the rhyme</p> <p>The teacher repeats the same verse together with learners.</p>	<p>- Repeating the second verse alone.</p>	
<p>Step 4</p>	<p>Learners repeat the first verse alone and the teacher moves around to help learners who have special problems.</p> <p>The teacher recites the second verse</p>	<p>-Following given instructions.</p>	
<p>Step 5</p>	<p>The teacher repeats the second verse together with learners</p> <p>Learners repeat the second verse alone and the teacher moves around to help learners who have special problems.</p>		
<p>Step 6</p>	<p>The teacher recites the first verse combined with the second verse, she/he invites learners to repeat with him/ her then learners alone repeat while the teacher is moving around to help learners with special problems.</p>		
<p>Step 7</p>	<p>The teacher continues to use the same procedure until all the verses have been learnt.</p>		

Conclusion/summary	<p>He/she repeats the whole rhyme, invites the learners to repeat with him/her then learners repeat alone while the teacher is moving around to help those in needs.</p> <p><b>Note:</b> when learners are repeating alone the teacher may ask them to repeat as a group then one by one depending on the number of the learners.</p> <p><b>Extension and variations:</b> <i>Keep changing mother and father to brother and sister.</i></p>		
Evaluation/exercises/homework	The teacher asks learners to recite the studied rhyme and moves around to correct children who are making mistakes.	To recite a rhyme" <b>There"</b>	

## Lesson 2: Rhyme “there”: Vocabulary about father and mother

The methodology used above to teach lesson 1 will also be used to teach lesson 2.

### Teaching and learning activities



- The teacher gives children clear instructions on what to do and on how to behave.
- The teacher shows learners, a picture of family members and asks some questions to the learners.
- The teacher asks children to recite a rhyme “there.”

### **The rhyme**

There, there, there  
 There at home  
 There is a father  
 Father, father and mother

### **Lesson 3: A song: Good morning my brother**

**Learning objectives:** Children are able to repeat correctly the vocabulary about “my father”

**Learning Materials:** Pictures and flashcards of family members

#### **Learning activities:**

- The teacher invites children to follow attentively and sing the whole song

#### **Good morning my brother**

Good morning my brother  
 How are you?  
 Good morning my brother  
 How are you?

- The teacher sings the first line of the song.
- The teacher repeats the same line together with learners.
- Learners repeat the first line alone and the teacher moves around to help learners who have difficulties or with special needs.
- The teacher sings the second line.
- The teacher repeats the second line together with learners.
- Learners repeat the second line alone and the teacher moves around to help learners who have difficulties or with special needs.
- The teacher sings the first line and the second line, he/she invites learners to repeat with him/her and then learners alone while the teacher is moving around to help learners with special needs.
- The teacher continues to use the same procedure up to the end of the song
- She/He repeats the whole song, invites the learners to repeat with him/her then learners repeat alone while the teacher is moving around to help learners with special needs.

**Conclusion:** when children are repeating alone the teacher may ask them to repeat as a group then one by one depending on the number of the learners.

**Extension and variations:** Keep changing brother to sister, mother and father.

**Evaluation/ exercises/ homework:** The teacher asks children to sing the studied song and moves around to correct children who are making mistakes.

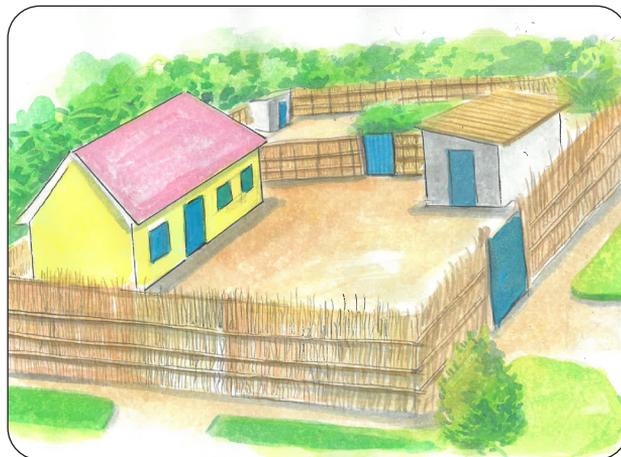
## Lesson 4: A song “Good morning my sister”

The methodology used above to teach a song” Good morning my brother” will be repeated.

## Theme: My Home

### Lesson 1: Rhyme “Home”

- a) **Learning Objective:** Children are able to repeat correctly the new words “Home, gate, house, compound and other related vocabulary”
- b) **Teaching and learning materials:** Pictures, charts with drawings of home showing clearly the parts of a home.
- c) **References:** Pre-primary syllabus and scheme of work.



### Rhyme “Home”

*Home, home, home*

*I like my home*

*Here with a gate*

*There with a house*

*Big, big, big, iiiiiii*

## Lesson 2: Rhyme “Home ”

*Home, home, home*

*I like my home*

*Here with a gate*

*There with a house*

*Big, big, big, iiiiiii*

*Home, home, home*

*I like my home*

*Here with a fence*

*There with a house*

*Big, big, big, iiiiii*

*Home, home, home*

*I like my home*

*A compound here*

*Quarters there*

*Big, big, bi, iiiiii*

**Extension and variations:** Keep increasing the number of stanzas (from 2 to 3) depending on the level and speed of your children.

The methodology to teach rhyme” There” taught above will be repeated.

## Theme: Plants found in our environment

**Learning Objective:** Children are able to repeat correctly the new words “Tree, fence, compound and other related vocabulary”

**Teaching and learning materials:** Pictures, charts, flash cards of trees and real trees outside the classroom.

**References:** Pre-primary syllabus and scheme of work.

## Lesson 3: Rhyme “Shake a mango tree”

*Rhyme” Shake, shake mango tree”*

*Shake, shake a mango tree*

*Mango yellow, mango green*

*One for you, one for me*

*Green for you, yellow for me*

*Shake, shake a mango tree*

## Lesson 4: Rhyme “Tree in the forest”



### **Tree in the forest**

*Stood, stood, stood  
Along come a man  
For wood, wood, wood  
With axe, axe, axe  
For chop, chop, chop  
And a tree fell down  
And a hooo, hooo*

The methodology to teach the rhyme “There” taught in lesson 2 page 38 will be repeated for lesson 4.

### **Theme: Food and drinks found in our environment**

**Learning Objective:** Children are able to repeat correctly the new words “sugar, mango and other vocabulary related to food and drinks.”

**Teaching and learning materials:** sugar, mangoes, bananas.

**References:** Pre-primary syllabus and scheme of work.

### **Lesson 1: Rhyme “John, John”**

*John, John  
Yes papa  
Eating sugar  
No papa  
Telling lies  
No papa*

Open your mouth

Ha ha ha

Close your mouth

Ho ho ho

John, John

Yes papa

Eating banana

Yes papa

Eating mango

Yes papa

Eating sugar

No papa

Open your mouth

Ha ha ha

Close your mouth

Oh! Oh! Oh! Oh!

**Extension and variations:** Keep increasing the number of stanzas by changing types of food depends on the level and speed of your children. Examples: **Sugar, banana, mango, pineapple, pawpaw, avocado, orange...**The methodology to teach rhyme "There" taught on lesson 2, page 38 will be repeated.

## Lesson 2: A song: The way



*This is the way I eat my food  
I eat my food, I eat my food  
This is the way I eat my food  
Early in the morning.*

*This is the way I drink my tea  
I drink my tea, I drink my tea  
This is the way I drink my tea  
Early in the morning.*

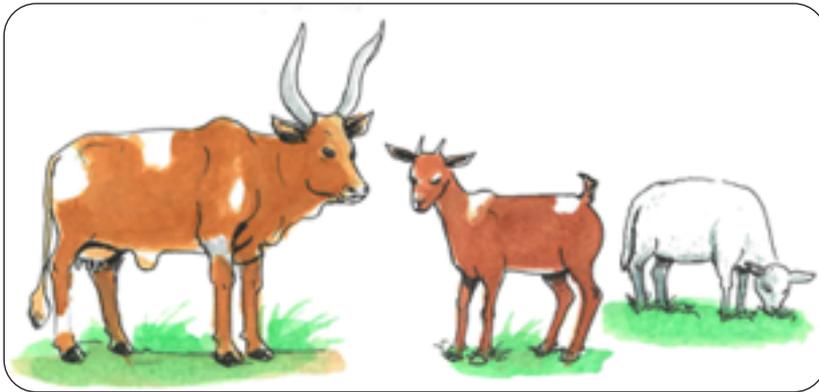
## **Theme: Domestic animals**

**Learning objective:** Children are able to repeat correctly the names of domestic animals and their appropriate sounds.

**Teaching and learning materials:** pictures of domestic animals.

**References:** Pre-primary syllabus and scheme of work.

### **Lesson 1: Rhyme” Dad has a cow”**



*Dad has a cow  
A big, big cow  
A cow has a rope  
To keep it at home  
The cow says moooo moooo*

*Dad has a goat  
A big, big goat  
A goat with a rope  
To keep it at home  
The goat says meeee meeee*

## Lesson 2: Rhyme: The sound it makes

*Moo moo*

*Listen to the cow*

*Moo moo*

*That is the sound it makes*

*Maa maa*

*Listen to the sheep*

*maa maa*

*That is the sound it makes maa maa*

*Maa maa*

*Listen to the sheep*

*maa maa*

*That is the sound it makes*

**Extension and variations:** Keep increasing the number of stanzas by changing names of domestic animals depending on the level and speed of your children. Examples: **goat, cow, pig, sheep, rabbit, hen, etc....**The methodology to teach rhyme "There" taught above will be repeated.

**Theme: Water**

## Lesson 1: Rhyme

*Water, water, water, drink water*

*Water, water, wash your hands*

*Water, water, wash your clothes*

*Water, water, cook your food*

**Learning Objective:** Children are able to recite a rhyme related to water using appropriate gestures.

**Teaching and learning materials:** Picture of class, children, water and buckets

**References:** Pre-primary syllabus and scheme of work.

### Teaching and learning activities

- The teacher gives children clear instructions on what to do and on how to behave.
- The teacher and children go out of the class to observe how to fetch water from taps.
- The teacher together with children play the game: "In water."

- The teacher recites the rhyme related to the water.
- Children listen attentively.
- The teacher recites the two first sentences of a rhyme.
- The teacher together with children repeat the two first sentences of the rhyme.
- One after the other, children repeat two sentences of the rhyme.
- The teacher recites two sentences of a rhyme and adds the third using gestures .
- The teacher helps children to repeat and use gestures appropriately.
- In groups, children repeat the three sentences using gestures.
- One by one, Children repeat three lines.
- In groups, children repeat the whole rhyme and use gestures.
- All the children recite the rhyme.
- The teacher asks children individually to repeat the whole rhyme using gestures.

## **Lesson 2: Rhyme: We need water**

*Water, water*

*For drinking and cooking*

*We need water*

*Water, water*

*For washing and bathing*

*We need water*

The methodology used to teach lesson 1 of this theme will be also applied in teaching lesson 2.

## **Theme: Natural source of the light**

### **Lesson 1: A song: My sun**

*Sun, sun, hot sun*

*Shining in the sky*

*Wake up! Wake up*

*It is a lovely day!*

**Learning Objective:** Children are able to use correctly the new words about natural sources of light in the song.

**Teaching and learning materials:** Pictures of sun, moon and stars.

**Reference:** Pre-primary syllabus.

## Teaching and learning activities

- The teacher presents teaching materials (pictures of natural source of light) to the children.
- Children observe teaching materials and discuss about them.
- The teacher and children go out and observe the sun in the sky.
- The teacher tells children the name of the song they are going to study.
- The teacher sings the song “my sun” alone and children listen.

*Sun, sun hot sun*

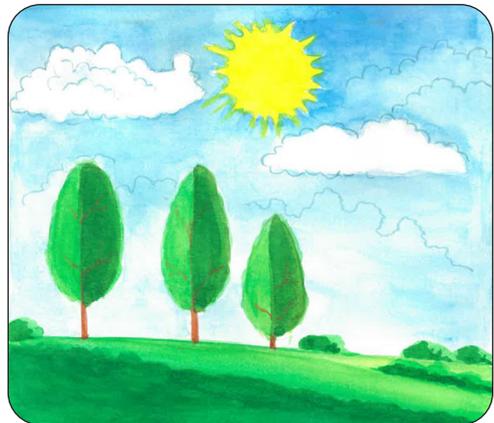
*Shining in the sky*

*Wake up! Wake up*

*It is a lovely day!*

- The teacher sings the first two sentences of the song; children repeat in group, then one by one and use gestures.
- The teacher sings two sentences of the song and adds the third in group and one by one. Children repeat the song as the teacher did.
- The teacher recites all the poem and asks children to repeat it in groups.
- The teacher helps all the children especially those who have a problem of pronunciation.
- The teacher helps children to use appropriate gestures when they sing the song
- The teacher asks children to sing the whole song in small groups.
- The teacher asks children to sing a song one by one at the end of the lesson.

## Lesson 2: Poem: Look at the moon and the stars



*Oh! Look at the moon  
It is shining up in the sky  
Oh! Look at the stars  
They are shining up in the sky  
What a wonderful sky! lovely day!*

**Learning Objective:** Children are able to use correctly new words about natural sources of light in poem.

**Teaching and learning materials:** Pictures of the sun, moon and stars.

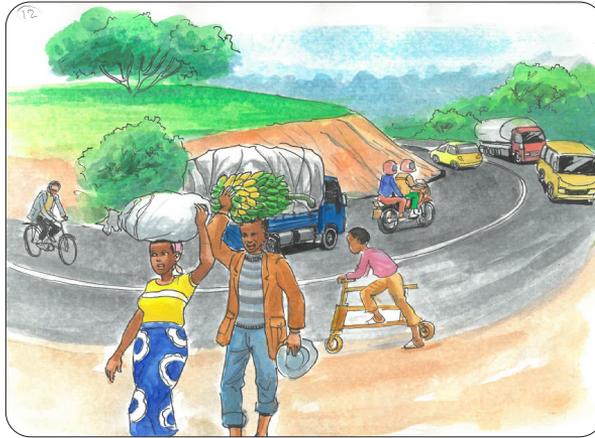
**Reference:** Pre-primary syllabus and scheme of work.

### **Teaching and learning activities**

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher presents teaching materials (pictures of moon and stars).
- Children observe teaching materials and discuss about them.
- The teacher tells children the name of the poem they are going to study.
- The teacher recites all the poem “Look at the moon and the stars” alone and children listen.
- The teacher recites the first two sentences of the poem and children repeat in group, then one by one and use gestures.
- The teacher recites two sentences of the poem and adds the third, children repeat in group and one by one.
- The teacher recites three sentences of the poem and adds the fourth, children repeat in group and one by one.
- The teacher recites the whole poem and asks children to repeat in groups.
- In small groups, children repeat again the poem under their teacher’s guidance.
- The teacher helps all the children especially those who have problem of pronunciation.
- The teacher helps children to use appropriate gestures when they repeat and recite the poem.
- At the end of the lesson, the teacher asks children to recite the poem one by one.

## Theme: Transport by road

### Lesson 1: A song: Driving a car



*I'm driving my car  
I'm driving my car  
Bibibi bibibi  
My car runs quickly  
Saying bibibiiii*

**Learning objective:** Children are able to sing confidently the song “driving a car.”

**Teaching resources:** A drawing showing cars traveling on the road and some toy cars.

#### Learning and teaching activities

- The teacher introduces energizer saying ring, ring, ring like a car, like a motor cycle, like a bus.
- The teacher asks children things that can be used for carrying goods from one place to another.
- The teacher sings the whole song to children.
- Children listen to the song.
- The teacher sings the refrain and the children repeat after him or her.
- The teacher sings a big part of the song and the children repeat many times
- Children repeat the song by themselves.
- The teacher repeats the whole song and the children repeat many times after him/her.
- Children repeat the song by themselves.
- The teacher assesses children’s individual performance.

## **Lesson 2: A song: Driving bicycle**

*My father drives, drives, drives a bicycle  
My mother drives, drives a bicycle  
I drive my bicycle wooo wooo  
Let's say wooooo woooooo*

## **Lesson 3: A poem: My motorcycle**

*Hello my bicycle  
Good bicycle  
Big motorcycle  
Yellow motorcycle  
I like your speed*

## **Lesson 4: A song My bicycle**

*Hello my bicycle  
Good bicycle  
Big bicycle  
Speed you have  
I like my bicycle  
The lessons 2, 3 and 4 will be taught similarly as lesson one.*

## **Theme: Means of communication**

### **Lesson 1: A song: my phone**

*When my phone says  
Ring, ring, ring (2)  
The sound it makes  
Triing, triing, triing  
I ran to take it and say  
Hello to my friends!!!  
What are you doing?  
We are listening, listening to the radio!!!!*

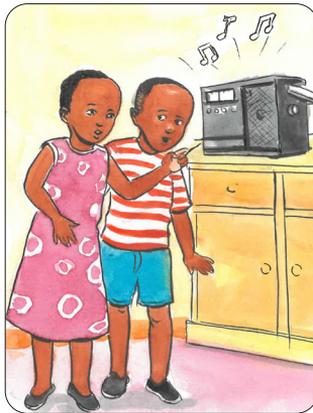
**Learning Objective:** Children are able to sing confidently the song as a means of communication.

**Teaching and learning materials:** Stick. Drum, rings, a drawing of a person who is making a phone call.

## Teaching and learning activities

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher displays drawings of different tools of communication and asks children to name them.
- The teacher asks children to stand up, stretch their arms by turning around.
- The teacher tells children that they are going to sing the song while standing.
- Children listen to the song.
- The teacher sings the refrain and children repeat after him or her.
- The teacher sings a big portion of the song and children repeat many times after him or her.
- Children repeat the song by themselves.
- The teacher repeats the whole song and children repeat many times after him/her.
- Children repeat the song by themselves.
- The teacher assesses children's individual performance.

Lesson 2, 3 and 4 are taught the same way as lesson 1 of this theme.



## Lesson 2: A song: Radio

*It is your time father!*

*To turn on my radio*

*Listen to the radio, radio, radio*

*Let's say radio, radio, radio*

### **Lesson 3: A song: My television**

*I am happy today  
My father buys for me  
Buy, buy, and buy a television  
Television, television  
My television, your television*

### **Lesson 4: Song: Big drum**

*Big, big ,big drum (2)  
I like to hit big drum (2)  
Drum says bumbu, bumbu, bumbu  
Peter hits drum  
Drum says bumbu, bumbu,.....*

## **Theme: Religious institutions - Church/ Mosque**

### **Lesson 1: Sing the rhymes my best future**

*Wee wee wee!!!  
We are pastors  
We are pristies  
I am a brother  
You are a sister  
Weewweeee weeeee  
Yeeeyeeeee  
Come and we pray  
We pray, we pray*

**Learning Objective:** Children are able to sing confidently the song on religious institutions.

**Teaching and learning materials:** Bibles, Qur'an, a drawing of a preacher.

#### **Learning and teaching activities:**

- The teacher asks children to sing any song from the church they know
- Children sing the church's song.
- The teacher tells the children to stand up.
- The teacher asks children to keep quiet and get to listen to what the teacher sings so that they may repeat after him or her.

## Lesson 2: A rhyme: We like to read

This lesson is taught the same way as lesson one of this theme.

*We Christians*

*We like, we like*

*We like to read*

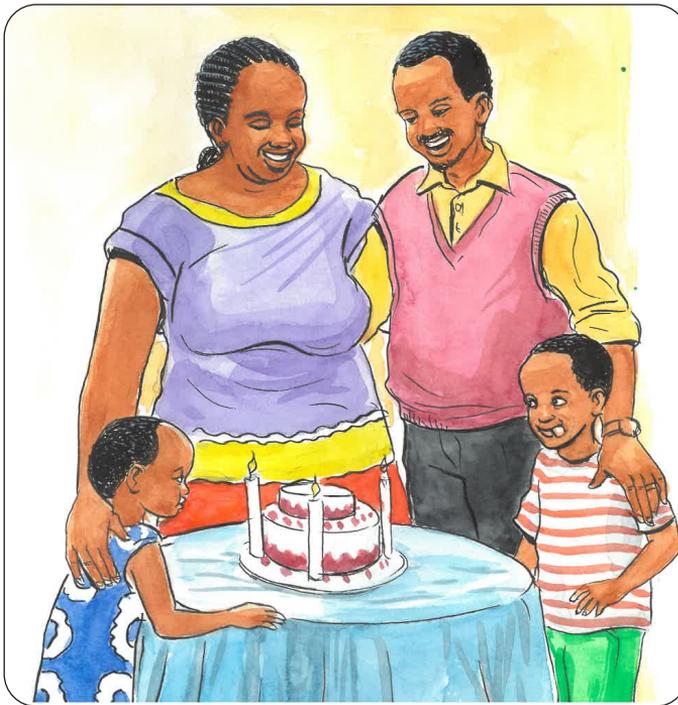
*Read, read Bible*

*We Muslims*

*We like we like*

*We like to read, read, read Qu'ran (2)*

## Theme: Special days in family



## Lesson 1: Poem: My birthday

*My birthday*

*The day that I smile*

*Day of love*

*Day of joy*

*Let's enjoy my birthday*

**Learning Objective:** Children are able to repeat confidently the poem on family special days

**Learning and teaching materials:** The drawing of persons who are celebrating a birthday.

### **Learning activities**

- The teacher gives instructions on what to do and how to behave
- The teacher asks children who have ever celebrated their birthdays.
- The teacher reads the whole poem to children.
- Children listen to the poem attentively from teacher.
- The teacher reads the verse by verse then children repeat after him/her.
- Children repeat the poem by themselves

### **Lesson 2: Rhyme: Happy new year**

*Call in all your friends*

*Shout and dance*

*Happy New Year (2)*

*Wishing you happy new year.*

**Learning objective:** Children are able to repeat confidently the rhyme on celebration of happy new year in family.

**Teaching and learning materials:** A drawing of people who celebrate the New Year.

### **Learning and teaching activities:**

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher displays drawings of people celebrating new year.
- The teacher asks the children to stand up, stretch arms and turn around.
- Teacher repeats the rhyme with gestures to interpret it.
- Children listen to the rhyme.
- The teacher repeats the rhyme and children repeat after him/her
- The teacher repeats a big portion of the rhymes and children repeat after him / her.
- Children repeat the rhyme by themselves and they do it many times.
- The teacher assesses children's individual performance.

### 3.5. Additional content

#### Theme: Church/ Mosque

##### A Song: Sing in choir

*We sing in choir  
Sing words of God  
Our best future  
Best future!!  
Wee wee wee!!!  
We are pastors*

#### Theme: A song: My school

*There is a piano  
In our classroom there is a piano  
There is a piano children like to play  
There is a piano piano piano  
There is a piano pia pia piano*

*We're so proud of our school  
We're so proud of our school  
And everything about it  
We're so proud of our school  
So don't you ever doubt it  
Though all of us are different  
On this we all agree,  
We're so proud of our school  
Because it's made by you and me (x2)*

#### Theme: Natural sources of light

##### Song : Twinkle, twinkle, little star

*Twinkle, twinkle, little star  
How, I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle, twinkle, little star  
Now, I wonder what you are*

## **Theme: Water**

### **Rhyme: Yellow ducks swimming in the water**

*One yellow duck swimming in the water  
Two yellow ducks swimming in the water  
Three yellow ducks swimming in the water  
Swim, swim, swim my little ducks*

## **Theme: Transport by road**

### **A song: Riding a bicycle**

*Four little babies ride the bicycle  
Saying bibibibi and falling down  
One slipped off and got hurt  
Mama called the doctor  
Doctor, no more babies riding the bicycle  
Three little babies riding the bicycle  
Saying bibibibi and falling down  
One slipped off and got hurt  
Mama called the doctor  
Doctor said no more babies riding the bicycle*

## **Theme: Domestic animals**

### **A song: Pussy cat, pussy cat**

*Pussy cat, pussy cat  
Where have you been?  
I have been to London  
To look at the queen  
What did you do there?  
I frightened a little mouse  
Under her little chair*

### **A song: Mary had a little lamb**

*Mary had a little lamb  
Little lamb, little lamb  
Mary had a little lamb  
Its fleece was white as snow  
And everywhere that Mary went*

*Mary went, Mary went  
And everywhere Mary went  
The lamb was sure to go*

**A song: The kennel has no puppy**

*The kennel has no puppy, puppy, and puppy  
The kennel has no puppy  
Come and see  
The poultry is empty, empty, empty  
Come and see  
The calf is in the calf pin, calf pin, calf pin  
Come and see*

### **3.6. End unit assessment**

At the end of this unit, the teacher provides a summary leading to deeper understanding of all taught content whereby children are helped to revise what they have learnt in the whole unit.

# GRADE 2

**Key unit competence**

Children are able to react appropriately to favorite songs, picture stories and use vocabulary about the theme of the day in songs, poems and games.

**1.1. Introduction**

This unit includes vocabulary related to various themes such as extended family, my body (senses), culture (clothes we wear), my home (my house), plants (crops), food and drinks, institutions and occupation (hospital, shop and market), animals (wild animals and insects), water, source of light (artificial sources of light) which will be useful to children in their daily communication.

Lessons in this unit will be taught using various methods. The teacher makes sure that children are actively involved in teaching and learning activities. Songs, Rhymes and dialogues constitute activities through which content will be transmitted to the children.

**1.2. List of lessons**

The table below shows lessons distribution according to the order provided in the scheme of work.

Themes	List of lessons
<b>My body</b>	Poem: My five senses
	Rhyme: I like my body
<b>Extended family</b>	Song: Grandmother, verse 1
	Song: Grandmother, verse 1 and 2
	Rhyme: There, stanzas 1 and 2
	Rhyme: There, stanzas 1, 2 and 3
<b>My Clothes</b>	Poem: Clothes we wear
	Poem: Different kinds of clothes
<b>My house</b>	Song: Someone is knocking, verse 1
	Song: Someone is knocking, verses 1 and 2
	Rhyme: I am pointing, stanza 1
	Rhyme: I am pointing, stanzas 1 and 2

<b>Crops</b>	Song: Crops, verse 1
	Song: Crops, verses 1 and 2
	Rhyme: If I were, stanza 1
	Rhyme: If I were, stanzas 1, 2 and 3
<b>Food from plants</b>	Song: Potato.....potato, verse 1
	Song:"Potato.....potato, verses 1 and 2
<b>Drinks from plants</b>	Song: This is the way, verse 1
	Song: This is the way, verses 1, 2 and 3
<b>Hospital</b>	Song: reward
	sStory of Muhire
<b>Wild animals and insects</b>	Rhyme: Two little blue birds, 1 stanza
	Rhyme: Two little blue birds, stanza 1 and 2
	Rhyme: I know an elephant
	Rhyme: Mosquito
Water	Poem: sources of water
	Rhyme: Rain, rain go away
Artificial sources of light	Poem: Sources of light
	Rhyme: My lamp
Shop and market	Song: To the market
	Song: Shopping
	Poem: Money
	Story: Client
Transport by water	Story: A boat
	Song: Row the boat
Means of communication	Poem: My friends
	Rhyme: Radio
	Rhyme: Listen to the drum
	Song: To school
Religious events	Song: Merry Christmas
	Poem: Holy days
	Poem: Special days

### 1.3. Cross-cutting issues to be addressed

**Inclusive education:** This means that all the children must be given equal chances to participate in this lesson.

**Gender education:** While children are singing and reciting poems or rhymes boys and girls are given equal chance to sing.

**Environment and protection:** The teacher advises children to care for plants and protect them.

## 1.4. Sample lesson plan

### Lesson 1: A poem: My five senses

**Learning objective:** Children are able to use correctly the vocabulary about my senses in a poem.

**Teaching and learning materials:** Pictures of children who smell flowers, listen to the radio, observe fruit trees, eating bitter or sweet things. A picture of human body which is highlighting the five senses.

**References:** Pre-primary syllabus and scheme of work.

Steps and timing	Teacher's activities	Learner's activities	Teaching and learning resources
<b>Introduction</b> 3 min	Show teaching materials (different pictures illustrate our five senses, flowers, sweets) to the children and help them to manipulate available materials  Tell children the name of the poem they are going to study	Children observe teaching materials and manipulate them  Children and teacher discuss about the teaching materials	
<b>Lesson development</b> 10 min <b>Step 1</b>  <b>Step 2</b>  <b>Step 3</b>  <b>Step 4</b>	Recite all the poem about the senses  Recite two sentences of the poem and children repeat in groups, one by one and use gestures according to the poem.  Recite two sentences of the poem and add the third.  Recite the three sentences of the poem and add the fourth.  Recite the entire poem and during learning and teaching activities teacher must help all the children especially those who have problem of pronunciation.  Help children to use appropriate gestures according to the theme when they repeat and recite the poem.	To listen attentively  To repeat the poem after the teacher in groups and thereafter one by one  To recite the poem after the teacher in groups  To recite the poem according to instructions given.  To recite the poem including appropriate gestures.	Pictures of children who smell flowers, listen to the radio, observing fruit trees, eating bitter or sweet things.

<b>Conclusion or Summary</b>  <b>3 min</b>	Ask children to repeat all the poem in pair.	To repeat the poem in pairs.	
<b>Evaluation/ exercises/ home Works</b>  <b>4 min</b>	The teacher assesses children's performance individually  The teacher asks children to repeat the poem when they arrive home	To recite the poem one by one	

## Lesson 2: Rhyme: I like my body

*My eyes can see*

*My nose can smell*

*My ears can hear*

*My tongue can taste*

*My hands can touch*

*I like my body*

**Learning objective:** Children are able to use confidently vocabulary related to senses in rhyme.

**Teaching and learning materials:** Flowers, sweets, cold water, pictures of a human body.

### Learning and teaching activities

- The teacher presents teaching materials (a picture of human body, flowers, sweets, cold water) and allows children to manipulate them.
- Children observe teaching materials and manipulate them.
- Children and the teacher discuss about the teaching materials.
- The teacher tells the children the name of the rhyme they are going to study.
- The teacher recites the whole rhyme about the senses and children listen.
- The teacher recites two sentences of the rhyme and children repeat in groups, one by one using gestures.
- The teacher recites two sentences of the rhyme and adds the third, children repeat in groups and one by one after the teacher.
- The teacher recites the three sentences of the rhyme and adds the fourth, children repeat in groups, and one by one after him/her.
- The teacher recites the whole rhyme and asks children to repeat in groups
- During leaning and teaching activities the teacher must help all children especially those who have a problem of pronunciation.

- The teacher helps children to use appropriate gestures according to the theme when they repeat and recite the rhyme.
- The teacher asks children to repeat the whole rhyme in pairs.
- At the end of the lesson, the teacher asks children to recite a rhyme one by one

## Theme: Extended family

### Lesson 1: A Song: Grandmother

*Grandmother x 2*

*Where are you?*

*Here I am x2*

*How do you do?*

**Learning objective:** Using the song “grandmother” children are able to repeat correctly the word “Grandmother.”

**Teaching and learning materials:** Pictures and flashcards of family members.

Reference: Pre-primary syllabus and scheme of work.

#### Learning activities

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows children a picture of family members and asks them some questions.
- Children observe the picture and answer questions asked.
- The teacher invites children to follow attentively while he/she sings the whole song “ grandmother.”
- Children sing the song “ grandmother” after the teacher.
- The teacher sings the first line of the song.
- The teacher repeats the same line together with children.
- Children repeat the first line alone.
- The teacher moves around to help children who have special needs.
- The teacher sings the second line.
- The teacher repeats the second line together with children
- Children repeat the second line alone.
- The teacher moves around to help children who have special needs.
- The teacher sings the first and the second lines, he/she invites children to repeat with him/her and then children sing alone while the teacher is moving around to help children with special needs.
- The teacher continues to use the same procedure until all the lines of the song have been sung

- The teacher repeats the whole song, invites the children to repeat with him/her and then children repeat the song alone while the teacher is moving around to help children with special needs.
- The teacher asks children to sing the song and the studied moves around to correct children who are making mistakes.

## Lesson 2: A song: Grandfather

*Grandfather x 2*

*Where are you?*

*Here I am x2*

*How do you do?*

*Grandfather x2*

*Where are you?*

*Here I am x2*

*How do you do?*

For this lesson the teacher uses the same methodology, melody and teaching/ learning materials he/she used for the previous lesson. Here the teacher only adds the second verse with emphasis to the word “grandfather” instead of grandmother.

## Lesson 3: Rhyme: There

### **THERE**

*There, there, there*

*There at home*

*There is Grandmother*

*Nice, nice, nice*

*There, there, there*

*There at home*

*There is Grandfather*

*Kind, kind, kind*

**Learning objective:** Using a rhyme “there” children are able to repeat correctly the vocabulary “Grandmother and grandfather.”

**Teaching and learning materials:** Pictures and flashcards of family members.

### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and how to behave
- The teacher shows children a picture of family members and asks them some questions about it.

- Children observe the picture and answer questions asked.
- The teacher invites children to follow attentively and recite the whole rhyme “there.”
- Children follow attentively and recite the rhyme “there” after the teacher.
- The teacher moves around in order to help children with special needs.
- The teacher asks children to recite the rhyme learnt and moves around to correct children who are making mistakes.

#### Lesson 4: Rhyme: There



#### THERE

*There, there, there*

*There at home*

*There is Grandmother*

*Nice, nice, nice*

*There, there, there*

*There at home*

*There is Grand father*

*Kind, kind, kind*

*There, there, there*

*There at home*

*There is Grand father*

*And grand grandmother*

For this lesson the teacher uses the same methodology, the same rhythm and teaching/learning materials as for lesson 3. Here the teacher only adds the third verse with emphasis to both vocabularies “**grandfather and grandfather**”.

## **Theme: My clothes**

### **Lesson 1: A poem: Clothes we wear**

*I like to wear a short and a shirt*

*My mother likes to wear a skirt and a jacket*

*My father likes a trouser, a coat and a tie*

*My sister likes to wear a dress and a pullover*

**Learning objective:** Children are able to use correctly new words about clothes from the poem “clothes we wear.”

**Teaching and learning materials:** Different kinds of clothes: shirts, skirts, jacket, trousers, coat, tie, dress, and pullover.

#### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and on how to behave
- The teacher presents teaching materials (different kind of clothes) to the children.
- Children observe teaching materials and manipulate them
- Children and the teacher discuss about the teaching materials
- The teacher tells the children the name of the poem they are going to study
- The teacher recites the whole poem about clothes while the children are listening.
- The teacher recites two sentences of the poem and children repeat in groups, one by one and use gestures.
- The teacher recites two sentences of the poem and adds the third, children repeat in groups and one by one.
- The teacher recites the whole poem and asks children to repeat it in groups.
- The teacher helps all the children especially those who have a problem of pronunciation.
- The teacher helps children to use appropriate gestures according to the theme when they repeat the poem.

- The teacher asks children to repeat the whole poem in small groups.
- At the end of the lesson, the teacher asks children to recite the poem one by one.

## **Lesson 2: A poem: Different kinds of clothes**

*Rain coats, gloves and boots*

*Are for rainy season*

*Slippers and t-shirts*

*Are for sunny season*

*But sweaters and jackets*

*Are for all cold days*

For this lesson the teacher uses the same methodology as for lesson number 1.

## **THEME: MY HOME: MAIN PARTS OF THE HOUSE**

### **Lesson 1: A song: Someone is knocking**

#### **Someone is knocking**

*Someone comes knocking,*

*At my wee, small window;*

*Someone comes knocking*

*I'm sure- sure- sure- sure*

**Learning objective:** Using the song “someone is knocking” children are able to repeat correctly the word “**window**” and other words related to the main parts of the house.

**Teaching and learning materials:** Pictures and flashcards of the house, classroom windows.

#### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher asks children to sing a song of their choice.
- The teacher shows children a picture of the house and the classroom windows and asks them some questions.
- Children observe the picture and answer questions asked. The teacher asks children clear questions using a simple language.
- The teacher accepts their answers and enriches them to direct children toward the new topic.

- The teacher invites children to follow attentively and sing the whole song “someone is knocking.”
- The teacher continues to teach children that song following all the steps used to teach a song.
- Children follow attentively and sing the song “someone is knocking” after the teacher.
- The teacher moves around to help children with special needs.
- The teacher asks children to sing the song they studied and moves around to correct children who are making mistakes.

## Lesson 2: A song: Someone is knocking

### Someone is knocking

*Someone come knocking,  
At my wee, small window;  
Someone come knocking  
I’m sure- sure- sure- sure*

*Someone come knocking,  
At my wee, small door;  
Someone come knocking  
I’m sure- sure- sure- sure*

**Learning objective:** Using the song “someone is knocking” children are able to repeat correctly the word “door”

**Teaching and learning materials:** Pictures and flashcards of the house with a classroom door.

### Teaching and learning activities

- For this lesson the teacher uses the same methodology, and melody as for lesson 1.
- The teacher only adds the second verse with emphasis to the vocabulary “door” instead of “window” that was developed during **lesson number one**.
- The teacher does a revision about this song verse one.

### Lesson 3: A rhyme: I am pointing

*I am pointing to the roof*

*I am pointing to the floor*

*I am pointing to the door*

*I am pointing to the window*

*I am sitting down*

**Learning objective:** Using a rhyme “I am pointing” children are able to repeat correctly “**The door, window and the roof.**”

**Teaching and learning materials:** Pictures and flashcards of the house, the door, the windows and the roof of the classroom.

#### Learning and teaching activities:

- The teacher gives children clear instructions on what to do and how to behave
- The teacher shows children Teaching /learning materials and asks them some questions.
- Children observe teaching/materials and answer to the asked questions.
- The teacher receives children answers and improves them to direct children toward the next topic.
- The teacher invites children to follow attentively while he/she is reciting the whole rhyme” I am pointing.”
- The teacher continues to teach children that rhyme following all the steps used to teach a rhyme.
- Children follow attentively and recite the rhyme” I am pointing” after the teacher.
- To the teacher moves around to help children with special needs.
- The teacher asks children to recite the studied rhyme and moves around to correct children who are making mistakes.

### Lesson 4: A rhyme: I am pointing

*I am pointing to the roof*

*I am pointing to the floor*

*I am pointing to the door*

*I am pointing to the window*

*I am sitting down*

*I am pointing to the bedroom,*

*I am pointing to the dining room*

*I am pointing to the bathroom,*

*I am pointing to the window*

*I am sitting down*

**Learning objective:** Using a rhyme “I am pointing” children are able to repeat words correctly such as “**bedroom, dining room and bathroom.**”

**Teaching and learning materials:** Pictures and flashcards of the house that show clearly the bedroom, the dining room and the bathroom.

### **Teaching and learning activities**

- For this lesson the teacher uses the same methodology and rhythm as for lesson 3.
- Here the teacher only adds the second stanza with emphasis on the vocabularies “**Bedroom, dining room and bathroom**” instead of “**Door, window and roof**” which were developed in **lesson 3.**

## **Theme: Crops**

### **Lesson 1: A song: Cassava**



*Cassava, cassava*

*How do you do?*

*Cassava, cassava*

*Can I pluck you?*

*Don't pluck me, don't pluck me*

*Leave me alone*

*I like you, I like you*

*Sing me a song!*

**Learning objective:** Using the song “Cassava” children are able to repeat correctly the word “cassava”

**Teaching and learning materials:** Real Crops, pictures of crops, charts of crops including cassava plant with edible roots (cassava), tomato plant, ...

### Teaching and learning activities

- The teacher gives children clear instructions on what to do and how to behave
- The teacher guides children to sing a song of their choice.
- The teacher shows children a picture of the cassava plant and asks them some questions.
- The teacher may also start this lesson outside if there are cassava plants around the classroom.
- Children observe the picture and answer questions asked.
- The teacher asks children clear questions using a simple language.
- The teacher accepts their answers and improves them to direct children toward the new topic.
- The teacher invites children to follow attentively and sing the whole song “cassava.”
- The teacher continues to teach children that song following all steps used to teach a song.
- Children follow attentively and sing the song “cassava” after the teacher.
- The teacher moves around to help children with special needs.
- The teacher asks children to sing the song studied and moves around to correct children who are making mistakes.

### Lesson 2: A song: Cassava

*Cassava, cassava*

*How do you do?*

*Cassava, cassava*

*Can I pluck you?*

*Don't pluck me, don't pluck me*

*Leave me alone*

*I like you, I like you*

*Sing me a song!*

*Tomato, tomato*

*How do you do?*

*tomato, tomato*

*Can I pluck you?*

*Don't pluck me, don't pluck me*

*Leave me alone*

*I like you, I like you*

*Sing me a song!*

**Learning objective:** Using song “cassava” children are able to repeat correctly the word “**Tomato.**”

**Teaching and learning materials:** Real Crops, pictures of crops, charts of crops including cassava plant, tomato plant, ...

### **Teaching and learning activities**

- For this lesson the teacher uses the same methodology, and melody as for lesson 1.
- Here the teacher only adds the second verse with emphasis to the vocabulary “tomato” instead of “**cassava**” that was developed during **lesson 1**.
- **Extension and variations:** *Keep increasing the number of verses by changing different types of crops depends on the level and speed of your children. Examples: **Apple, mango, avocado, pawpaw, orange, vegetables, potato** ...here the teacher may use words such as **son and daughter** interchangeably.*

### **Lesson 3: A rhyme: If I were ...**

*If I were an apple*

*And I grew on the tree*

*I could fall down*

*At once and say*

*Eat my son*

**Learning objective:** Using a rhyme “If I were” children are able to repeat correctly the word “**apple.**”

**Teaching and learning materials:** Real Crops, pictures of crops, charts of crops including cassava tree, tomato plant, apple, orange.

### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows children Teaching /learning materials and asks them some questions. Children observe teaching/materials and answer to the asked questions.
- The teacher receives children’s answers and improves them to direct children toward the new topic.

- The teacher invites children to follow attentively and recites the whole rhyme “If I were.”
- The teacher continues to teach children that rhyme following all steps used to teach a rhyme.
- Children follow attentively and recite the rhyme “If I were” after the teacher.
- The teacher moves around to help children with special needs.
- The teacher asks children to recite the rhyme studied and moves around to correct children who are making mistakes.

#### **Lesson 4: A rhyme: If I were ...**

*If I were an apple  
And I grew on the tree  
I could fall down  
At once and say  
Eat my son*

*If I were an avocado  
And I grew on the tree  
I could fall down  
At once and say  
Eat my son*

*If I were a pawpaw  
And I grew on the tree  
I could fall down  
At once and say  
Eat my son*

**Learning objective:** Using the rhyme “If I were” children are able to repeat correctly the new words “**avocado and pawpaw**”

**Teaching and learning materials:** Real Crops, pictures of crops, charts of crops including cassava plant, tomato plant, apple tree, orange tree, pawpaw tree, avocado tree ...

#### **Learning and teaching activities**

- For this lesson the teacher uses the same methodology and rhythm as for lesson 3.
- Here the teacher only adds the second and third stanza with emphasis on the word “**avocado and pawpaw**” instead of “**apple**” that was developed in **lesson 3**.

- The teacher helps children to revise the first stanza.
- **Extension and variations:** *Keep increasing the number of stanzas by changing the type of fruit depending on the level and speed of your children. Examples: Apple, mango, Avocado, pawpaw, orange...here the teacher may use words like son and daughter interchangeably.*

## Theme: Food from plants

### Lesson 5: A song: Potato...potato

#### Potato.....potato

*Potato.....potato*

*Whatever the shape you be*

*Potato....potato*

*I like your company!*

*Be a fry or chip*

*Potato....potato*

*I would really flip!*

**Learning objective:** Using the song “potato” children are able to repeat correctly the word “potato.”

**Teaching and learning materials:** Real potatoes, a picture of potatoes

#### Learning and teaching activities

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher asks children to sing a song of their choice.
- The teacher shows children real potatoes and asks them some questions.
- Children observe teaching/ learning aids and answer questions asked.
- The teacher asks children clear questions using a simple language.
- The teacher accepts children’s answers and improves them to direct children toward the new topic.
- The teacher invites children to follow attentively and sing the whole song “potato.”
- The teacher continues to teach children that song following all the steps used to teach a song and children follow attentively and sing the song” potato” after the teacher.
- The teacher moves around to help children with special needs.
- The teacher asks children to sing the song studied and moves around to correct children who are making mistakes.

## Lesson 6: A song: Potato...potato

### Potato.....potato

*Potato.....potato*

*Whatever the shape you may be*

*Potato....potato*

*I like your company!*

*Be a fry or chip*

*Potato....potato*

*I would really flip!*

*Cassava.....cassava*

*Whatever the shape you can be*

*Cassava....cassava*

*I like your company!*

*Be a fry or chip*

*Cassava....cassava*

*I would really flip!*

**Learning objective:** Using the song “potato” children are able to repeat correctly the word “cassava.”

**Teaching and learning materials:** Real potatoes and a picture of potatoes.

### Teaching and learning activities

- For this lesson the teacher uses the same methodology and melody as for lesson 5.
- Here the teacher only adds the second verse with emphasis to the word “potato” instead of “cassava” that were developed during **lesson 5**.
- The teacher helps children to revise verse one of this song.
- **Extension and variations:** *Keep increasing the number of stanzas depending on the level and speed of your children by using the words “potato, cassava, yam...” interchangeably.*

## Theme: Drinks from plants

### Lesson 1: A song: This is the way



#### This is the way

*This is the way I take my tea,  
Take my tea, take my tea  
This is the way I take my tea  
Early in the morning*

**Learning objective:** Using the song “This is the way” children are able to repeat correctly the word “Tea.”

**Teaching and learning materials:** A picture of people who are taking tea, real tea.

#### Learning and teaching activities

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher guides children to sing a song of their choice.
- The teacher shows children real tea and asks them some questions.
- Children observe teaching/learning aids and answer questions asked.
- The teacher asks children clear questions using a simple language.
- The teacher accepts answers and improves them while directing children toward the new topic.
- The teacher invites children to follow attentively and sing the whole song” This is the way.”
- The teacher continues to teach children that song following all the steps used to teach a song.

- Children follow attentively and sing the song “potato” after the teacher.
- The teacher moves around to help children with special needs.
- The teacher asks children to sing the studied song and goes around to correct children who are making mistakes.

## Lesson 2: A song: This is the way

### This is the way

*This is the way I take my tea,*

*Take my tea, take my tea*

*This is the way I take my tea*

*Early in the morning*

*This is the way I drink my juice,*

*Drink my juice, drink my juice*

*This is the way I drink my juice*

*Early in the morning*

*This the way I eat my porridge,*

*Eat my porridge, eat my porridge*

*This is the way I eat my porridge*

*Early in the morning*

**Learning objective:** Using the song “this the way” children are able to repeat correctly the words “**Juice and porridge.**”

**Teaching and learning materials:** Real juice and porridge, a picture of children who are taking porridge.

### Teaching and learning activities

- For this lesson the teacher uses the same methodology, melody as for lesson 1.
- The teacher helps the children to revise verse one of this song.
- Here the teacher only adds the second and third verses with emphasis on the words “**Juice and porridge**” instead of “**tea**” that were developed in **lesson 1.**

## Theme: Hospital

### Lesson 1: A song: Reward

*If you know, lalala lalala*

*This reward is for who?*

*This reward is for yeah*

*This reward is for hospital*

*Your Good service is ok, ok!*

*Laalala doctors.*

*Consultation, doctor, nurse, medicine, tablets, laboratory...*

**Learning objective:** Children are able to repeat correctly the word hospital.

**Teaching and learning materials:** Toys of tablet, drawing of hospital, toy ambulance and statue of a doctor.

### **Learning and teaching activities**

- The teacher gives clear instructions on what to do and how to behave.
- The teacher shows children teaching and learning materials.
- The teacher asks children questions related to teaching and learning materials.
- Children answer questions.
- The teacher sings the whole song to children.
- Children listen to the song from the teacher.
- The teacher sings the refrain and children repeat after him or her.
- The teacher sings a big part of the song and children repeat it many times after him/her.
- Children repeat the song on their own.
- The teacher repeats the whole song and children repeat many times after him/her.
- Children repeat the song on their own.
- Assesses children's individual performance.

## **Lesson 2: A Story of Muhire**

One day Muhire met a nurse at the hospital.

Muhire asked the nurse, "what the room serves for?"

The nurse said, "ooooh! This room serves as laboratory where tests are carried out."

Muhire said, "Thank you, I understand."

**Learning objective:** The children are able to answer questions about the story in a correct way.

**Teaching and learning materials:** The drawing of a well-equipped hospital, toys of tablets,(bring back the previous drawing of a hospital).

## Learning and teaching activities

- The teacher gives clear instructions on what to do and how to behave.
- The teacher shows to the children teaching and learning materials.
- The teacher asks children questions related to teaching and learning materials.
- The teacher asks children if there was someone who ever told them a story
- The teacher tells children that he or she is going to tell them a story
- The teacher gives children instructions.
- The teacher tells the whole story to the children.
- Children listen to the story.
- The teacher tells a small part of the story to the children and ask them short questions on the read story.
- Children answer questions.
- Children repeat a part of the story.
- The teacher repeats a big part of the story.
- The teacher asks questions.
- Children answer questions.
- The teacher repeats the whole story.
- The teacher asks questions about the story.
- Children answer questions.

## Theme: Wild animals and insects

### Lesson 1: A rhyme: Two little blue birds

#### Two little blue birds

*Two little blue birds*

*Sitting on the wall*

*One named Keza*

*One named Kiza*

*Fly away Keza*

*Fly away Kiza*

**Learning objective:** Using a rhyme “Two little blue birds” children are able to repeat correctly the word “bird.”

**Teaching and learning materials:** Pictures and flash cards of birds.

#### Learning and teaching activities

- The teacher gives children clear instructions on what to do and on how to behave.

- The teacher shows children teaching /learning materials and asks them some questions.
- Children observe teaching/materials and answer to the asked questions.
- The teacher receives children’s answers and improves them to direct children toward the new topic.
- The teacher invites children to follow attentively and recites the whole rhyme” Two little blue birds”
- The teacher continues to teach children that rhyme following all steps used to teach a rhyme.
- Children follow attentively and recite the rhyme” Two little blue birds” after the teacher.
- The teacher moves around to help children with special needs.
- The teacher asks children to recite the studied rhyme and moves around to correct children who are making mistakes.

## **Lesson 2: A rhyme: Two little blue birds (stanza 1 and 2)**

### **Two little blue birds**

*Two little blue birds*

*Sitting on the wall*

*One named Keza*

*One named Kiza*

*Fly away Keza*

*Fly away Kiza*

*Two little blue birds*

*Sitting on the wall*

*One named Keza*

*One named Kiza*

*Come back Keza*

*Come back Kiza*

*Come and sit on the wall*

**Learning objective:** Using a rhyme “Two little birds” children are able to repeat correctly the words **“birds and other related vocabulary.”**

**Teaching and learning materials:** Pictures and flash cards of birds.

### **Teaching and learning activities**

- For this lesson the teacher uses the same methodology and rhythm as for lesson 1.

- The teacher helps children to revise the first stanza of this rhyme.
- Here the teacher only adds the second stanza.

### **Lesson 3: A rhyme: I know an elephant**

#### **Drawing the herd of elephants in Akagera National Park**

*I know an elephant*

*It's very big*

*It has no fingers*

*It has no nails*

*Oh my goodness*

*What a big trunk!*

**Learning objective:** Using a rhyme “I know an elephant” children are able to repeat correctly the word “**elephant.**”

**Teaching and learning materials:** Pictures and flash cards of elephants.

#### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and on how to behave.
- The teacher shows children teaching /learning materials (a picture of elephants) and asks them some questions.
- Children observe teaching/materials and answer questions asked.
- The teacher accepts children’s answers and improves them to direct children toward the new topic.
- The teacher invites children to follow attentively and recite the whole rhyme” I know an elephant”
- The teacher continues to teach children that rhyme following all steps used to teach a rhyme.
- Children follow attentively and recite after the teacher, the rhyme “I know an elephant.”
- The teacher goes round to help children with special needs.
- The teacher asks children to recite the studied rhyme and goes round to correct children who are making mistakes.

## Lesson 3: A rhyme: Mosquito

### Mosquito

*Mosquito, mosquito ziiiiii*

*Catch it!*

*Shake it!*

*And kill it!*

*Ziiiiiiiiiii*

**Learning objective:** Using a rhyme “Mosquito” children are able to repeat correctly the word “mosquito.”

**Teaching and learning materials:** pictures and flash cards of mosquitoes.

### Learning and teaching activities

- The teacher gives clear instructions on what to do and how to behave.
- The teacher shows children teaching /learning materials (pictures of mosquitoes) and asks them some questions.
- Children observe teaching/materials and answer questions asked.
- The teacher receives children’s answers and improves them while directing children toward the new topic.
- The teacher invites children to follow attentively and recite the whole rhyme “Mosquito.”
- The teacher continues to teach children this rhyme following all steps used to teach a rhyme.
- Children follow attentively and recite the rhyme “Mosquito” after the teacher.
- The teacher goes round to help children with difficulties.
- The teacher asks children to recite the studied rhyme and goes round to correct children who are making mistakes.

## Theme: Water

### Lesson 1: A poem: Sources of water

*Water from the rain*

*Water from the pipe*

*Water from the tap*

*Water from the tank*

*Water from the well*

*Water from the spring*

*All are sources of water*

**Learning objective:** Children are able to use new words from the poem: “sources of water.”

**Teaching and learning materials:** Water, tap, tank, jerrycan, buckets.

**Learning and teaching activities:**

- The teacher gives children clear instructions on what to do and on how to behave.
- The teacher shows teaching materials to the children (bucket and jerrycan containing water).
- Children observe teaching and learning materials and discuss about them.
- The teacher and children go out to observe different sources of water.
- The teacher and children fetch water from the tap and the tank.
- The teacher tells the children the name of rhyme they are going to study.
- The teacher recites the whole rhyme about water and children listen.
- The teacher recites two sentences of the rhyme and children repeat in groups, one by one and using gestures.
- The teacher recites two sentences of the rhyme and adds the third, children repeat first in groups and then individually.
- The teacher recites the three sentences of the rhyme and adds the fourth, children repeat it in groups, and one after the other .
- The teacher recites the fourth sentence of the rhyme and adds the fifth, children repeat in groups, and one after the other.
- The teacher recites the whole rhyme and asks children to repeat in groups.
- The teacher helps all the children especially those who have a problem of pronunciation.
- The teacher helps children to use appropriate gestures according to the theme when they repeat and recite the rhyme.
- The teacher asks children to repeat the whole rhyme in small groups.
- The teacher asks children to recite the rhyme one after the other at the end of the lesson.

## **Lesson 2: A rhyme: Rain, rain go away**

*Rain, rain, go away!*

*Come again another day,*

*Little children want to play*

*Rain, rain, go away.*

For this lesson the teacher uses the same methodology as for lesson 1.

## Theme: Artificial sources of light

### Lesson 1: A poem: Source of light

*I hold my torch up high  
I light many candles today  
I have two lamps in my room  
I see the fire in our kitchen*

**Learning objective:** The children are able to use words about artificial sources of light in a poem.

**Teaching and learning materials:** Different kinds of artificial sources of light (torch, candle, lamp).

#### Learning and teaching activities

- The teacher gives clear instructions on what to do and how to behave.
- The teacher presents teaching materials (different kinds of artificial sources of light) to the children and help them to observe and manipulate these materials.
- The teacher lights all those sources of light and in groups, children observe them.
- The teacher and children discuss about the teaching materials.
- The teacher tells the children the name of the poem they are going to study.
- The teacher recites the whole poem about the artificial sources of light and children listen attentively.
- The teacher recites two sentences of the poem and children repeat in groups and in turns and use gestures.
- The teacher recites two sentences of the poem and adds the third, children repeat in groups and in turns.
- The teacher recites the whole poem and asks children to repeat in groups.
- The teacher helps all the children especially those who have a problem of pronunciation.
- The teacher helps children to use appropriate gestures according to the theme when they repeat and recite the poem.
- The teacher asks children to repeat the whole poem in small groups.
- At the end of the lesson, the teacher asks children to recite the poem in turns.

### Lesson 2: A rhyme: My lamp

**Drawing of the lit source of light (torch, lamp, and candle)**

*Lamp, lamp, lamp  
You give me light,  
Where is my candle?*

*Oh I forgot it!*

*But I see my torch*

*Darkness goes away*

*Darkness goes away*

**Learning objective:** Children are able to use the new words about artificial sources of light from the rhyme.

**Teaching and learning materials:** Lamp, torch, candle, and matches

### **Learning and teaching activities**

- The teacher gives clear instructions on what to do and how to behave.
- The teacher presents teaching materials (different kinds of artificial sources of light) and help children to manipulate available materials.
- The teacher lights those materials and asks children to observe them.
- The teacher and children discuss the teaching materials.
- The teacher tells children the name of the rhyme they are going to study.
- The teacher recites the whole rhyme about artificial sources of light and children listen.
- The teacher recites two sentences of the rhyme, children repeat in small groups, one after the other by using gestures.
- The teacher recites two sentences of the rhyme and adds the third, children repeat in small groups and one after the other.
- The teacher recites the three sentences of rhyme and adds the fourth, children repeat in small groups, and one after the other.
- The teacher recites the three sentences of rhyme and adds the fifth, children repeat in small groups, and one after the other.
- The teacher recites the whole rhyme and asks children to repeat in small groups.
- The teacher helps all the children especially those who have problems of pronunciation.
- The teacher helps children to use appropriate gestures according to the theme when they repeat and recite the rhyme.
- The teacher asks children to repeat the whole rhyme in pairs.
- At the end of the lesson, the teacher asks children to recite the rhyme one after the other.

## Theme: Shop and market

### Lesson 1: A song: To the market

*To the market, to the market to buy a shirt*

*To the market, to the market to buy shoes*

*To the market, to the market to buy a toy car*

*Backing home saying ok, ok!*

*Saying ok, ok!!!!*

**Learning objective:** Children are able to use correctly the new words from the poem in real life situations.

**Teaching and learning materials:** shirt, shoes, and a toy car.

#### Learning and teaching activities

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows the children the market where people are selling different goods, shirts, shoes and toys and asks them questions.
- The teacher sings the whole song to children.
- Children listen the song from the teacher.
- The teacher sings the refrain and children repeat after him or her.
- The teacher sings a big part of the song and children repeat many times after him/her.
- The teacher repeats the whole song and children repeat many times after him/her.
- Children repeat the song by themselves.
- The teacher assesses children's individual performance

### Lesson 2: A song: Shopping

*Let's go for shopping, shopping, shopping!*

*I came from the market for shopping, shopping, shopping!*

*Shopping banana,*

*Shopping cassava.*

To teach this lesson, the teacher refers to the lesson prepared above.

### Lesson 3: A poem: Money



*Money, friend of traders*

*Friend of sellers*

*Friend of tellers*

*Friend of banks*

*I work in need of you*

To teach this lesson, the teacher refers to the lesson prepared above.

### Lesson 4: A story: Customer

*One day a shopkeeper saw Mutesi moving around the shop.*

*The shopkeeper said: "MUTESI, welcome,"*

*You are my customer*

*Come and buy! The Client said: "How much is one pen?"*

*The shopkeeper said "Only one hundred and fifty Rwandan francs.*

*MUTESI paid for the pen and went back home smiling*

## Theme: Transport by water

Lesson 1 serves as sample lesson plan.

### Lesson 1: A story: The boat

**Learning objective:** Children are able to answer questions correctly on the story "the boat."

**Teaching and learning materials:** Flash cards showing boats travelling in lake, toy boats...

**Reference:** Pre-primary syllabus and scheme of work.

Steps and Timing	Teacher activities	Learner activities	Learning and teaching materials used
<b>Introduction</b> 3 min	Ask children to tell any lakes they know	Tell the lakes they know from these:  Lake Kivu, lake Muhazi, Lake Ruhondo, lake Rweru.....	Picture of a boat travelling in the lake
<b>Lesson Development</b> 10 min step 1	– Introduce energizer of jumping in water and on land while standing in a circle.	– Playing the game in water and on land	<i>Peter asks his father "What are you doing, father?"</i> <i>"Hahaha my soon! You don't know?"</i> <i>Father replied: "I am curving the boat".</i>
Step 2	– Teacher tells children a story and asks them to pay attention and listen attentively	– Children listen to the story	<i>What does a boat serve for?</i> <i>Father says: "My son a boat serves for transporting goods and persons in large waters".</i> <i>Peter added: "Father, I wish to travel by a boat".</i>

Step 3	Here teacher tells the whole stories to children	<b>Story : my boat</b> <i>On day peter gets out of the house and finds</i> <i>His father curving trees.</i>	<i>Father says: "Don't worry my son I will take you in my boat"</i>  – Characters are Peter and his father  Chalk for tracing a circle
Step 4	– Teacher ask children characters from the story  – Repeat the story	– Listen again to the story  – Answering questions  – Question: where does a boat travel  <b>Answer:</b> a boat travels in lake	Pictures showing the position of the sun in relation with time
Step 5	– Repeat a short part of the story and ask children to tell the main activity in that part		
<b>Conclusion/ summary</b> <b>3 min</b>	Repeat the whole story and ask questions		Toys boats Water, bathroom.
<b>Evaluation/ exercises/ homework</b> <b>4 min</b>	Ask children questions  Ask children to tell the story to their parents at home	<b>Question:</b> what was the father doing?  <b>Answer:</b> The father was curving a boat.	

All the stories in this unit should be taught following the above lesson development.

## Lesson 2: A song: Row the boat

*Row, row, row your boat  
Gently down the stream  
Merrily, merrily, merrily, merrily  
Life is but a dream*

### Theme: Means of communication



## Lesson 1: A poem: My friends

*I have three friends  
Number one is a radio  
Telephone is number two  
Number three is television.  
I have three friends  
With telephone I call friends  
With television I watch news  
With radio I enjoy music  
I like my three friends*

**Learning objective:** Children are able to use correctly the new words gained from the poem “My friends.”

**Teaching and learning materials:** A radio, flash cards on which there are drawings of a television, phone etc.

## Learning and teaching activities

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows children teaching and learning materials and asks them questions.
- The teacher tells the children the name of the poem.
- The teacher reads to the children the poem.
- The teacher repeats two sentences of the poem.
- The children repeat two sentences of the poem after the teacher.
- The teacher asks children to repeat the poem individually.
- The teacher reads a big part of the poem.
- All the children repeat the big part of the poem.
- The teacher repeats the big part of the poem.
- All the children repeat the whole poem.
- The teacher ends the lesson by asking questions to the children about the poem.

The lessons below are taught in the same way the above lesson has been taught.

### Lesson 2: A rhyme: Radio

*Good morning my father  
Good morning my mother  
It is time for radio  
It is time for us  
Listen to the radio  
Turn on my radio  
To enjoy the music, music by saying  
Radio, radio tata, tata, ,ta!!!!*

### Lesson 3: A Rhyme: Listen to a drum

*Listen to the drum pampampa  
Listen to the drum pampampa  
Drum says pampampa  
It's time to play pampampa  
Hit the drum to say pampampa  
Drum says get in class by pampampa  
I love the beat pampampa  
Let's stop pampampa, pampampa*

## Lesson 4: A song: To school

*My father tells, tells me  
Alice, where are you?  
My father here watching television  
Turn off it is time to go to school  
I take my book, run, run, run  
It's time to go to school*

## Theme: Faith based special days

### Lesson 1: A poem: My special day

*My special day  
Day of love  
Day of new life  
Day of hope  
Day for empathy  
I mean Baptism*

**Learning objective:** Children are able to repeat confidently the poem “My special day.”

**Teaching and learning materials:** Pictures of persons who are in a baptism ceremony.

### Learning and teaching activities

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows pictures of persons who are in a baptism ceremony.
- The teacher announces the name of the poem to the children
- The teacher reads to the children the poem.
- The teacher repeats two sentences of the poem.
- Children repeat after the teacher two sentences of the poem.
- The teacher asks children to repeat the sentences individually.
- The teacher reads a big part of the poem.
- All the children repeat a big part of the poem.
- The teacher repeats the big part of the poem.
- All the children repeat the whole poem.
- The teacher asks questions to the children about the poem.

The lessons 2 and 3 below will be taught as lesson 1.

## **Lesson 2: A song: Merry Christmas**

*We wish you a merry Christmas  
We wish you a merry Christmas  
And a happy new year  
John, we wish you a merry Christmas  
Amina, we wish you a merry Christmas  
And a happy new year*

## **Lesson 3: A poem: Holy days**

*Holy days  
Day for praying  
Days for forgiveness  
Days we celebrate  
We like these days  
Days I mean  
Easter I mean  
Christmas I mean  
Assumption I mean  
Eid el fitri I mean  
These are my Holy days*

*Holy days  
Day for praying  
Days for forgiveness  
Days we celebrate  
We like these days  
Days I mean  
Easter I mean  
Christmas I mean  
Assumption I mean  
Eid el fitri I mean  
These are my Holy days*

## 1.5. Additional content

### A Song: Parts of our body

*I can touch my nose (x2)*

*I can touch yes touch yes touch my nose*

*I can touch my eyes (x2)*

*I can touch yes touch yes touch my eyes*

### A poem: My clothes

*Gloves on my hands*

*Hat on my head*

*Look at my t-shirt*

*It is white and red*

### Theme: Food from plants

#### A song: "To the market"

*To the market, to the market*

*To the market today*

*What shall we buy?*

*Some cakes, an orange*

*Mangoes and pawpaws*

### Theme: Water

#### A rhyme: One yellow duck

*One yellow duck swimming in the water*

*One yellow duck swimming in the water*

*One yellow duck swimming in the water*

*Swim, swim, swim, my little duck*

### Theme: My house

#### A rhyme: Knock

*Knock, knock, and knock*

*Who is that?*

*Old grandmother pussy cat*

*What do you want?*

*A pocket of milk*

*Where is your money?*

*In my pocket*

*Where is your pocket?  
I have forgotten it  
Go away Pussy cat  
Meow, meow, meow*

**A song: We have a new house**

*We have a new house  
A new house we have  
Let us sing and dance with joy  
The house is new*

**Theme: My clothes**

**A song: Sound produced by shoes**

*Ko ko ko  
Dad is coming walking with shoes  
Ta ta ta mum is coming home walking with shoes  
Ti ti ti I am coming home walking with shoes*

**A song: I've got a shoe**

*I've got a shoe  
You've got a shoe  
All the children got a shoe  
When I get to heaven  
I put on my shoes...  
And walk on our God's heaven  
Heaven, heaven, heaven  
When I get to heaven  
I put on my shoes  
And walk on God's heaven*

**Theme: Wild animals and insects**

**A song: what do you see?**

*What do you see! x2  
I see a lion x 2  
A lion?  
Run, run, run  
What do you see? x2*

*I see a tiger x 2*

*A tiger?*

*Run, run, run*

**N.B: for extension and variation, keep increasing the number of verses by changing the names of animals**

## **Theme: The hospital**

### **A song: The doctor**

*Today is a special day*

*We are going to the doctor*

*It's time for check up*

*John, don't be afraid*

*I will give medicine.....*

*Don't worry, you will be OK*

*Doctor said: "John, John"*

*It's time to smile*

*You are no longer sick*

*Now smile, smile as usual*

## **Theme: The shop/market**

### **A song: We are going to the shop**

*We are going to the shop, shop, shop*

*How about you, you, you*

*You can count two, two, two*

*We are going to the shop, shop, shop*

*In the shop, we buy some sugar*

*Buy some tea leaves, buy some biscuits*

*In the shop, we buy some sugar*

*You can come with the sweets*

*We are going to the shop, shop, shop*

*How about you, you, you*

*You can count two, two, two*

*We are going to the shop, shop, shop.*

## Theme: Occupations in our environment

### A song: When I was a teacher

*When I was a teacher  
A teacher, a teacher  
When I was a teacher  
A teacher was I  
It was this way and that way  
And this way and that way  
When I was a teacher  
A teacher was I*

*When I was a driver  
A driver, a driver  
When I was a driver  
A driver was I  
It was this way and that way  
And this way and that way  
When I was a driver  
A driver was I*

*When I was a painter  
A painter, a painter  
When I was a painter  
A painter was I  
It was this way and that way  
And this way and that way  
When I was a painter  
A painter was I*

### 1.6. End unit assessment

At the end of this unit, the teacher will provide a summary leading to the deep understanding of the whole content taught. Children will recite poems, sing songs, and play dialogues they have studied in the whole unit under the teacher's guidance. Oral questions will guide the teacher to check children's understanding of the unit.

**Key unit competence**

Children will be able to use appropriate polite expressions in everyday oral communication.

**2.1. Introduction**

Learning to use polite language in oral communication in pre-primary is very important for the children. It enables them to communicate politely and respect others. It is an opportunity for the children to learn how to give to and receive apologies from each other, how to thank and respond to thanks given by others and present wishes to people and among themselves.

It also helps them to grow with appropriate behaviour and values like respect of rights, politeness, humility, friendliness and kindness to each other. Three lessons are developed in this unit and the methodology to be used will be developed. In this unit we provide additional content to help teachers to extend the content.

**2.2. List of lessons**

The table below shows the lessons to be taught in this unit.

Themes	List of lessons
	Lesson 1: Give and receive apologies Sorry! It is ok! Never mind! Excuse me! Lesson 2: Thanking and responding to thanks given by others: Thank you! Thank you very much! You are welcome...! You too... Lesson 3: Congratulate people : Well done Good Very good! Congratulations!

### 2.3. Cross-cutting issues to be addressed

**Gender education:** Is catered for when all the children both girls and boys participate in the lesson actively and equally.

**Communication:** Is catered for while teacher interact with children.

**Inclusive education:** Is catered for when all the children have equal chance to education and the teacher cares for them equally.

### 2.4. Sample lesson plan

#### Lesson 1: Give and receive apologies

**Learning objective:** children are able to identify and show when and how to use politeness expressions, humility, and respect to each other and other people.

**Teaching and learning materials:** Pictures of children playing different games related to the lesson.

**References:** Pre-primary syllabus and scheme work.

Steps and timing	Teacher's activities	Learner's activities	Teaching and learning resources/
Introduction 3 min	Help children to sing a song	Sing a song A song: Come to me (x2) A little darling Give me your right hand Give your left hand And together we shall dance	
Lesson development 10 min  Step 1	– Recite the whole dialogue about giving and receiving apologies	Children listen to the dialogue <b>Dialogue:</b> SHEMA: I am sorry, Keza KEZA: What is wrong? SHEMA: I lost your pencil KEZA: Never mind dear SHEMA: Thank you Keza! Can you take mine? KEZA: It is ok, I have another pencil. Listen and observe the gestures	The picture of the child apologizing because he/she was mistaken



- Children observe teaching materials.
- The teacher and the children discuss teaching materials.
- The teacher tells children the name of a poem they are going to learn.
- The teacher recites the whole poem about thanking and receiving thanks and congratulate people.
- The teacher recites two sentences of the poem and children repeat in groups, in turns and use appropriate gestures.
- The teacher recites two sentences of the poem and adds the third, children repeat them in groups and one after the other.
- The teacher recites the three sentences of the poem and adds the fourth, children repeat them in groups, and one after the other.
- The teacher recites four sentences of the poem and adds the fifth, children repeat in groups and one after the other.
- The teacher recites the whole poem and asks children to repeat in groups.
- The teacher helps all the children especially those who have a problem of pronunciation.
- The teacher asks children to repeat the whole poem in pairs.
- At the end of the lesson, the teacher asks children to recite the whole poem individually.

### **Lesson 3: A dialogue: Mary and her father**

Mary's father: Mary, come and take your new shoes.

Mary: Thank you very much father.

Mary's father: You are welcome dear.

Mary: when I will grow up, I will buy you a car.

Mary's father: thank you my daughter.

Mary: You are welcome daddy.

### **2.5. Additional content**

Thank you God

Thank you God

For the world so sweet

Thank you for the food we eat

Thank you for everything

### **2.6. End unit assessment**

At the end of this unit, the teacher will provide a summary which leads to deep understanding of all taught content. Children will recite poems, sing songs, and play dialogues they have studied in the whole unit under the teacher's guidance.

**GRADE 3**

**Key unit competence**

Children are able to listen to stories with an increased attention and dramatize simple songs and stories. Use new words about a related theme through songs, poems and games.

**1.1. Introduction**

This unit includes songs, stories, tongue twisters, rhymes, poems and dialogues related to various themes taken from the syllabus. The use of active methodology is a better way of helping children to reinforce their vocabulary in relation to various themes and use them in real life communication.

Lessons in this unit are distributed according to the order given in the scheme of work and the teacher uses various ways to teach them. The teacher needs to make sure that children are actively involved in teaching and learning activities so that they are not bored. Songs, tongue twisters, rhymes and dialogues are active ways through which content will be transmitted to the children.

**1.2. List of lessons**

The table below shows lessons distribution according to the order provided in the scheme of work.

Grade	Theme	List of lessons
Grade 3	My body	Rhyme: One, two
		Poem: Head and shoulders
	Extended family	• Lesson 1: A song "Thank you Father" verses 1, 2 and 3
		• Lesson 2: A song "thank you father" verses 1, 2, 3, 4, 5...
		• Lesson 1: A song "This is my new dress" verses 1, 2
Home objects	• Lesson 2: A song "This is my new dress" verses 1, 2, 3...	
	• Lesson 1: A song "We are busy washing" verse 1	

	<ul style="list-style-type: none"> <li>Lesson 1: Song “We are busy washing” verses 1, 2 and 3</li> <li>Lesson 1: Dialogue “It is time to eat ”</li> <li>Lesson 2: Dialogue “It is time to sleep”</li> </ul>
<b>Occupations in our environment</b>	A song: I love my teacher A song: Shopkeeper A song: farmer A song: A driver’s car
<b>Plants</b>	<ul style="list-style-type: none"> <li>Lesson 1: Rhyme “I am a big tree”</li> <li>Lesson 1: Rhyme “I am a big tree”</li> <li>Lesson 1: “I am a tree” stanza 1 and 2</li> <li>Lesson 2: “I am a tree” stanza 1,2,3</li> </ul>
<b>Food and drinks from animals</b>	<ul style="list-style-type: none"> <li>Lesson 1: A tongue twister “Betty bought bitter butter”</li> <li>A poem: “I like you” stanzas 1 and 2</li> <li>A poem: “I like you” stanzas 1, 2, 3 and 4</li> </ul>
<b>Aquatic animals</b>	<ul style="list-style-type: none"> <li>Lesson 1: A rhyme “<b>Fish in water</b>”</li> <li>Lesson 1: A rhyme “<b>Fish in water</b>”</li> </ul>
<b>Water</b>	A poem: Water is good for life A poem: Water
<b>Sources of light</b>	A song: Good morning sun
<b>Air transport</b>	A song called <b>my airplane</b>
<b>Means of communication</b>	A song: Drone A song: Parachute A song: My father
<b>Special days in our Culture</b>	A song: My radio A song: Little child A song: Little child A song: Heroes’ day A song: Independent child A song: I have a name A poem: Happy New Year

### 1.3. Cross-cutting issues to be addressed

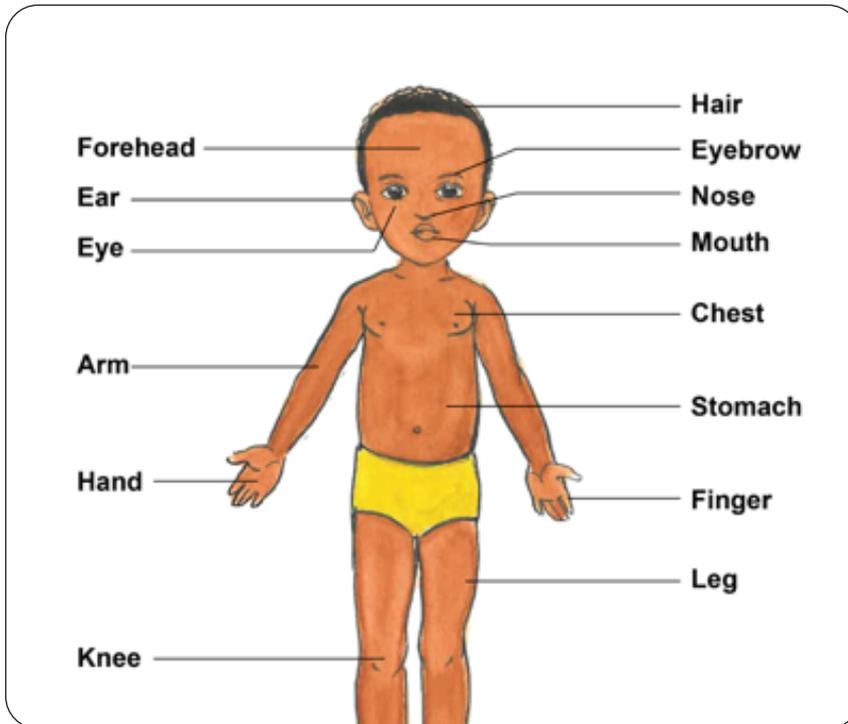
- **Inclusive education:** Children will be given equal opportunities to participate in the lessons. More support will be provided to whoever is in need.
- **Gender education:** Children are singing and reciting poems or rhymes boys and girls will be given equal opportunities to sing.
- **Environment and sustainability:** The teacher advises children to care for plants and protect them.

- **Peace and value education:** In case of any question or conflicts between children the teacher intervenes to handle them peacefully.
- **Standardization culture:** Concerning themes about foods and drinks, the teacher reminds children to avoid spoilt or expired drinks and foods.

## 1.4. Sample lesson plan

### Theme: My body

#### Lesson 1: A rhyme: One, two



**Learning objective:** Children are able to use correctly the new words gained from the rhyme “one, two” in real life situations

**Teaching and learning materials:** A labeled picture of the human body.

**References:** Pre-primary syllabus and scheme of work.

Steps and timing	Teacher's activities	Learner's activities	Teaching and Learning materials
Introduction 3 min	The teacher together with children recite a poem related to the lesson	Recite a poem  Poem: Main parts of the body  <b>I have one head</b>  <b>I have one trunk</b>  <b>I have two arms</b>  <b>I have two legs</b>  <b>I like my body</b>	
<b>Lesson development</b>  3 min  10 min  <b>Step 1</b>	Show all the teaching materials to the children and discuss about them  Tell the children the rhyme's title they are going to study and ask them to repeat  Recite the whole poem alone	Observe and discuss about the teaching materials  Listen to the title and repeat it  <b>The rhyme's title:</b> One, two  Listen to the rhyme: <i>One, two</i> <i>Touch your chest</i> <i>Three, four</i> <i>Bent your back</i> <i>Five, six</i> <i>Clap your hands</i> <i>Seven, eight</i> <i>Stamp you feet</i> <i>Nine, ten</i> <i>Walk on your toes</i>	A picture of the human body
<b>Step 2</b>	Recite the first two sentences of the rhyme and use gestures  Ask children to repeat the rhyme one by one  Recite the first two sentences of the rhyme, add the third and the fourth	Repeat the rhyme in groups and use gestures  <b>One, two</b> <b>Touch your chest</b>  Repeat the rhyme one by one	

		<p>Repeat the rhyme in groups</p> <p><b>One, two</b></p> <p><b>Touch your chest</b></p> <p><b>Three, four</b></p> <p><b>Bent your back</b></p>	
<b>Step 3</b>	<p>Ask children to repeat the rhyme one by one</p> <p>Recite the first four sentences of the poem, add the fifth and the sixth</p> <p>Ask children to repeat the sentences one by one</p> <p>Recite the first six sentences of the rhyme, add the seventh and the eighth</p>	<p>Repeat one by one</p> <p>One, two</p> <p>Touch your chest</p> <p>Three, four</p> <p>Bent your back</p> <p>Five, six</p> <p>Clap your hands</p>	
<b>Step 4</b>	<p>Recite all rhyme and ask children to repeat several times in groups</p>	<p>Repeat the rhyme in group and use gestures</p> <p>One, two</p> <p>Touch your chest</p> <p>Three, four</p> <p>Bent your back</p> <p>Five, six</p> <p>Clap your hands</p> <p>Seven, eight</p> <p>Stamp you feet</p> <p>Repeat the rhyme several times and use gestures</p> <p>One, two</p> <p>Touch your chest</p> <p>Three, four</p> <p>Bent your back</p> <p>Five, six</p> <p>Clap your hands</p> <p>Seven , eight</p> <p>Stamp your feet</p> <p>Nine, ten</p> <p>Walk on your toes</p>	

Conclusion/ summary 3 min	Help children to form small groups and ask them to recite the rhyme	In small groups, children recite the rhyme	
Evaluation/ exercises homework 4 min	Ask children to recite the rhyme one by one  Ask children to repeat the rhyme when they reach their homes..	Recite the rhyme one by one	

## Lesson 2: A song: Head and shoulders

*Head and shoulders*

*Knees and toes*

*Knees and toes*

*Eyes, ears, nose and mouth*

**Learning objective:** Children are able to sing confidently the song: “head and shoulders” and use correctly new words in real life situation related to the theme through the song.

**Teaching and learning materials:** Pictures of the human body

### Learning and teaching activities:

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows the children teaching materials (a labeled picture of the human body) and asks them to observe it.
- The teacher and children discuss the teaching materials.
- The teacher tells the children the title of the song they are going to study” Head and shoulders.”
- The teacher sings the whole song alone and children listen to the song.
- The teacher sings two first sentences of the song and children repeat them in groups, one by one and use gestures.
- The teacher sings the first two sentences of the song and adds the third; children repeat the song in groups, one by one and use gestures.
- The teacher sings the whole song and asks children to repeat it in groups.
- Children repeat several times.
- The teacher helps all the children especially those who have a problem of pronunciation.
- The teacher helps children to use appropriate gestures when they repeat and sing the song.
- The teacher asks children to sing the taught song in pairs.

- At the end of the lesson, the teacher asks children to sing a song “Head and shoulders “one by one.

## **Theme: Extended family**

### **Lesson 1: A song: Thank you Father**

#### **Thank you Father**

*Thank you father*

*Thank you father*

*Father I love you*

*Thank you mother*

*Thank you mother*

*Mother I love you*

*Thank you sister*

*Thank you sister*

*Sister I love you*

**Learning objective:** Children are able to repeat correctly the new words from the song “Thank you Father.”

**Teaching and learning materials:** Pictures and flashcards of family members.

#### **Learning and teaching activities:**

- The teacher gives children clear instruction on what to do and how to behave.
- The teacher helps children to revise the rhyme “There.”
- The teacher shows children a picture of family members and ask them some questions concerning the shown picture.
- The teacher receives children’s answers and improves them to direct children toward the new topic.
- The teacher invites children to follow attentively and sings the whole song” thank you father” and continues to teach children that song.
- The teacher sings the first line of the song.
- The teacher repeats the same line together with children.
- Children repeat the first line alone (in groups then one by one) and the teacher goes around to help children who have special needs.
- The teacher sings the second line.
- The teacher repeats the second line together with children.
- Children repeat the second line alone (in groups then one by one) and the

teacher goes around to help children who have special needs.

- The teacher sings the first line along with the second line, invites children to repeat after him/her and then children alone.
- The teacher continues to use the same procedure until all the lines have been finished.
- Then the teacher repeats the whole song, invites the children to repeat all together then children repeat alone while the teacher is going round to help children with special needs.
- The teacher asks children to sing the studied song one by one and correct those who are making mistakes.

## **Lesson 2: A song: Thank you Father**

*Thank you father*

*Thank you father*

*Father I love you*

*Thank you mother*

*Thank you mother*

*Mother I love you*

*Thank you sister*

*Thank you sister*

*Sister I love you*

*Thank you aunt*

*Thank you aunt*

*Aunt I love you*

*Thank you uncle*

*Thank you uncle*

*Uncle I love you*

*Thank you cousin*

*Thank you cousin*

*Cousin I love you*

### **Lesson 3: A song: This is my new dress**

#### **This is my new dress**

*This is my new dress*

*This is my sister's dress*

*Here is my mother's dress*

*Come we sing and dance*

*This is my new dress*

*This is my aunt's dress*

*Here is my cousin's dress*

*Come we sing and dance*

**Learning objective:** Through this song “**This is my new dress**” children will be able to repeat correctly and use new words “**aunt, mother and cousin**” in real life situations.

**Teaching / learning materials:** Pictures and flashcards of family members.

### **Lesson: 4: A song: This is my new dress**

#### **This is my new dress**

*This is my new dress*

*This is my sister's dress*

*Here is my mother's dress*

*Come we sing and dance*

*This is my new dress*

*This is my aunt's dress*

*Here is my cousin's dress*

*Come we sing and dance*

*This is my new shirt*

*This my brother's shirt*

*This is my uncle's shirt*

*Come we sing and dance*

*This is my new dress*

*This my brother's shirt*

*Here is my Father's shirt*

*Come we sing and dance*

For lessons 2, 3 and 4 the teacher uses the same methodology and melody and teaching/learning materials as lesson 1. Here the teacher only adds the other verses with emphasis on the new words “**uncle, brother and father aunt, mother and cousin.**”

**Theme: Home objects**

### **Lesson 1: A song: We are busy washing**



#### **We are busy washing**

*We are busy washing plates*

*Washing plates to make them clean*

*This way sha la la la*

*That way sha la la la*

*This way sha la la la 1, 2, 3*

**Learning objective:** Through this song “**We are busy washing**” children are able to repeat correctly the word “**plate and other words related to the song.**”

**Teaching / learning materials:** Plates

#### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and on how to behave.
- The teacher helps children to revise the rhyme “there.”
- The teacher shows children a picture of family members and ask them some questions concerning the picture they have been shown.
- The teacher receives children’s answers, improves them and directs the children toward the new topic.

- The teacher invites children to follow attentively and sings the whole song “we are busy washing” and continues to teach children that song.
- The teacher sings the first line of the song.
- The teacher repeats the same line together with children.
- Children repeat the first line alone (in groups, then one by one) and the teacher goes round to help children who have difficulties.
- The teacher sings the second line .
- The teacher repeats the second line together with children.
- Children repeat the second line alone (in groups then one by one) and the teacher goes round to help children who have special needs.
- The teacher sings the first and the second line, invites children to repeat after him or her and then children can do it alone.
- The teacher continues to use the same procedure until all the lines have been done.
- Then the teacher repeats the whole song, invites the children to repeat after him/her then children repeat alone while the teacher is going round to help children with special needs.
- The teacher asks children to sing the whole song one by one and correct those who are making mistakes.

## **Lesson 2: A song: We are busy washing**

### **We are busy washing**

*We are busy washing plates*

*Washing plates to make them clean*

*This way sha la la la*

*That way sha la la la*

*This way sha la la la 1, 2, 3*

*We are busy washing cups*

*Washing cups to make them clean*

*This way sha la la la*

*That way sha la la la*

*This way sha la la la 1, 2, 3*

*We are busy washing spoons*

*Washing spoons to make them clean*

*This way sha la la la*

*That way sha la la la*

*This way sha la la la 1, 2, 3*

**Learning objective:** Through this song “**We are busy washing**” children will be able to repeat correctly the word “**plates**” and other related vocabulary.

**Teaching / learning materials:** Soap, water, spoon, plate, and cups.

### **Learning and teaching activities**

- For this lesson the teacher uses the same methodology as for lesson 2.
- This song is the continuation of lesson 1, it is only that two verses have been added.

### **Lesson 3: A dialogue: It is time to eat**



### **Dialogue: It is time to eat**

*Teacher: What is on the table?*

*Children: Plates, spoons, folks, cups and a kettle.*

**Learning objective:** Using the dialogue “**It is time to eat**” children are able to repeat correctly the words “plate, spoon, folk, cup and cattle”

**Teaching / learning materials:** Plate, spoon, folk, cup and kettle.

### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher helps children to review the song “We are busy washing.”
- The teacher invites children to observe the teaching and learning materials (plate, spoon, folk, cup and kettle) and asks them some questions concerning

these materials as a means of introducing a new lesson.

- The teacher accept answers from the children and introduces the new topic: Dialogue “**It is time to eat**”.
- The teacher invites children to follow attentively and describes the dialogue “it is time to eat” by showing children how to play this dialogue.
- The teacher shows the children how to act the dialogue by performing appropriate gestures.
- The teacher repeats the first line that includes his/her role. **Teacher:** “What is on the table?”
- The teacher and children repeat the first line that includes his/her role. **Teacher:** “What is on the table?”
- The teacher invites children to repeat the dialogue by themselves (in groups then one by one) including the first line which states the role of the teacher. **Teacher:** “What is on the table?”
- The teacher repeats the second line that includes the role of children” **Children:** Plates, spoons, folks, cups and kettle.”
- The teacher and children repeat together the second line. “**Children:** Plates, spoons, folks, cups and kettle.”
- The teacher invites children to repeat by themselves (in groups then one by one) the second line. “**Children:** Plates, spoons, folks, cups and kettle.”
- The teacher repeats the whole dialogue.
- The teacher and children repeat together the whole dialogue.
- Children alone(in groups then one by one) play the whole dialogue while the teacher is going round in order to help children with special needs
- The teacher asks children to play the dialogue” I t is time to eat” (pair by pair) and correct children who are making mistakes.

#### **Lesson 4: A dialogue: It is time to sleep**

##### **It is time to sleep**

**Teacher:** *What is in the bedroom?*

**Children:** *A bed, blanket, cupboards, and a bed cover.*

**Learning objective:** Using the dialogue “**It is time to sleep**” children are able to repeat correctly the words: “A bed, blanket, cupboards, and a bed cover.”

**Teaching and learning materials:** Pictures of a bed, blanket, cupboards, and a bed cover.

## Learning and teaching activities

- For this lesson the teacher uses the same methodology as used for the previous lesson to teach a dialogue. The only difference is the focus on words “bed, blanket, cupboards, and a bed cover” **instead** of “Plates, spoons, forks, cups and kettle” that have been already developed in lesson number 1.

**Extension and variations:** Keep changing the dialogue by using various words drawn from the scheme of work depending on the level and speed of your children; you may even change the title of the dialogue with reference to the type of vocabulary you want to develop among children.

## Theme: Occupations in our environment

### Lesson 1: A song: I love my teacher



*I love my teacher (x2)  
She teaches every day  
I love my teacher (x2)  
She taught me numbers  
1, 2, 3, 4, 5, 6, 7, 8, 9 and 10  
She teaches me alphabets  
ABCD and many others  
I love my teacher,  
I love my teacher.*

**Learning objective:** Through this song “I love my teacher” children are able to sing confidently the song and use correctly words in real life situations.

**Teaching and Learning materials:** Flash card with numbers and alphabets, drawings of a teacher who is giving a lesson in class.

### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher helps children to revise the rhyme “there.”
- The teacher shows children a picture of family members and ask them some questions concerning the picture they are observing.
- The teacher accepts children’s answers and improves them in order to introduce anew to children.
- The teacher invites children to follow attentively and sings the whole song” thank you father” and continues to teach children that song.
- The teacher sings the first line of the song.
- The teacher repeats the same line together with children.
- Children repeat the first line alone (in groups then one by one) and the teacher goes round to help children who have special needs.
- The teacher sings the second line.
- The teacher repeats the second line together with children.
- Children repeat the second line alone (in groups then one by one) and the teacher goes round to help children who have special needs.
- The teacher sings the first and second line, invites children to repeat after him/her and then children repeat alone.
- The teacher continues to use the same procedure until all the lines have been sung.
- Then the teacher repeats the whole song, invites the children to repeat it with him/her then children repeat alone while the teacher is helping children with special needs.
- The teacher asks children to sing the song one by one and correct those who are making mistakes.

### **Lesson 2: A song: Shopkeeper**

*Shopkeeper is waving me (x2)*

*Come, come to my shop*

*To buy tomatoes, buy tomatoes*

*Don't worry, don't worry, the cost is too cheap*

*Come, come to my shop*

### Lesson 3: A song: Farmer

*Old Mac Donald had a farm eieioe  
Old Mac Donald had a farm eieioe  
And on his farm he had some cats  
With myeaw myeaw every body myeaw myeaw  
Old Mac Donald had a farm eieioe  
And on his farm he had some cows  
With moo moo here moo moo there moo every body moo moo  
Old Mac Donald had a farm eieioe*

### Lesson 4: A song: Car driver

*My father is a driver  
What are you driving?  
Here, I am driving a school bus  
Mother where are you  
What are you driving?  
Here, I am driving ambulance  
My sister is a driver  
What are you driving?  
Here, I am driving a toy train*

The lessons 2, 3 and 4 will be taught using the same methodology as for lesson 1 from this theme.

## Theme: Plants

### Lesson 1: A rhyme: I am a big tree



## **I am a big tree**

*I am a big tree*

*La la la la*

*These are my branches*

*And these are my leaves*

*La la la la*

*I am a big tree*

*La la la la*

*These are my flowers*

*And these are my fruits*

*La la la la*

**Learning objective:** Using a rhyme “**I am a big tree**” children are able to repeat correctly the new words “tree, flower, fruits and other related vocabulary”

**Teaching and learning materials:** Pictures and flashcards with trees, real trees, flowers and fruits outside the classroom.

### **Learning and teaching activities**

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows children a picture of a tree or takes them outside the classroom to observe a real tree, its fruits and flowers and ask them some questions.
- The teacher accepts learner’s answers and improves to them as he/she introduces the new rhyme: “I am a big tree.”
- The teacher invites children to follow attentively and recites the whole rhyme “I am a big tree.”
- The teacher recites the first line of the rhyme.
- The teacher repeats the first line together with children.
- Children repeat the first line alone (in groups then one by one) and the teacher goes round to help children who have special needs.
- The teacher recites the second line of the rhyme “I am a big tree”
- The teacher and children repeat the second line together.
- Children repeat the second line alone (in groups then one by one) while the teacher is going round to help children who have special needs.
- The teacher recites the first and second line. He/she invites children to repeat after him/her and then children repeat it alone while the teacher is going round to help children with special needs.
- The teacher continues to follow the same procedure until all the lines are done and recites the whole stanza.

- The teacher invites children to repeat it together with him/her, then children alone (in groups then one by one).
- After memorizing the first stanza, the teacher moves to the second stanza and follows the same pattern as for teaching stanza one. When the stanza number two is already mastered, the teacher recites the stanzas 1 and 2 combined respectively.
- The teacher and children recite stanzas number 1 and 2 one after the other.
- Children alone recite the first and second stanzas alone (one by one then in groups) while the teacher is going round to help children with difficulties.
- The teacher asks children to recite the whole rhyme “I am a big tree” one by one and correct children who are making mistakes.

## **Lesson 2: A rhyme: I am a big tree**

### **I am a big tree**

*I am a big tree*

*La la la la*

*These are my branches*

*And these are my leaves*

*La la la la*

*I am a big tree*

*La la la la*

*These are my flowers*

*And these are my fruits*

*La la la la*

*I am a big tree*

*La la la la*

*I give shade to birds*

*And I give shade to you*

*La la la*

- For this lesson the teacher uses the same methodology and rhythm as for lesson 1 of this theme.
- The teacher helps the children to review this rhyme, stanza 1 and 2.
- Here the teacher only adds the third stanza.

## Theme: Food and drinks from animals

### Lesson 1: Tongue twisters: Betty bought bitter butter

#### Betty bought bitter butter

*Betty bought bitter butter*

*Then she bought better butter*

*Betty bought better butter*

*To make the bitter butter better*

**Learning objective:** Children are able to repeat correctly the tongue twister “Betty bought a bitter butter.”

**Teaching / learning materials:** A picture of butter.

#### Learning and teaching activities

- The teacher gives children clear instructions on what to do and on how to behave.
- The teacher shows children the real butter.
- The teacher asks questions to the children concerning the teaching/learning aid “**Butter**” using a simple language.
- The teacher receives children’s answers and introduces the new topic “tongue twisters: Betty bought a bitter butter”.
- The teacher tells children the whole tongue twister “Betty bought a bitter butter”
- The teacher repeats the first line of the tongue twister.
- The teacher and children repeat the first line together.
- Children repeat the first line alone and the teacher goes round to help children who have special needs.
- The teacher repeats the second line of the tongue twister “Betty bought a bitter butter.”
- The teacher and children repeat the second line together.
- Children repeat the second line alone (in groups then one by one) while the teacher is going round to help children who have difficulties.
- The teacher repeats the first and second line, he/she invites children to repeat the two lines after him/her and then children do it alone while the teacher is going round to help children with difficulties.
- The teacher continues to apply the same procedure until all the lines are done and repeat the whole tongue twister;
- The teacher invites children to repeat it after him/her, children repeat alone (one by one then in groups).

- The teacher asks children to repeat the tongue twister “Betty bought a bitter butter” one by one and correct children who are making mistakes.

## Lesson 2: A poem: I like you

### I like you

*Milk, milk, milk*

*Milk from cow*

*I like you milk*

*Eggs, eggs, eggs*

*Eggs from hen*

*I like you eggs*

**Learning objective:** Using a poem “I like you”, children are able to repeat correctly the words “**milk, eggs, cow and hen**”

**Teaching / learning materials:** Pictures and flashcards of a cow and hen; real milk and eggs

### Learning and teaching activities:

- The teacher gives children clear instructions on what to do and how to behave.
- The teacher shows children teaching/learning materials and asks them some questions.
- The teacher accepts children’s answers and improves them as he/she introduces the new topic.
- The teacher goes round to help children with special needs.
- The teacher respects the steps to follow when teaching a poem as it was indicated in the lessons prepared in this guide.

## Lesson 2: A poem : I like you

### I like you

*Milk, milk, milk*

*Milk from cow*

*I like you milk*

*Eggs, eggs, eggs*

*Eggs from hen*

*I like you eggs*

*Meat, meat, meat*

*Meat from Goat*

*I like you meat*

*Honey, honey, honey*

*Honey from bees*

*I like you honey*

- The teacher helps children to revise the first stanzas.
- For this lesson the teacher uses the same methodology and rhythm as for lesson 1.
- Here the teacher adds the third and fourth stanzas only and emphasizes on the words: **Honey, bees, goat, meat**

## Theme: Aquatic animals



### Lesson 1: A rhyme: Fish in the water

#### Fish in the water

*One big fish is swimming in the water*

*One big fish is swimming in the water*

*One big fish is swimming in the water*

*Swim, swim, swim my big fish*

**Learning objective:** Using a rhyme “**Fish in the water**” children are able to repeat correctly the words “**Fish and other related vocabulary.**”

**Teaching / learning materials:** A picture of fish and river or lake

## Learning and teaching activities

- The teacher gives children clear instruction on what to do and how to behave.
- The teacher shows children a picture of a fish or takes them to a river or lake to observe a real fish and ask them some questions.
- The teacher accepts learner’s answers and improves them as he/she introduces a new rhyme: Fish in the water.
- The teacher invites children to follow attentively and recites the whole rhyme **“Fish in the water”**
- The teacher recites the first line of the rhyme.
- The teacher repeats the first line together with children.
- Children repeat the first line alone (in groups then one by one) and the teacher goes round to help children with difficulties.
- The teacher recites the second line of the rhyme **“Fish in the water.”**
- The teacher and children repeat the second line together.
- Children repeat the second line alone (in groups then one by one) while the teacher is going round to help children who have special needs.
- The teacher recites the first and second lines. He invites children to repeat after him/her and then children alone while the teacher is going round to help children with special needs.
- The teacher continues to use the same procedure until all the lines have been covered and recites the whole stanza; he/she invites children to repeat it together with the teacher, then children do it alone (in groups then one by one).
- After memorizing the first stanza, the teacher moves to the second stanza and uses the same procedure as the one used to teach stanza one. When the stanza number two is already mastered, the teacher recites stanza number one and two respectively.
- The teacher and the children recite the stanza number one and two respectively.
- Children alone recite the first and the second stanzas alone (one by one then in groups) while the teacher is going round to help children with difficulties.
- The teacher asks children to recite the whole rhyme **“Fish in the water”** one by one and corrects children who are making mistakes.

## Lesson 2: A rhyme: Fish in the water

### Fish in the water

*One big fish is swimming in the water*

*One big fish is swimming in the water*

*One big fish is swimming in the water*

*Swim, swim, swim my big fish*

*One little crocodile is swimming in the water*  
*One little crocodile is swimming in the water*  
*One little crocodile is swimming in the water*  
*Swim, swim, swim little crocodile*

- The teacher helps children to revise the first stanza.
- For this lesson the teacher uses the same methodology and rhythm as for lesson 1.
- Here the teacher only adds the second stanza and emphasizes on the word “crocodile.”

## **Theme: Water**

### **Lesson 1: A poem: Water is good for life**

*Water is good for my life*  
*Water is good for your life*  
*Water is good for plants*  
*Water is good for animals*  
*Water is good for everyone*  
*Water is good for everything*

**Learning objective:** Children are able to use correctly the new words related to water through the poem.

**Teaching and learning materials:** Water, pictures of people watering plants, children drinking water, cows drinking water.

#### **Learning and teaching activities**

- The teacher presents teaching materials (different pictures related to the lesson) to children who observe and manipulate those materials.
- Children with the teacher discuss the teaching materials.
- The teacher tells children the name of the poem they are going to study “Water is good for life.”
- The teacher recites the whole poem alone while children are listening.
- The teacher recites the first two sentences of the poem and children repeat the poem in groups, one by one using appropriate gestures.
- The teacher recites two sentences of the poem and adds the third, children repeat the poem in groups and one by one.
- The teacher recites the three sentences of the poem and adds the fourth, children repeat the poem in groups and one by one.
- The teacher recites the first four sentences of the poem and adds the fifth,

children repeat them in groups and one by one.

- The teacher recites the whole poem and asks children to repeat in groups several times.
- The teacher helps all the children especially those with difficulties.
- The teacher asks children to repeat the whole poem in small groups at the end of the lesson.

## Lesson 2: A poem: Water

*My father collects rain water to wash our car  
My mother uses the water to wash my clothes  
My mother uses the water to cook my food  
I use the water to wash my body  
We always use clean water  
We always boil water before drinking it*

**Learning objective:** Children are able to use correctly the new words related to water through the poem.

**Teaching / learning materials:** Jerrycans, buckets, water, pictures illustrating a tank, rain, a river, people watering plants

### Learning and teaching activities:

For the lesson 1 and 2 with the poems, the teacher refers him/herself to the methodological steps followed in previous lessons.

## Theme Source of light

### Lesson 1: A song: Good morning sun



*Good morning sun  
How are you moon?  
Greet your friends stars  
I see my candle  
But my lamp sees me  
Why my torch keeps quiet  
Oh! I guess why  
It's afraid of fire*

**Learning objective:** Children are able to use correctly new words related to the sources of light through the song: "Good morning sun."

**Teaching and learning materials:** Pictures illustrating the sun, moon and stars.

### **Teaching and learning activities**

- The teacher gives children clear instruction on what to do and on how to behave.
- The teacher asks children to sing the song of their choice.
- The teacher shows children a picture of the sun, moon and stars and asks them some questions concerning this picture.
- The teacher accepts children's answers, improves them and introduces the new topic.
- The teacher invites children to follow attentively and sings the whole song "**Good morning sun**" and continues to teach children that song.
- The teacher sings the first line of the song.
- The teacher repeats the same line together with children.
- Children repeat the first line alone (in groups then one by one) and teacher goes round to help children who have special needs.
- The teacher sings the second line.
- The teacher repeats the second line together with children.
- Children repeat the second line alone (in groups then one by one) and the teacher goes round to help children who have special needs.
- The teacher sings the first and second lines, and invites the children to repeat after him/her and then children sing alone.
- The teacher continues to use the same procedure until all the lines have been covered.
- Then the teacher repeats the whole song, invites the children to repeat after him/her then children repeat alone while the teacher is going round to help children with special needs.
- The teacher asks children to sing the song they have studied one by one and correct those who are making mistakes.

## Lesson 2: A Song: Where is the moon?

*Where is the moon (x2)*

*Here I am (x2)*

*How are you this morning?*

*Very well, thank you*

*Run away, run away*

*Where are the stars (x2)*

*Here we are (x2)*

*How are you this morning?*

*Very well, thank you*

*Run away, run away*

*Where is the sun (x2)*

*Here I am (x2)*

*How are you this morning?*

*Very well, thank you*

*Run away, run away*

**Note:** The lesson is taught the same way as lesson 1

### Theme: Air transport

**Note:** For the lessons 1, 2 and 3 of this theme the teacher follows the methodological steps taken for the lessons on songs prepared in this guide.

## Lesson 1: A song: My airplane



## **My airplane**

*Airplane in the sky*

*Fly and run, run in the sky*

*Airplane, airplane in the sky*

*Runs like a bird in the sky*

*Run like a wind in the sky*

*Run, run, run like sound in the sky*

## **Lesson 2: A song: Drone**

*Beautiful bird (2)*

*Come, come to me*

*Come come to me*

*We take off*

*We take off*

*With my drone*

*We can fly*

*Fly to school*

*Fly to church*

*Fly to the sky*

*Fly with me (2)*

## **Lesson 3: A song: Parachute**

*Two young children*

*Want to have fun*

*One parachute is for me*

*The second parachute is for you*

*The children shout and say*

*Fly, fly, and fly my parachute*

## **Theme: Means of communication**

**Note:** For lessons 1, 2 and 3 of this theme the teacher follows the methodological steps taken for the lessons on songs prepared in this guide.

## **Lesson 1: A song: My father**

*Give me; give me my telephone (x2)*

*I want to call on television*

*Hello! Hello! My friend*

*I want to talk to you  
Hello! Hello! My friend  
I want to talk to you.*

## **Lesson 2: A song: My radio**

*Find, find good news on radio  
Find good news on radio  
Good news on radio  
Good songs on radio  
Good stories are on radio, on radio!  
Hello! Hello! My radio  
Hello! My child  
Hello my radio  
I want to listen to you  
Listen to radio.*

## **Lesson 3: A song: Little child**

*Little child, little child  
Where are you?  
Am here, am here reading  
Little child, little child read, read  
News papers and you know*

## **Lesson 4: A rhyme: The bells**

For this lesson the teacher follows the methodological steps taken in teaching the rhyme as indicated in other lessons on the poems prepared in this guide.

*Let us ring the bi-cycle bell ring-a-ring:  
Let us ring the school bell,  
Ding dong ding  
Let us ring the fire bell,  
Clang, clang, clang  
Let us ring the sleigh bell,  
Jingle, jingle, jang.*

## Theme: Special days in our culture

**Note:** For lessons 1, 2 and 3 of this theme the teacher follows the methodological steps taken for lessons on songs prepared in this guide.

### Lesson 1: A song: Heroes' day



*Heroes' day (x2)*

*We celebrate*

*They celebrate*

*Heroes' day heroes' day*

*You are heros, you are heros*

*The work you did (x2)*

*Makes you heros*

*Heroes' day (x2)*

## **Lesson 2: A Song: Independent child**

*Independence Day,  
By my father  
Good by my father  
Good by my mother  
I am independent now  
Independent now  
Without push  
I can swing  
I can study  
Now I have independence*

## **Lesson 3: A Song: I have a name**

*I'm happy I'm happy  
Because of a name  
Let's celebrate, let's celebrate  
Celebrate my name  
Hello! Naming day 2  
Now I have a name because of you*

## **Lesson 4: A Poem: Happy New Year**

**Note:** For this lesson the teacher follows the methodological steps to teach the poem as it is indicated in the other lessons with the poems which are prepared in this guide.

*Happy new year.  
Year of love  
Year of unity  
Year of work  
Happy New Year.  
Happy new year my fiends  
This year no cry  
No harm  
No loss  
Happy new year to my parents*

## 1.5. Additional content

### Theme: Special days in our culture

#### Rhyme called “Happy New Year”

*Happy New Year*

*Hop, hop, and hop*

*Happy New Year*

*Come, come*

*Happy New Year*

*Jump, jump, jump*

*Happy New Year*

*Stamp, stamp, stamp*

*Happy New Year*

*Touch your nose*

*Touch your toes*

*Turn around turn around*

*Now sit down*

### Theme: Air transport

#### A poem: My airplane

*My airplane*

*I like the way you fly*

*The speed you have*

*Big you are*

*You are the one to buy*

### Theme: Water

#### A Poem: I keep water

*When I get water from the river*

*I keep it in jerrycans*

*When I get water from a well*

*I keep it in a covered bucket*

*When I get water from the rain*

*I keep it in the big tank*

*My water stays always clean*

## Theme: My body

### A song: If you're happy and you know it

*If you're happy and you know it, clap your hands*  
*If you're happy and you know it, clap your hands*  
*If you're happy and you know it, and really want to show it*  
*If you're happy and you know it, clap your hands*  
*If you're happy and you know it tap your shoulders*  
*If you're happy and you know it nod your head*  
*If you're happy and you know it blink your eyes*  
*If you're happy and you know it pull your ears*  
*If you're happy and you know it turn around*  
*If you're happy and you know it twist your body*  
*If you're happy and you know it touch the ground*  
*If you're happy and you know it slap your thighs*  
*If you're happy and you know it stamp your feet*  
*If you're happy and you know it say hallo*

### A song: My stomach is paining

*My stomach is paining (x2)*  
*My stomach is paining just now*  
*My stomach is paining (x2)*  
*My stomach is paining just now*  
  
*Call the doctor (x2)*  
*Call the doctor just now*  
*Call the doctor (x2)*  
*Call the doctor just now*  
  
*Operation (x2)*  
*Operation just*  
*Operation (x2)*  
*Operation just now*  
  
*Now I am alright (x2)*  
*Now I am alright just now*  
*Now I am alright (x2)*  
*Now I am alright just now*  
  
*Thank you doctor (x2)*

*Thank you doctor just now*

*Thank you doctor (×2)*

*Thank you doctor just now*

*May God bless you (×2)*

*May God bless just now*

*May God bless you (×2)*

*May God bless just now*

**A song: I want to count numbers**

*I want to count one two three*

*Four five six seven eight nine ten*

*The fingers on my hands*

*Are here, here*

*Altogether ten, all together ten*

**A song: Learn body parts**

*Eight pink fingers*

*Standing up tall*

*Two little ears*

*To hear mummy call*

*One little nose*

*That I can blow*

*Ten pink toes*

*All standing in a row*

*Two little thumbs*

*That wiggle up and down*

*Two little feet*

*To stand on the ground*

*Two little hands to clap*

*And bright eyes to see*

*What a fun to be just me!*

## Theme: My house

### Song: Going around the granary

*Going around the granary (×3)*

*As we clap like this*

*Clap, clap, clap, clap*

*As we move like this*

*Clap, clap, clap, clap*

*As we move like this*

*Going around the kitchen (×3)*

*As we clap like this*

*Clap, clap, clap, clap*

*As we move like this*

*Clap, clap, clap, clap*

*As we move like this*

### 1.6. End unit assessment

At the end of this unit, the teacher will use oral questions that direct him to the summary leading to deeper understanding of all taught content. Children will recite poems, rhymes; sing songs and role play the dialogues they have studied in the whole unit under the teacher's guidance.

**Key unit competence**

Children are able to use simple present and progressive tenses in oral communication.

**2.1. Introduction**

Learning English tenses and their uses have an important role in daily communication. Learning and teaching simple present and progressive tenses in daily conversations enables children to speak about what is happening and what happens regularly and help them to develop friendliness, tolerance and self confidence when they interact among themselves.

In this unit, there are two lessons to be taught with the same developed methodology. At the end of this unit there is additional content to help the teacher extend the content.

**2.2. List of lessons**

The table below shows the lessons to be taught in this unit.

Grade	List of the lessons
Grade 3	<b>A game:</b> What am I doing? <b>Poem:</b> When I wake up in the morning

**2.3. Cross-cutting issues to be addressed**

- **Gender:** This is catered for when both boys and girls participate in the lesson equally.
- **Inclusive education:** This is catered for when all the children have equal chance to education and the teacher treats them equally.

## 2.4. Guidance on different lessons

### Lesson 1: Progressive tense

#### A game: What am I doing?

Who is brushing their teeth?

**Learning objective:** Children are able to speak about what is happening using present progressive tense.

**Teaching and learning materials:** Combs, toothbrush, toothpaste, basins, soaps and water.

**References:** Pre-primary syllabus and scheme of work

Steps and timing	Teacher's activities	Learner's activities	Teaching and Learning materials related to each steps
Introduction 3 min	The teacher together with children sing a song related to the lesson	Children sing a song	
<b>Lesson development</b>  10 min  Step 1	Show all teaching materials to the children and discuss about them.  Explain instructions to follow.  Say what I am doing, and answer the question while you do the action related to a game.	Observe, manipulate and discuss about teaching materials  Listen to the teacher	Combs, toothbrush, toothpaste, basins, soaps and water
Step 2	Play the game "what am I doing" using the teaching materials.  Do the first action about washing .	Observe what the teacher is doing  A game: What am I doing? I am washing What am I doing  I am combing What am I doing I am brushing  Listen and observe What am I doing? I am washing	

Step 3	<p>Invite a small group of children to come and do the action about washing</p> <p>Invite one child to come and repeat the action.</p> <p>Do the second action about combing.</p> <p>Invite a small group of children to come and do the action about combing.</p> <p>Invite one child to come and repeat the action.</p> <p>Do the third action about brushing.</p> <p>Invite a small group of children to come and do the action about brushing.</p>	<p>Come and do the first action related to the game.</p> <p>Come and repeat the action.</p> <p>Listen and observe.</p> <p>Come and do the second action related to the game.</p> <p>Come and repeat the action.</p> <p>Listen and observe .</p>	
Step 4	<p>Invite one child to come and repeat the action.</p>	<p>Come and do the third action related to the game.</p> <p>Come and repeat the action.</p>	
<b>Conclusion/ summary</b> 3min	Ask all the children to play a game using gestures.	Play a game and use appropriate gestures.	
<b>Evaluation/ exercises/ Homework</b> 4 min	Ask children one by one to play a game using gestures.	Play one by one using appropriate gestures.	

## Lesson 2: Poem: When I wake up in the morning

*When I wake up in the morning  
I pray my God,  
I wash my face,  
I brush my teeth,  
I eat my breakfast,  
I take my bag and run to school*

**Learning objective:** Children are able use correctly simple present tenses to indicate daily routine through the poem.

**Teaching and learning materials:** Different pictures illustrating children praying, washing their faces, going to school etc.

### **Learning and teaching activities**

- The teacher gives children clear instruction on what to do and on how to behave.
- The teacher shows children pictures of children who are praying, washing their faces, going to school and asks them some questions.
- The teacher accepts learner's answers and improves them and introduces the new topic "**The poem: When I wake up.**"
- The teacher invites children to follow attentively and recites the whole poem "When I wake up."
- The teacher recites the first line of the poem.
- The teacher repeats the first line with the children.
- Children repeat the first line alone (in groups then one by one) and the teacher goes round to help children who have special needs.
- The teacher recites the second line of the poem "**When I wake up.**"
- The teacher and children repeat the second line together.
- Children repeat the second line alone (in groups the one by one) while the teacher is going round to help children who have difficulties.
- The teacher recites the first and second line, he/she invites children to repeat after him/her and then children do it alone while the teacher is moving around to help children with special needs.
- The teacher continues to use the same procedure until all the lines are done and recites the whole stanza; he/she invites children to repeat it together with the teacher, then children alone (in groups then one by one).
- After memorizing the first stanza, the teacher moves to the second stanza and follows the same procedure as used when teaching stanza one. When the stanza number two is already mastered, the teacher recites stanza one and two respectively.
- The teacher and children recite stanza number one and two combined together
- Children recite the first and the second stanzas alone (one by one then in groups) while the teacher is going round to help children with special needs.
- The teacher asks children to recite the whole poem "When I wake up" one by one and correct children who are making mistakes.

## 2.5. Additional content

### A rhyme: Jumping, jumping

*I am jumping, jumping (×2)*

*I am picking a mango*

*Like a monkey*

*I am running, running (×2)*

*I am picking a mango*

*Like a monkey*

### A song: Ginger

*When I have running nose*

*My mummy gives me ginger*

*When I have chest cold*

*My mummy gives me ginger*

*When I have bad cough*

*My mummy gives ginger*

*When I have stomach pain*

*My mummy gives me ginger*

### A song: I have a lovely friend

*I have a lovely friend (×2)*

*Who plays and sings with me*

*And loves singing with me*

*I have a lovely friend*

## 2.6. End unit assessment

At the end of this unit, the teacher will provide a summary leading to deeper understanding of all taught content. Children will recite poems, sing songs and play games they have studied in the whole unit under the teacher's guidance.

### Key unit competence

Children are able to use demonstrative adjectives and pronouns in oral communication.

### 3.1. Introduction

Learning and teaching demonstratives in pre-primary is very important for children's early language use is dominated by demonstratives especially 'showing'. It enables them to use expressions that indicate the locations, develop self confidence as they answer the questions correctly.

### 3.2. List of lessons

The table below shows two lessons to be taught in this unit.

Grade	List of the lessons
Grade 3	1. A poem: It's is me  2. A poem: My drum

### 3.3. Cross-cutting issues to be addressed

- **Gender education:** This is catered for when both boys and girls participate in the lesson equally.
- **Inclusive education:** This is catered for when all the children have equal chance to education and the teacher takes care of all of them.

### 3.4 Guidance on different lessons

#### Lesson 1: It's me

**Learning objective:** Children are be able to recite poems and rhymes; sing songs and play games related to the concepts "**this, that.**"

**Teaching and learning materials:** Pictures of the human body

**References:** Pre-primary syllabus and scheme of work.

### 3.5. Sample lesson plan

Steps and timing	Teacher's activities	Learner's activities	Teaching and Learning materials related to each steps
Introduction 3 min	The teacher together with children sing a song related to the lesson	Sing a song:  We are busy washing plates Washing plates to make them clean This way Shalala That way Shalala This way Shalala One, two, three	
<b>Development of the lesson</b>  10 min  Step 1	Show all the teaching materials to the children and discuss about them.  Tell children the poem's title they are going to study and ask them to repeat it.  Recite the whole poem alone.          Recite first two sentences of the poem .	Observe and discuss about the teaching materials  Children listen and repeat the poem  Poem title: It's me  Poem: It's me  This is my head This is my trunk These are my arms These are my legs  Children repeat the poem in groups  This is my head This is my trunk   Repeat the poem one by one and use gestures  Repeat in groups use the gestures  <b>This is my head This is my trunk These are my arms</b>	A picture of the human body

<p>Step 2</p>	<p>Ask children to repeat the poem one by one</p> <p>Recite first two sentences of the poem and add the third.</p> <p>Ask children to repeat the poem one by one.</p>	<p>Repeat the whole poem one by one and use the gestures</p> <p>Repeat the poem in groups using appropriate gestures</p> <p><b>This is my head</b>  <b>This is my trunk</b>  <b>These are my arms</b>  <b>These are my legs</b></p>	
<p>Step 3</p>	<p>Recite the whole poem and ask children to repeat in groups.</p>		
<p><b>Conclusion/summary</b> 3 min</p>	<p>Help children to form small groups and ask them to recite the poem.</p>	<p>In small group, repeat the poem.</p>	
<p><b>Evaluation/exercise/homework</b> 4 min</p>	<p>Ask children to recite the poem one by one.</p> <p>Ask the children to repeat the poem when they reach their home.</p>	<p>Recite the poem one by one.</p>	

## Lesson 2: A poem: My drum

*This is my drum  
That is my friend,  
These are the dancers,  
Those people are watching as I dance  
Like this..... like this .....like this!*

The methodology used above to teach the first lesson will be also applied in teaching the second lesson.

### 3.6. Additional content

#### A song: This is the way

*This is the way we wash our face  
Wash our face, wash our face  
This is the way we wash our face  
Early in the morning*

*This is the way we brush our teeth  
Brush our teeth, brush our teeth  
This is the way we brush our teeth  
Early in the morning*

*This is the way we comb our hair  
Comb our hair, comb our hair  
This is the way we comb our hair  
Early in the morning*

*This is the way we put on our shoes  
Put on our shoes, put on our shoes  
This is the way we put on our shoes  
Early in the morning*

### 3.7. End unit assessment

At the end of this unit, the teacher will provide a summary leading to deeper understanding of the whole content taught. Children will recite poems, rhymes, sing songs and play games they have studied in the whole unit under the teacher's guidance.

**Key unit competence**

Children should be able to use possessives in oral communication.

**4.1. Introduction**

This unit includes possessive adjectives and pronouns that will be taught using songs, rhymes and poems. The use of active methodology is a better way of helping children to acquire knowledge, skills and values as they practice possessives in their daily communication.

Lessons in this unit are distributed with reference to the syllabus and scheme of work and teachers will use various ways to teach them. The teacher needs to make sure that children are actively involved in teaching and learning activities so that they are not bored. Songs, poems and rhymes are active ways through which the content will be delivered.

**4.2. Cross-cutting issues to be addressed**

**Gender education:** While children are singing and reciting poems or rhymes boys and girls will be given equal chance to sing.

**Inclusive education:** Where all children will be given equal chances and facilitation to participate in the lesson.

**Peace and value education:** In case of any conflicts between children the teacher will intervene to handle them peacefully.

**4.3. List of lessons**

The table below shows the two lessons to be taught in this unit.

Grade	List of the lessons
Grade 3	Lesson 1: A song: Our teacher
	Lesson 4: A song: Everyday



## Lesson 2: A song: Everyday

*Brush, brush, brush your teeth  
Brush it every day  
Brother, brother, brother, brother  
Brush it every day*

*Comb, comb, comb her hair  
Comb it every day  
Mary, Mary, Mary, Mary  
Comb it every day*

*Wash, wash, wash  
Wash his face  
Wash it everyday  
John, John, John, John  
Wash it everyday*

The teacher follows the same methodological steps as for lesson 1.

### 1.5. Additional content

#### Song: The more we are together

*The more we are together  
Together, together  
The more we are together  
The happier we shall be* } (x2)  
*For my friend and your friend  
For your and my friend*

### 1.6. End unit assessment

At the end of this unit, the teacher will use oral questions that leading to the summary of the lesson which helps children to have a deep understanding of all taught content. Children will recite poems, rhymes, sing songs and play games they have studied in the whole unit under the teacher's guidance.

**Key unit competence**

Children should be able to use prepositions in oral communication.

**5.1. Introduction**

This unit is important to children as it opens the chance for them to explore their surroundings through different lessons taught in this unit. It is an opportunity for them to localise things from the environment from which they can develop their language skills especially listening and speaking through songs, rhymes and poems.

**5.2. List of lessons**

The table below shows the two lessons to be taught in this unit.

Grade	List of the lessons
Grade 3	Lesson 1: A song: The called in
	Lesson 2: A song: On the table
	Lesson 3: A song: I'm between
	Lesson 4: A rhyme: Under, in front of, behind, near, between

**5.3. Cross-cutting issues to be addressed**

**Gender education:** While children are singing boys and girls will be given equal chance to sing.

**Environment sustainability:** When children are exploring and locating objects in the environment.

## 5.4 Guidance on different lessons

### Lesson 1: A song: The called in



**Learning objective:** Children are able to discover prepositions used in communication and use them correctly in conversations.

**Teaching and learning materials:** Pictures of objects and real objects placed in given areas.

**References:** Pre-primary syllabus and scheme of work.

Steps and timing	Teacher activities	Children's activities	Learning and teaching materials used
<b>Introduction</b> 3 min	Asks children where their pen, notebooks, books and bags are.	Provide different answers like "the pen is in the bag.."	Pens, bag...
<b>Development of the lesson</b>  10 min	Gives instructions to children  Introduces energizer called jump, jump where the reader may say in water alternating with on land Give energizer  Tells the children that he/ she is going to sing the song for them and they can repeat after him/her until they have memorized the song.	Follow instructions about the energizer.  Follow general introduction of the activity of the day  Practice energizer  <b>A song called</b> «Where is the apple?» In, in, in the box Where is, where is the pen?	books, bag....

	Sings line after line and children repeat after him/her.	The pen, the pen is in, in, in the box (2) I like in, you like in We like in, in our song.	
	Sings one sentence and ask learners after him or her.	Repeat the melody and rhythm of the song.	
	Invites one child to sing alone.	Sing alone by a volunteer.	
	Repeats again the whole song.	All the children repeat the song.	
<b>Conclusion/ summary 3 min</b>	Asks all the children to repeat the song together.		
<b>Evaluation/ exercises Homework 4 min</b>	Splits the class into two or more groups then they compete as they repeat the song.	Joining groups and competing in singing the song.	.

Generally lessons 2 and 3 will be taught the same way as the previous lesson.

### **Lesson 2: A song called: On the table**

*Big father, big father says  
My funny child where is my bag?  
Funny child says oh la, la, la!!!!!!1  
The bag is on the table  
The pen on the chair  
The hands are on the computer  
The soap on the table  
All are on the table  
Good table is mine*

### **Lesson 3: A song: I'm between**

*The cat says meow, meow  
A child sees and cries yeah, yeah yeah!  
The glass says don't worry my child  
Am between you and a cat  
Between, between you and a cat*

## Lesson 4: A rhyme: Under, in front of, behind, near, between (2)

*under , behind, near, between (x2)*

*where is the spider?*

*under the table*

*under, in front of, behind, near, between (x2)*

*where is the spider?*

*in front of the table*

*under, in front of, behind, near, between (x2)*

*where is the spider?*

*behind the table*

*on in, under, in front of, behind, near, between (x2)*

*where is the spider?*

*between chairs*

**Learning objective:** Children are able to repeat correctly the new words from the poem like under, in front of, behind, near, between.

**Teaching and learning materials:** Flash cards with pictures of table, spider, the real table, etc.

### Learning and teaching activities

- The teacher gives children clear instructions on what to do and on how to behave.
- The teacher shows children the picture of a tree or takes them outside the classroom to observe a real tree, its fruits and flowers and asks them some questions.
- The teacher accepts learner's answers and improves them as he/she introduces the new topic "**the poem: under, in front of, behind, near, between.**"
- The teacher invites children to follow attentively and recites the whole rhyme "I am a big tree."
- The teacher recites the first line of the poem.
- The teacher repeats the first line together with children.
- Children repeat the first line alone (in groups then one by one) and the teacher goes round to help children with difficulties.
- The teacher recites the second line of the poem "**under, in front of, behind, near, between.**"
- The teacher and children repeat the second line together with the teacher.
- Children repeat the second line alone (in groups the one by one) while the teacher is going round to help children with difficulties.

- The teacher recites the first and second lines. He/she invites children to repeat after him/her and then they do it alone while the teacher is going round to help children with special needs.
- The teacher continues to follow the same procedure until all the lines are finished and recites the whole stanza; he/she invites children to repeat it after him/her, then children do it alone, in groups and one by one.
- After memorizing the first stanza, the teacher moves to the second stanza and follows the same procedure as for the first stanza. When the second stanza is already mastered, the teacher recites stanzas one and two, one after the other.
- The teacher and children recite stanzas one and two, one after the other.
- Children alone recite the first and the second stanzas alone (one by one then in groups) while the teacher is going round to help children with difficulties.
- The teacher asks children to recite the whole poem “**under, in front of, behind, near, between**” one by one and correct children who are making mistakes.

## 5.5. Additional content

### A song: Mary puts the kettle on the fire

*Mary put the kettle on (x3)*

*We all have tea*

*Put the kettle on the fire (x3)*

*We all have tea*

*Put the kettle on the table (x3)*

*We all have tea*

*Put the sugar on the tea (x3)*

*We all have tea*

## 5.6. End unit assessment

At the end of this unit, the teacher will use oral questions which direct children to the summary leading to deeper understanding of the whole content taught. Children will recite poems, rhymes and sing songs they have learnt in the whole unit with the teacher’s guidance.



