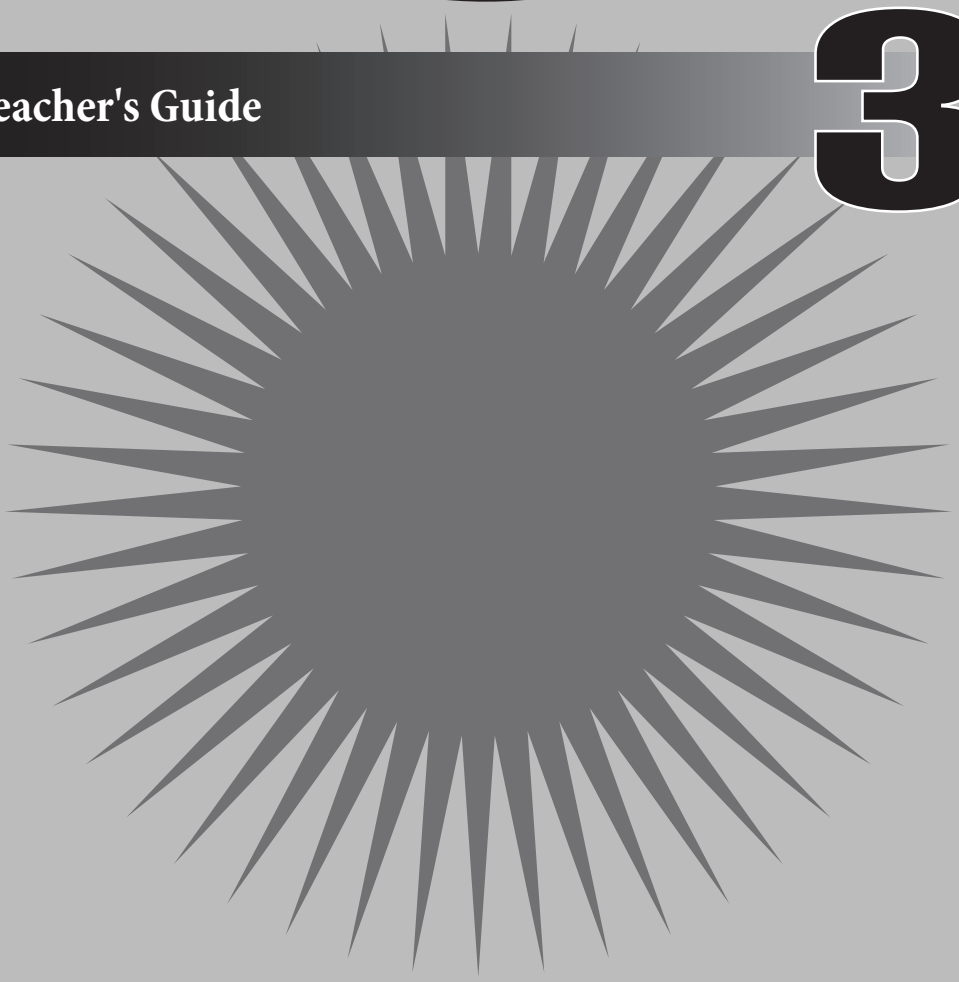
English

For Rwandan Primary Schools

Teacher's Guide

3



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FOREWORD

Dear teacher,

Rwanda Basic Education Board is honoured to present this English language teacher's guide Book 3 which serves as a guide to competence-based teaching and learning to ensure consistency and coherency in the learning of English language subject. The Rwandan educational philosophy is to ensure that students achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the Government of Rwanda emphasizes the importance of aligning teaching and learning materials with the syllabus to facilitate their learning process. Many factors influence what they learn, how well they learn and the competences they acquire. Those factors include the relevance of the specific content, the quality of teachers' pedagogical approaches, the assessment strategies and the instructional materials available.

Special attention was paid to the activities that facilitate the learning process in which students can develop ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the teachers, students will gain appropriate language skills and be able to apply what they have learnt in real life situations, especially teaching practices. Hence, they will be able to develop certain values and attitudes allowing them to make a difference not only to their own life but also to the nation.

This is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the teacher. In competence-based curriculum, learning is considered as a process of active building and developing knowledge, skills, attitudes and values by the student where concepts are mainly introduced by an activity, situation or scenario that helps the student to construct knowledge, develop skills and acquire positive attitudes and values.

In addition, such active learning engages students in doing things and thinking about the things they are doing and they are encouraged to bring their own real experiences and knowledge into the learning processes. In view of this, your role is to:

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for students considering the importance of social constructivism suggesting that learning occurs more effectively when the student works collaboratively with more knowledgeable and experienced people.

Engage students through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.

Provide supervised opportunities for students to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.

- Support and facilitate the learning process by valuing students' contributions in the class activities.
- Guide students towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

Even though this teacher's guide contains the answers for all activities given in the student's book, you are requested to work through each question and activity before judging student's findings. I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

Dr. MBARUSHIMANA Nelson

Director General, REB

ACKNOWLEDGEMENTS

I wish to express my appreciation to all the people who played a major role in the development of this English language teacher's guide Book 3. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different Universities, colleges and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production project. I wish to extend my sincere gratitude to lecturers, teachers and all other individuals whose efforts in one way or the other contributed to the success in the writing of this textbook.

Finally, my word of gratitude goes to the Rwanda Basic Education Board staff particularly those from the Department of Curriculum, Teaching and Learning Resources (CTLR) who were involved in the whole process of writing.

Joan MURUNGI,

Head of Department CTLR

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General introduction

Competence based learning is a three phased approach.

It involves:

- Establishment of specific learning outcomes.
- Alignment of instructional pedagogy to the learning outcomes.
- Using a structured methodology to assess or measure learner success.

At the end of the day, competence based education or competence based learning focuses on what the learner can do rather than what the learner knows. The idea here is to focus on objectives and observable outcomes which can be measured. This approach requires that learners demonstrate value added skills which are assessed by looking at outcomes rather than the process.

Therefore, the prime objective for the teacher is not to cover the content for a given class, rather it is to understand and respond to the learning needs of his or her learners. Instead of treating all learners as equals, the teacher enables learners to work at their individual levels of readiness.

Instead of assuming that learners learn in the same way, the teacher recognizes that there are many different ways in which the competences can be achieved.

In language teaching, the competences help steer language teaching towards ensuring that learners demonstrate the ability to learn in the social context. This means that they are required to use language to communicate effectively. Therefore, provide an enabling environment for learners to identify the learning outcomes toward which he or she is working. Let them understand how to demonstrate each competency for a given learning outcome.

Encourage learners to seek help and support from one another as well as from you. Help to keep the classroom calm so as to enable the learners to develop a trusting relationship with you and with the other learners.

Using this Teacher's Guide

This teacher's guide has been developed to be used together with the English pupil's book three. It provides guidance on how to best make use of the content in the pupil's book.

There are three major sections in this book. There is the general introduction that comprises the introduction, content map, and sample lesson plan. The second part is the breakdown or development of the units that are covered in the syllabus. Lastly there is the references section.

The lesson development provided in this guide is by no means exhaustive. Classroom sceneries differ and it is always good to take the breakdown provided as a guideline. The real context on the ground determines the approach that is used to deliver the content in pupil's book.

Key terms used in this teacher's guide:

Competence	What the learner should be able to do after learning a particualr topic.
Competence based	Related to a learner being able to demostrate value added skills which are assessed by looking at particular learning outcomes.
Generic competence	Important non-technical abilities and skills required for formal or self-employment
Cross-cutting issue	Issues touching on general principles that learners must give special attention to.
Psychomotor	Related to physical movement, coordination and use of motor skills.
Affective	The manner in which we deal with things emotionally, such as feelingd, values, motivation and so on.
Cognitive	Related to mental skills that lead acquiring knowledge and the development of intelectual abilities and skills.
Special education needs	This refers to special cases of learners who have delayed milestones as far as learning is concerned. Such needs cannot be met in the traditional classroom.

Content Map

	Unit 1: Places in the community	Unit 2: People and jobs in the community
Number of periods	25 periods	26 periods
Key Unit competence	To use language learnt in the context of places in the community.	To use language learnt in the context of people and jobs in the community.
Equipment, learning and teaching materials	Manila cards or slips of paper or drawing paper, map showing different areas of the community, pictures of different buildings found in the community, cards showing vocabulary used when giving directions	Picture books, photographs showing people doing different jobs,
Activities/ techniques	riddles, crossword puzzles, ordering sentences, missing letters, picture reading, drawing, modelling, storytelling, homework, dictionary skills, class presentations, recite poems, group work, pair work,Internet research , class discussions.	riddles, crossword puzzles, ordering sentences, missing letters, picture reading, drawing, modelling, storytelling, homework, dictionary skills, class presentations, recite poems, group work, pair work, internet research , class discussions.
Generic competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify

Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexual education(HIV/AIDS, Sexual transmitted infections (STI), family planning, gender equality and reproductive health) peace and values education, financial education, standardization culture, inclusive education.	genocide studies, environment and sustainability, gender, comprehensive sexual education(HIV/AIDS, STI, family planning, gender equality and reproductive health) peace and values education, financial education, standardization culture, inclusive education.
Assessment	Can describe the position of places in the community, give and follow directions.	Can identify people's jobs, say what they do and describe their own future careers.
	Unit 3: Time	**Unit 4: Events in the past and future**
Number of periods	25 periods	25 periods
Key Unit competence	To use language learnt in the context of time	To use language learnt in the context of events in the past and future
Equipment, learning and teaching materials	Manila cards with illustration of clock, model clock, pictures of the sun at different times of the day, calendar, watch	Manila cards with illustration of clock, model clock, pictures of the sun at different times of the day, calendar, watch
Activities/ techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions

Generic competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identity	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identity
Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexual education(HIV/AIDS, Sexual transmitted infections (STI), family planning, gender equality and reproductive health) peace and values education, financial education, standardization culture, inclusive education	genocide studies, environment and sustainability, gender, comprehensive sexual education(HIV/AIDS, STI, family planning, gender equality and reproductive health) peace and values education, financial education, standardization culture, inclusive education
Assessment	Can tell the time, give the date, describe daily activities.	Can read a simple story, follow a story read aloud, retell the story orally, report events in the past, recount a trip, write a short letter describing an event in the recent past, write a short text describing future plans.
	Unit 5: Domestic animals	**Unit 6: The body and health**
Number of periods	25 periods	25 periods
Key Unit competence	To use language learnt in the context of domestic animals	To use language learnt in the context of the body and health
Equipment, learning and teaching materials	Toy animals, pictures, photographs, word wall	Pictures, photographs, body diagram, word wall, drawing paper and pencil

Activities/ techniques	riddles, crossword puzzles, ordering sentences, missing letters, picture reading, drawing, modelling, storytelling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crossword puzzles, ordering sentences, missing letters, picture reading, drawing, modelling, storytelling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions
Generic competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify
Cross cutting issues to be addressed	genocide studies, environment and sustainability, gender, comprehensive sexual education(HIV/AIDS, STI, family planning, gender equality and reproductive health) peace and values education, financial education, standardization culture, inclusive education	genocide studies, environment and sustainability, gender, comprehensive sexual education(HIV/AIDS, STI, family planning, gender equality and reproductive health) peace and values education, financial education, standardization culture, inclusive education
Assessment	Can identify domestic animals and describe their uses and products.	Can name parts of the body and describe simple ways of taking care of oneself.

	Unit 7: Clothes	Unit 8: Rwanda
Number of periods	26 periods	25 periods
Key Unit competence	To use language learnt in the context of clothes	To use language learnt in the context of Rwanda
Equipment, learning and teaching materials	Charts, pictures, clothing, text book, readers, word walls.	Maps, paper for drawing, photographs, pictures
Activities/ techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions
Generic competences practiced	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify	lifelong learning, critical thinking, creativity and innovation, research and problem solving, communication skills, teamwork cooperation, personal and interpersonal management and life skills, citizenship(cultural heritage) and national identify.
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Assessment	Can name and describe clothes, talk about their cost and say what people are wearing.	Can identify features of Rwandan geography on a map and say where people live.
	Unit 9: Calculations and using graphs	**Unit 10: Shopping**
Number of periods	25 periods	26 periods
Key Unit competence	To use language learnt in the context of calculations and using graphs.	To use language learnt in the context of shopping.
Equipment, learning and teaching materials	Charts, tables, graphs, pictures, photographs, flash cards, bottle caps	Pictures, realia, photographs, drawing paper
Activities/ techniques	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions	riddles, crosswords, ordering sentences, missing letters, picture reading, drawing, modelling, story telling, homework, dictionary skills, class presentation, recite poems, group work, pair work, internet research , class discussions
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Assessment	Can count. Add., subtract , multiply, divide in English, conduct an oral class survey, record the data using a table, chart etc, represent the data in a bar graph, interpret the data and write a short text about learners diet or walk to school, present the data orally to the class, etc.	Can describe what is sold at the market and buy items at the market.

Sample lesson plan

School Name: _____ Teacher's name: _____

Term	Date	Subject	Class	Unit No	Lesson No	Duration n	Class size
I	23/01/2018	English	P3	1	1	40 min	35
Type of Special Educational Needs and number of learners				2 slow learners 3 Learners with hearing impairment 7 Gifted learners			
Unit title				Domestic animals			
Key Unit Competence:				To use language in the context of domestic animals			
Title of the lesson				Talking about domestic animals			
Instructional objectives				Given pictures of domestic animals, learners will name the differnt domestic animals correctly			
Plan for this Class (location: in / outside)				Inside and outside the classroom			
Learning Materials (for all learners)				Toys of different domestic animals, photographs of different domestic animals, recording of sounds made by different domestic animals,			
References				Use books recommended by REB.			

<table>
<tr><td rowspan="3">Timing for each step</td><td colspan="2">Description of teaching and learning activity</td><td rowspan="2">Competences and cross cutting issues to be addressed
1. critical thinking and problem solving
- As they are thinking about the names of these animals they think critically and get the answer
- Research : They ask each other to find the name of a given animal
- Co-operation , through group works, they co-operate
- Peace and values education</td></tr>
<tr><td colspan="2">Given different photographs of domestic animals, learners should be able to name differnt animals and read their names correctly</td></tr>
<tr><td>Teacher activities</td><td>Learner activities</td><td></td></tr>
<tr><td>Introduction 5 min</td><td>- ask learners to form groups
- Distribute pictures of domestic animals to the learners
- ask learners to talk about the pictures of these animals</td><td>- learners form groups
- learners get and look at the pictures given to them.
- learners talk about the pictures given to them , suggesting their names</td><td></td></tr>
</table>

Development of the lesson 30min	- Ask learners to form their groups to present their work - Guide learners to make sentences using the pictures of animals	- One learner presents the group work - learner make sentences using pictures of animals: This is a cow. We have two calves at home	Peace and value education bring in good harmony - Gender balance assign tasks to boys and girls equally. - Cooperation - Communication - Critical thinking and problem solving
Conclusion 5 min	- Remind learners that domestic animals are kept at home - Give an individual written exercise	- learners listen to the teacher attentively - Learners do an exercise . 1. Name all the animals you have at home 2. Draw one domestic animal.write senteces about the picture .	- Gender balance: assign tasks to boys and girls equally. - Cooperation - Communication - Critical thinking and problem solving

Unit1.Places in our community

Key unit competence

To use language learnt in thecontext of places in the community.

Introduction

Learners have already been introduced to the present simple tense in earlier classes. Therefore, they should be able to name various buildings that are shown in the pictures on page 1 of the pupil's book. In their lesson of social studies, learners have also been introduced to the village and have an idea of what a village is.

Read to them the instruction given under the introductory activity. Brainstorm with them what they are expected to do.

Allow them time to look at the pictures on Page 1 of the Pupils Book and then talk about them with their desk mate or a friend. The idea is for them to be able to name things that are found in their neighborhood. It may be a town or a village. In which case they will be able to relate to either of the pictures. Ask a few learners to tell you what they are seeing. When one learner is able to mention the name of a place they have in the community, then use this as a starting point to introduce the topic.

Cross-cutting issues to be addressed

The switch to competence based curriculum seeks to provide learners with an education system that responds to the needs of the learners as well as their needs as individuals who are part of a society. This has led to a curriculum that enables learners to be able to demonstrate the knowledge, skills, values and positive attitudes that they have acquired through learning. Incorporating cross cutting issues into the curriculum helps learners to link and associate what they acquired in class to everyday problems. They also help learners to develop their attitudes and values.

The cross-cutting issues that have been highlighted in the curriculum are genocide studies, environment and sustainability, gender, comprehensive sexual education (HIV/AIDS, STI, family planning, gender equality and reproductive health), peace and values education, financial education, standardization culture, and inclusive education.

While it is ideal to have all these issues covered in the content, some like standardization culture and comprehensive sexual education are covered

comprehensively in upper classes. The pupil's book has presented the cross cutting issues in the following ways:

- Peace and value education should be brought out when learners are asked to work in groups. They should be encouraged to work peacefully with one another and be willing to help any of their friends who may have a problem. This encourages team work and tolerance towards one another.
- Environment and sustainability is done practically and where possible learners should be encouraged to go out of the class and help to clean the school and home neighborhood. They can also be involved in tree planting exercises.
- For learners at this age, it is easier to explain issues using pictures as they may not understand what you are saying. To this end, issues of gender and inclusive education have been presented using pictures where female and male are equally used in the illustrations. In addition, women have not just been shown doing traditional roles that have always been considered to be done by women. The pictures also include children with various forms of disability either going to schoolor taking part in day to day activities and dialogues.
- To teach learners about financial education, texts are included in the Pupil's book that show children handling money. There is also a whole unit that talks about shopping. The activities given in this unit all endeavor to introduce the learner to understand more about money. Remember that the cross-cutting issue to be developed will depend on the content of the lesson as identified in the lesson plan. However, a cross- cutting issue can be integrated in a lesson that had not been planned earlier but arise as an opportunity in the course of teaching the lesson. For instance, if a learner develops a misunderstanding with a friend, the teacher intervenes to settle the problem. This presents an opportunity for peace and values education as a cross-cutting issue to be addressed.

Generic competences

As pointed out earlier, the competence based curriculum establishes the learning outcomes, aligns instructional pedagogy to the outcomes and then uses structured methodology to assess the learner's success in achieving the outcomes. This means that the competences that the learner is to achieve are inbuilt into the outcomes that are being assessed.

The teaching strategies that you use need to be matched to the domain of

learning. Below is a suggestion of how competences may be implemented and the strategythat may be chosen.

Psychomotor:

- Demonstrate the expected way to perform a given skill. Allow the learner to practice for a while, and then ask for a return demonstration of that skill.
- Set up models or create a simulation exercise in the activity corner where learners can have repeated practice of skills with peers and/or teacher supervision.
- Arrange for sufficient practical experiences requiring skillperformance of the competencesunder direct supervision.
- Create a valid and reliable assessment tool for use in determining competence in skill demonstration.

Affective:

- Create "values clarification exercises" for personal values.
- Provide a framework for a written analysis of learner activities against themeasurable outcomes.
- Structure opportunities for role-play requiring recognition of differing values and beliefs, with time for discussion of how these may affect one's ability to perform the competence.
- Arrange for the discussion ofdifferent values and beliefs.
- Create a valid and reliable assessment tool for use in determining competence, good practice and integrity and, respect for all.

Cognitive:

- Develop case studies from actual practice requiring discovery or problem based learning to determine the most appropriate, evidence based approach to competence.
- Support learner-led discussions, structure debates to address practical situations.
- Always require learner to provide their reasons for their response to knowledge questions or plans.
- Avoid the temptation to answer every learner question, especially when the learner knows or should know the answer.

Other strategies include self-study activities such as those provided in the additional information section of this book that the learners can complete on their own before discussing with you or other learners in class. Ensure that you provide ample time for discussion and dialogue and clarification of concepts to be learnt. Learners also need to be encouraged

to use their own knowledge and ideas to find possible solutions.

Another strategy that can be usedto guide learners into discovering how to proceed is by using high orderquestioning technique. The objective of high order thinking technique is toencourage the learner to challenge how they are thinking, what they are thinking and what revision of their thinking will lead to their goal of becoming competent in the subjectmatter.

All the strategies mentioned aimat helping the learner develop new ways of thinking about what they are learning. They also encourage alearner to discover new knowledgeand skills using critical thinking. Lastly, these strategies support the learners' efforts to make the new form of learning part of their everyday life.

In the pupil's book, the approach that has been used is to provide a variety of these activities ensure that the learners are exposed to various approaches to learning that will enable the learner to understand andtherefore achieve the competencethat was set out to achieve.

The activities used in the pupils book to bring out the various competences for each unit are shownbelow:

Generic Competences	Type of activity to bring out competences
Critical thinking	• Riddles • Rewriting letters to make correctwords • Sequencing of sentences and pictures to make a story • Filling in missing letters to makecorrect words. • Picture reading • Finding words from crosswordpuzzles • Discussion • Why questions
Creativity and innovation	• Drawing • Modelling • Role-play • Letter writing • Story telling

Research	• Homework • Finding meaning of vocabulary used from dictionary or glossary • Finding words from crossword puzzles • Group project work
Communicating in official language	• Talking about pictures • Reciting poems • Practicing dialogues in pairs • Presenting their findings in class • Encouraging learners to speak in English while at home
Cooperation	• Group work • Pair work • Taking part in class discussions
Life-long learning	• Skills acquired in each lesson set the stage for learners to know and understand various aspects of life.

Vocabulary

Go, turn, right, left, straight, ahead, post office, bakery, bank, hair salon, hospital, church, mosque, library, among others.

Guidance on the problem statement

At the beginning of the unit on Page 1 of the Pupil's book, there is an oral activity that requires learners to talk about buildings that can be found in town or the village. This is not stated in the instructions as we want to see how perceptive the learners can be. Allow the learners in pairs to talk about these pictures at length. If they can discover that the pictures represent a town or a village then you can proceed with the content. Otherwise, guide the learners by asking leading questions such as "Where are you likely to find picture a) or b) and see whether any one may answer town or village.

This should provide a basis upon which to establish which community the learners are from. It will also help you to define the word community in the context of what the learners know or do not know. The general meaning of the term community in simple terms is a particular area or place together with its people.

Attention to special education needs

It may not be possible to customize this section such that it addresses the exact special need that you may encounter in class. However, below are signs you should look out for in order to identify any learners that may have special needs. Strategies on how to handle such cases are also provided. Apply them together with your own judgement to help any learners with special needs. Most importantly, advise parents or guardians of any learners with special needs to seek medical advice. Some cases, like autism and mental illness, require medical attention.

Some categories of Special Education Needs (SEN)

a) Visual impairment (low vision, totally blind)
- Unable to see easily on the black board, can't read print textbooks. Difficulty in writing in notebooks.

b) Hearing impairment (hard of hearing, total deafness)
- Learners cannot hear or can't easily learn to read.

c) Physical impairment (wheelchair users, crutch users)
- Can't easily move around the school.
- May not easily participate in games with other children

d) Intellectual impairment (slow learners)

e) Gifted and talented learners. Have higher abstract thinking.

A special needs learner may exhibit some of the following characteristics.

1. Has poor auditory memory—both short term and long term.
2. Has a low tolerance level and a high frustration level.
3. Has a weak or poor self-esteem.
4. Is easily distractible.
5. Finds it difficult, if not impossible, to stay on task for extended periods of time.
6. Is spontaneous in expression; often cannot control emotions.
7. Is easily confused.
8. Is verbally demanding.
9. Has some difficulty in working with others in small or large group settings?

10. Has difficulties in following complicated directions or remembering directions for extended periods of time.

11. Has coordination problems with both large and small muscle groups.

12. Has inflexibility of thought; is difficult to persuade otherwise.

13. Has poor handwriting skills.

14. Has a poor concept of time.

Use these appropriate strategies with special needs learners:

- Provide oral instruction for learners with reading disabilities. Present activities and reading materials in an oral format so that the assessment is not unduly influenced by lack of reading ability.
- Provide them with frequent progress checks. Let them know how well they are progressing toward an individual or group task.
- Give immediate feedback to them. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn-out projects are particularly frustrating for a learner with special needs.

Learners with learning disabilities have difficulties learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events—items they can touch, hear, smell, etc. You can also present real pictures for example, picturesof buildings that they see in the neighborhood as opposed tothe pictures in the book whichthey may not relate to.

- Special needs learners should get lots of specific praise. Instead of just saying, "You did well," or "I like your work," be sure you provide specific praising comments that link the activity directly with the recognition; for example, "I like your drawing of the school. It has very beautiful colors."
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that children with special needs utilize as many of their sensory perceptions as possible.
- Encourage group learning activities whenever possible. Each group should be made up oflearners with different abilities.

Strategies for organizing successful group or pair

Plan the task

- Plan the activity carefully to make sure that all learners contribute

- Decide what you want them to produce
- Arrange how the groups will give feed back

Decide how many will work together Decide who may work together (considering their ability) Give the learners roles within the group for example; the leader, reporter…..

Arrange a stop signal. Decide on a signal that tells the learners when you want them to stop talking and listen to the teacher such as; clapping: 1, 2, 3 look at me hands up. Teach the learners what noise level is appropriate to model the volume of talking you want.

Give a time target

- Tell them how much time they have before they begin the task.
- Remind them when they are working, how much time they are left with.

Monitor the groups. Move around the classroom monitoring the groups to check if everyone is working progressively.

Assess the work done by each group

Ask one person from each group their answers.

1.1. List of lessons

Lesson	Learning	Assessment
1. Where do you live?	4 periods	1 period
2. Talk about your town or village	4 periods	1 period
3.Types and functions of community buildings	4 periods	1 period
4. Tell the position of community buildings	3 periods	1 period
5. Giving directions	3 periods	1 period
6. Sounds and spellings	Poem (1)	1(dictation and riddle)
Total number of periods 25		

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands- on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they may achieve the competences. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence – based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experiences that allow learners to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises personal values provided by teachers.

This can be done as self-study (homework) or as group work.

- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learning entails helping learners to become active

participants in and take responsibility fortheir own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practise. It also entails creating learners who develop the habitof life-long learning in order to stay updated.

- Team work is essential as many learning activities are structured for groups of learnersworking together to discover thebest solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

1.2. Lesson development

Letters of the alphabet.

- Read the letter of the alphabet to students
- Ask them to repeat after you
- Read each letter while showing the example of an object with the name starting with the same letter.

Example: say A and show apple; say A and show axe(drawing), say A and show ant(drawing)

You need to be saying: A for apple; A for axe; A for ant

- Ask learners to repeat after you
- Continue repeating until you see that learners are able to tell letters by themselves
- Draw a wall chart with the only learnt letters with image examples of words and hang it in p1 classrooms

Note: The above will apply to all units.

- Repeat the same process for the alphabetical letters section at the beginning of every unit
- For all other units, begin by making a quick review of the already learnt letters from the previous units.
- Unit 10, as all letters will have been taught, help learners revise all letters, from A to Z by singing the ABC song.

Lesson 1: Talking about where you live

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognize the use of present simple tense.
- State the name of the place where they live.
- Read short passages about where different people live.
- Write a few sentences about the place where they live.
- Engage in a dialogue about the place where the live with a desk mate.

Introduction

Unit 1 lesson 1: Introduction

Lesson objective: to learn and review vocabulary related to community

Introductory activity.

1. Ask pupils to open their books on page 1. Read them a story about Gasaro and ask some simple questions about it.
2. Say 'Look at the picture' – also hold up the book and point to the picture.
3. Ask 'What can you see?' Allow a few minutes for pupils to do the task.
4. Say 'raise your hand if you know the answers'
5. If pupils don't know, start by giving them an example 'I can see a market' – point to the market in the picture

6. Accept answers from all pupils
7. After they have given answers – say 'Listen and repeat'
8. Say the community place word and ask them to repeat as a whole class, e.g. Point to hospital and say 'Hospital' repeat 'hospital'
9. Then ask pupils to look at the picture with their friend and say the names of each of the places – they must point to the place in the picture
10. Monitor and help pupils that are struggling
11. Repeat point 7 and 8

Find out if the learners know the meaning of the words village, estate or town. Let selected learners give the meanings of these words. Use their definitions to develop the meaning of the three words. Find out if the learners know the name of the village, estate or town where they live.

Let them tell you if these places are found in the village or in town. Then guide the learners using the activities given in the pupil's book to use proper language when they are talking about the places where they live. These words form the basic vocabulary that they need to talk about where they live.

Village - a small group of houses and other buildings in the rural area

Estate – an area in town where people live

Town – an area with streets, houses and buildings that is bigger than a village and is not in the rural area

Teaching aids

Pictures depicting town and village scenes.

Learning activities

The pupil's book has learning activities from page 2 to page 4. Use these activities to get learners to talk about the places in the community.

To build their confidence, let them know that they are learning how to use proper English language just as the children in pictures are doing. Emphasis should be given on use of **present simple tense.**

Start with the introductory activity where learners talk about their village or town first. Once they are comfortable doing this, introduce reading and then later on writing.

Remember that the activities are learner driven and progress should be made depending on the abilityof the learners to understand and undertake the given activity.

For vocabulary:

Remind the learners about the definition of the words hospital, bank, pharmacy, shop, church, post office, Supermarket, mosque, market, hair salon, bakery, library, village, and town, as used when introducing the unit.

For oral skills:

- Start by reading the text on the community buildings and the text in the dialogue boxes in the Pupil's book as the learners to listen. Then allow the learners inpairs to take turns introducing themselves to one another.
- Arrange learners in groups of 5. Guide them on how to carry out activity 4 in pupil's book. Let them know that two among the five ask where the other 3 learners live. The other 3 learners should agree on an imaginary name of the place where they live. The two who are engaged in a dialogue, answer using the name that the other three agreed on. Allow learners enough time to take turns to practice asking one another questions about where they live.

Guide the learners to spell the words correctly in pupil's book referring to the letters of the alphabet.

For reading skills:

- Ask learners to read the sentences and stories that are in different learning activities. The sequence of reading should be, that you read as the whole class listens and repeats after you. Thenask learners in pairs to repeat after you and later appoint an individual learner to repeat after you but later read the texton their own.
- Ask learners in groups to read the text in Activity 4 in the Pupil's book and then answerthe questions orally. Then ask individual learners to read the text and answer the questions orally.

For writing skills:

- Ask learners to write a sentence in their books stating their names and the place where they live.
- Ask learners to write a short story about their village/town asis required in Activity 4 in the Pupil's book.

Synthesis

Lead a discussion for learners to recap all that they have learnt. Letthem

say their names, the name ofthe town/village where they live and identify if it is a town or village.

Assessment

- Ask a learner to say where he or she lives. Let them also tell you whether the place where they live is found in the village or in town. Can the learner use present simple tense to answer these questions correctly?
- Guide learners to read the texts in different activities in the pupil'sbook and answer the questions orally. Can the learners answer correctly according to what they have read?

Lesson 2: Describing yourtown/village

Learning objectives

By the end of this lesson, learners should be able to:

- Recognize the use of present simple tense.
- Identify community buildings in the locality where they live.
- Use appropriate vocabulary to talk about names of buildings and places in the locality.

Introduction

Learners can now tell names of places where they live. They can also ask and respond to questions about places where their friends live. Find out if learners can name some of the places that are found in their locality. Let what they know or do not know be your starting point for this lesson.

Teaching aids

Pictures of different places that are found in the locality, pencil, piece of paper.

Learning activities

For vocabulary:

- Ask the learners in groups toname the different types ofbuildings that are found in the area where they live. Write the names on the board as the learners mention. Add any other name of a building that learners may not mention. Then read the names of these buildings as the learners repeat after you. Some of the buildings include, but arenot limited to:

shop, supermarket, hair saloon, bank, church, mosque, bakery, pharmacy, post office, market, library, hardware, school,dispensary, sector office, etc

For oral skills:

- Use pictures on pages in the pupil's book to name some of the places that are found in the locality.
- Use the pictures in the pupil's book to identify places that are not found in the locality.
- Create pictures to determine places that are found in their locality but are not shown in the pictures.

The above activities are related as they all use the same pictures. Ask individual learners to name different places that are shown in the pictures. Then in pairs, let them look at the pictures and determine places that are in village but have not been shown in the picture. Lastly, as group work let learners look at the picture and talk about places that are shown in the pictures but are not found in the village.

- Let learners answer the questions on activity 2 in the pupil's book orally. Read the questions out to them and ask them to look at the pictures and say the answers.

The reason for reading instructions to learners is done so that they can sharpen their listening skills. But it is also beneficial to the learners with special needs as they get an opportunity to show the knowledge they have acquired despite their inability to read eloquently.

For reading skills:

- Use the dialogues in Activity 2 of the pupil's book for learners to read.
- Read the dialogue to them as they listen. Then read it again as theyrepeat after you. Finally, ask learners in pairs and individuals to read the dialogue. Let them take turns role-playing what the children are saying.
- Let the learners read the sentences and pictures in activity 4 of the pupil's book and answer the questions orally.

For writing skills:

- Let learners write the name of the building shown in the pictures and the number of these buildings that are found where they live. You may have to revise writing numbers 1 to
- 10 with the learners as they are using them in answering. Where the number exceeds 10 let the learners just write that there are many (for example, shops) in the village/town.

- Ask learners to do Activity 4. Talk about it using the example first. Take time to discuss and answer each of the questions given below the picture as a class, then ask learners to write answers using the There is/are language structure.

Synthesis

Let the learners visit the area around the school to identify the different places that are in the locality and also be reminded of the need to keep our environment clean. Use this opportunity to sum up the detail that learners have been able to learn so far. They should be able to name the different buildings that are found where they live. They should also be in a position to talk about the number of different buildings that are found in the village/ town.

Assessment

- Ask learners to look at the pictures of different community buildings in the pupil's book.

Can the learner identify the different places found in the locality on a picture?

Can the learner name thedifferent places that are found or not found in the locality?

- Let learners in pairs read the instruction for activity 3 and then role-play the dialogue.
- Can the learner engage in a dialogue with a friend about places that are found in the community?
- Ask learners in pairs, to carry out activity 4.

Can the learner use the correct structure for a question using how many in relation to describing their town or village? Check to ensure that learners give correct information relatingto their locality. For example, they should give a correct description of which places shown in the pictures are found in the neighbourhood.

Lesson 2: Types and functionsof community buildings

Learning objectives

By the end of this lesson, learner should be able to:

- Write the names of the differentplaces that are found in the locality.

- Identify the types of community buildings they have in their neighbourhood.
- Name the functions of different community buildings.
- Recognise the use of Where? Question form.
- Read a short text about community building and show understanding using visuals or in writing.
- Draw a map and identify local community buildings on it.

Introduction

Establish if the learners can comfortably talk about where they live and also describe the different places that are found where they live. Ask the learners to try and give the types and functions of each of the buildings that they have named. Guide learners to identify the types and functions of community buildings.

Teaching aids

Name cards showing the names of different places that are found in the community, pictures showing people using different buildings in the community,

Learning activities

For vocabulary:

- Use activity 1 to create name cards for learners to try and read. This will also help the special needs learners who cannot see small print in the book or who cannot clearly see on the board. Have as manynames as you can gather since the list given in the pupil's bookis not exhaustive.

Additional activity

Play a game with the learners called pick the correct name. Put all the name cards in a basket. Read out loud a name from the list of names given in activity 1. Ask different learners to look in the basket for the name that you read out. The winner is the first person to get the name. You can have more than one label for each name.

- Activity 2 is to help learners practise the pronunciation of the vocabulary you have taught them. It is also good for learners with special needs as they can relate pictures to the vocabulary that they have just learnt.
- Help the learners to group the types of buildings that perform the same or nearly the same function. For example, a hospital and a pharmacy perform related activities. A shop, supermarket and market perform the same services, a church and a mosque are used for the same purpose and so on. This will be brought

out after you explainthe meaning of the different names that the learners are introduced to. For this Activity, it would be good to use flashcards with names of buildings and if possible a drawing of thebuilding. The learners' duty willbe to pick flash cards that have names of buildings that perform the same or related function. Inthe absence of cards, doing itorally will still work but will lack the ability of learners to later onlook at the heaps/groups formed after identifying the types of buildings.

For reading skills:

- Let the learners read the sentences in activity 3 and 4. And then write the answers in their books. Since the sentences are relatively simple, do not assist them in reading. Only help the special needs learnerswho might have trouble having to read the phonic sound wh.

For writing skills:

•Activity 3 and Activity 4 help develop the learned writing skills. Activity 4 in particular helps instill in learners the generic competence of creativity and innovation as they get to express their creativity on paper. The learners are also expected to think critically in order to write correct sentences.

Answers to activity 3 and 4

Accept correct sentences that have the answers shown in column B.

What you can do	Name of place
Where to buy food	Shop/market/ supermarket/ hotel/ bakery
Where you can visit for fun	Playground/ park/game reserve
Where you go when sick	Hospital/ pharmacy/ chemist/clinic
Where you pray	Church/ mosque/ temple
Where you read	Library/school
Where you post a letter	Post office
Where you get money	Bank
Where you findsector leaderst	Sector office

NOTE:

- This Activity may be too hard forsome special needs learners as it brings together several skills. Assess the ability of the learners and break it down for them by writing 3 leading questions on the board that they will have to answer as they carry out the exercise.
- Learners living in town may have access to more buildings than those in the village, therefore their word list may include buildings that their village colleagues would nothave. However, at the end of the day, if you live in the village use photographs to orient learners to the many types of buildings that they are likely to come across once they visit a town.

Synthesis

It is possible to have a function that is performed in different buildings. A good example is where to buy food. One can buy food from a market, or a shop, or a supermarket or even a hotel. Help learners to be able to tell that such a case is possible. In some places also, it is possible to find, for example, a multipurpose hall that is used for performing different functions. Clearly help the learners realize that such buildings are meant to be used for different purposes.

Assessment

- Ask learners to carry out activity
- 1. Can the learners identify names of different buildings that perform similar functions? Can they explain what these functions are?
- Let the learners carry out activity 3 and 4. Can the learners write correct sentences aboutthe different places that they have learnt? Can the learners draw pictures of different places that they have learnt about?

Telling the location of community buildings

Learning objectives

By the end of this lesson, the learners should be able to:

- Recognize the use of prepositionsof place.
- Write a short text describing the position of community buildings on a map while paying attention to prepositions.

Introduction

Learners have been taught about prepositions of position already. Start by

putting objects in different positions and asking the learners to say where the items are. Pay attention to the use of prepositions. Let the learners know that prepositions can also be used to show the location of important buildings and other things.

Teaching aids

Name cards with prepositions of place written on them, pictures showing buildings and other places in the community.

Learning Activities

For vocabulary:

- Use Activity 1 to introduce learners to the vocabulary of prepositions of place. Practically demonstrate each of these prepositions. Use the position of different objects in class and around the school.

Additional Activity

Ask learners to demonstrate different prepositions of place that they have learnt.

For oral skills:

- Use Activity 2 to get learners to practice using prepositions of place in the context of the theme of community buildings.

- Ask the learners to look at the picture and then orally answer the questions given below the picture.

This activity enables the learners to practice the crosscutting issue of life-long learning. By knowing the importance of the location of different buildings, learners can use this information in future when giving directions to someone who is lost or enabling them to get a bearing of where they are and therefore get to where they need to be.

- Activity 4 gives learners an opportunity to tell the place where they live to their peers. Do this activity after they have read and answered questions in Activity 3 so that they can apply what they have read into a real- life situation.

For reading skills:

- Activity 2 has simple questions that learners can read for comprehension and then answer orally.

Read the text in Activity 3 as the learners listen. Ask the questions below the passage to see if the learners have understood what you read. Give learners time to read the passage on their own and answer the questions. Depending on the ability of the learner, you can allow them to write the

answers in their exercise books or you can just let them answer orally.

NOTE:

Activity 3 talks of a genocide memorial site. Use this opportunity to find out whether learners are aware of what genocide is, and the reason why a place can have a genocide memorial site. Talk about the importance of having peace in a place and also the importance of maintaining peace. You don't have to go deep into the topic, just use the knowledge that the learners have to come up with pointers to talk about. **For writing skills:**

- Use Activity 4 and exercise 4 to have learners write a guided composition about where they live. Using yourself as an example, answer the questions in the activity as if you were the one writing the composition. Then ask the learners to do the same.

Synthesis

Prepositions such as in front, behind, next to, opposite and across help us to describe the position of different things. When covering this unit, concern yourself more with being able to use prepositions when talking. The meaning of the preposition should come out clearly to show that the learners understand the position of a building in relation to another.

Assessment

- Can learners demonstrate the meaning of the different prepositions of place correctly?
- Allow the learners time to do Activity 2 with a friend/ partner. Can learners describe the position of different places in the community by correctly using prepositions of place?
- Let the learners carry out Activity 3. Are the learners able to read, understand and answer the questions correctly?
- Are learners able to correctly fill in the gaps in Exercise 4.
- For learners who have difficulties in reading and writing, ask them oral questions for them to answer accordingly. Remember competence based learning is all about being able to exhibit the skills that have been taught.

Lesson 5: Giving directions

Learning objectives

By the end of this lesson, learners should be able to:

- Identify words for directions.

Listen to and follow directions to places in the classroom and school.

- Respond appropriately to instructions given.
- Give directions.

Introduction

Ask a learner to do something in class. It may be standing from his or her desk to the back of the class. Then ask them to say how they got to the back of the class. Do they use any words that show direction? If they do not guide them into using words like I straight, left and right. Let them know that these words are used to show direction and they will be learning more about them in the lesson.

Teaching aids

Name cards with different words that show direction written on them, where possible add arrows on words like right, left and straight to visually guide the learners on the meanings of the words on the name card, map of the local area or a sample map that shows roads andstreets.

Learning Activities

For vocabulary:

Draw different directions on the applicable name cards to provide pictorial guidance to the learners with special needs. Then display the name cards and ask learners to say what they think the name card means.

Use Activity 1 to teach the othervocabulary related to direction that you may not have covered with the name cards.

This unit requires learners to use a dictionary. In the absence of one just direct learners to use the glossary at the back of the book. If your school has dictionaries, ensure that they are age appropriate to the learners you have. You will have to guide the learners on how to use a dictionary before asking them to use one.

For oral skills:

- Use Activity 2 to have learners read more about direction words. Activity 2 also encourages teamwork between two learners. Let them discuss with a partner the meaning of the words that you taught them during thevocabulary session. To ensure that they understand what they are reading, let them demonstrate what each word means. You can assign one or two words per pair.

- Ask learners to practise giving directions from one place to the other in the classroom. Ensure they use the words that they learnt during the vocabulary session.
- Let learners refer to Activity 2 to practice giving directions from one place to the other. As one person gives directions, let the other one be following with their fingers to see if the directions are accurate.
- Ask learners to practice giving directions on how to get home from school. They can describe the directions to their friends. For fun, you can ask learners to practically follow the directions that their friend gave to see if they can get to their homes. This activity should be done after learners have read and answered the comprehension questions in Activity 5.
- Activity 7 requires that you take learners outside the school for them to see the different places that are neighboring the school. This activity enables them to practice what they have been taught in real life. Listen as different learners give directions from one place to another. This activity should be done once the learners have mastered the basics of giving directions.

Additional activity

While outside the class, play a game of "I'm lost!" Where one person pretends that they are lost and it is the responsibility of the learners to give him or her directions to the place. Let the lost person follow the given instructions to see if they will get to their destination.

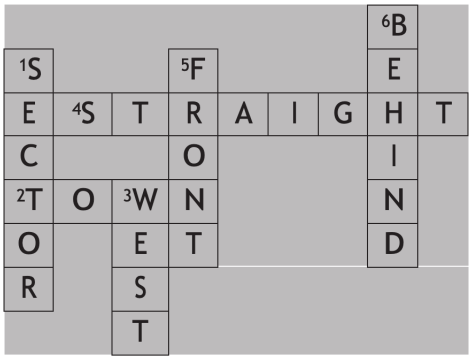
For reading skills:

- Use Activities 4 to help the learners read the picture that is given. Help them identify the roads and key community buildings that are shown. Then match the names to the buildings and places.
- Let the learners read the text in Activity 5, then answer the questions below it.
- The dialogue in Activity 6 that provides good practice for learners to read in pairs. Appoint two different learners to read the text that is given.

For writing skills:

- Ask the learners to copy the puzzle into their exercise books and identify words about places and directions from the puzzle. Revise the words used to describe places and directions first before asking them to work it out.

Answers to the puzzle activity 8



Across

2. Town

4. Straight

Down

1. Sector

3. West

5. Front

6. Behind

Note:

1. Ask learners to draw the grid in their exercise books and sketch out the words as above.
2. Explain to learners that thenumbering in the crosswordpuzzle may not necessarilyfollow systematically from one upwards. the numbers are arranged depending on where the word falls, either Across or Down.

Synthesis

Learners need to identify the landmark buildings in the community. This will help them to be able to give directions based on the key buildings that are easilyrecognizable. This also educates them to know that in future, whether when giving directions or asking for directions, it is important to be able to identify notable places in the community that can be usedas landmarks.

Take time identifying landmarks in your area with the learners andthen using prepositions of positionto give and follow directions practically.

Assessment

- Can the learners demonstrate the meaning of the different prepositions of place?
- Can learners use imperatives to give directions from one place to another?

- Can learners identify different places shown on a map and then give directions on how to get from one place to another?
- Give the learners Exercise 5 and 6 to do. Can learners write down the directions one can use to get to their homes from school? Remember the instructions the learners give need not be true, most important is that they can use the right vocabulary and language structure to give directions. However, encourage them to give correct instructions as they may be required to do should need arise.

Lesson 6: the road junction

Learning objectives

By the end of the lesson, learners should be able to:

- Recognise and pronounce sounds and use rhythm and stress correctly.
- Spell correctly.

Introduction

This lesson provides a summary of the key sounds, stress and rhythm used in this Unit. You do not need to introduce the lesson in any way as the three Activities that are done in this section are independent of each other.

Teaching aids

- A copy of the poem written on the board.

Learning Activities Poem

- Teach the learners the poem "the junction"
- of the Pupil's book until they can recite it correctly.
- Listen to the way they pronounce the words and correct them where necessary.
- Teach them the relevant actions that go with the words mentioned in the poem.

Can the learners identify words that relate to direction from the poem?

Dictation

Shop, market, straight, bakery, hospital, library

Dictate the words shown in the teaching aids section, one at a time, and then repeat them for the learners to write.

Riddle

Ask the learners to read the riddle and tell you the answer.

Answer: Name

Lesson 7. Sounds and spellings

Sound "ee" read as/ i/

F**ee**t, s**ee**d, b**ee**f, etc

Say – Now we are going to learn to read some English words.

Say: 'Listen and repeat after me read the sounds not the letters e.g. geese, bees, heel, weed – ask pupils to repeat.

Then say – now write the sounds in your notebooks.

Monitor to see if they are all writing geese, bees, heel, weed.

Say: 'Let's read the ee words together, everybody g +ee +se =_ geese, b +ee + s = bees.

Repeat before moving to number 3.

3 Say: 'Let's read the sentences. The teacher first reads for the pupils and then let them read by themselves.

Say: 'Now spell the words with sound ee in sentences and write them in your notebook. – write cheese, feet , heel in your notebook.' Check to see that all pupils are doing this.

Say: Now, we are going to read more words. Let's read the words together –beef, seed, heel ,bees. Great!'

Let them read in pairs. Check that all pupils are reading together.

As an assessment, you can ask pairs to read together for the class, or together as a class or individually

Synthesis

By now, learners should have no problem with writing names of different places in the community. They should also be able to identify simple words that can be used when talking about direction.

Assessment

- Can the learners identify thewords that show direction in the poem?

- Can learners use correct spellings and write legibly the different words that you dictated to them?
- Can the learners answer the riddle?

Summary of the unit

The main places that are likely to be found in a community are schools, markets, hospital/dispensary, supermarkets, shops, bakery, church/mosque, bank, hair saloon, library, pharmacy/chemist, post office, bus park/bus station, government offices, among others.

Learners should be able to write most if not all names of these places. They should also be able to use prepositions of place such as, opposite, across, in front, next and behind when talking about the position of these buildings.

When asked to give directions, learners should identify landmark places and buildings in the community and use words such us go, straight, right, left, turn, corner, among others to give direction.

Additional information

A preposition is a word or phrase that comes before a noun or pronoun to show its connection to the other words in the sentence. Prepositions can show place, time, position, or method.

The prepositions used in this unit to show the position of different places in the community are in front, opposite, behind, across, next to and near.

- Exercise 1 is orally oriented and therefore you will have to listen to the learners as they answer the questions and assess. You will also have to check the drawing they make. Remember the idea behind the drawing exercise is to promote creativity and innovation. So long as the image created by the learner is acceptable and is a representative of buildings in the community, then that will be sufficient.
- Exercise 2 is to be done by partners but move around the class supervising the conversations. Encourage learners to encourage one another and assist where necessary as they talk about the picture. If they are having trouble, encourage them to raise their hands and ask questions.

The objective of this exercise is to assess whether the learners know how to use is/are when answering questions. The words in brackets in the answers below are not a must to be said or written by the learner.

Answers to Exercise 2

a) Yes, there is a bank (in the picture).

b) Yes, there are shops (in the picture).

c) The learner can say whichever answer that he/ she gives. Ask them to tell you why they have given theanswer they have.

d) There is one bank in the picture. (Or simply just one/1 will do.)

e) No, there is no hospital in the picture.

- Exercise 3 is to be done by individual learners.

Answers to Exercise 3

A place where people go to pray is a church or a mosque.

1. A place where you are treated is ahospital/dispensary.
2. A place where they make bread isa bakery.
3. A place where you make your hairis a hair salon.
4. A place where you save yourmoney is a bank.

- Exercise 4 is to be done byindividual learners.

Answers to Exercise 4

My name is Mutesi. I live in Remera town. There are four community buildings in our town. These are the church, hospital, market and the bank. We get money from a bank. We buy food from the market. The church is opposite the road.

5. Check the learners composition ad confirm that they have answered all the guiding questions.
6. Exercise 5 should be done and presented by individual learners. The answer depends on where the learner stays. However, we are only interested in the usage of the prepositions of place and vocabulary to showdirection. The details need not be accurate.
7. Exercise 6 should be done and presented by individual learners. Check for accuracy of the directions given and the proper use of prepositions of place and vocabulary for giving directions.
8. The Unit Assessment should be done by individual learners unless where they have been asked to do it in groups or pairs.

End of unit assessment

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learnerscarry out these exercises as you assess their abilities.

Answers to the Unit Assessment

1. hospital
2. school
3. bank
4. church
5. shop
6. Treat – hospital
7. pray – Church
8. Learn- school
9. money – bank.
10. 10 – 14 – Check the learners sentences for accuracy, proper punctuation and legibility of handwriting.
11. Ask for directions.
12. 16-18 Check learners answers for proper use of prepositions of place, vocabulary for directions, proper punctuation and legibility of handwriting.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise todo:

1. Count the number of shops at the market. Write a sentence about the number of shops in the community.
2. Name the buildings that you pass on your way from home to school.
3. Find two buildings that are near to each other. Write a sentence that shows that the buildings are near each other.

Which building would you go to if you wanted to pray?

(The answers to these questions will depend on the local area. Just ensure that the learner is able to give a number that corresponds to the shops and

use proper names of buildings that are near each other. The third sentence needs the learner to give the names of the buildings and then use the preposition near to. Explain all these things to the learner before asking him/her to do the activity.)

Extended activities

- Some learners may find that the content provided is too easy. Let them do the following exercise;
- Find three other prepositions and make correct sentences using these prepositions.

Unit 2. People and jobs in the community

Key unit competence

To use language learnt in the context of people and jobs in the community.

Introduction

Learners have already been introduced to the present simple tense in earlier classes as well as in Unit 1 of the book. This unit provides further practice on the present simple tense. Therefore, they should be able to name various buildings that are shown in the pictures on Page 1 of the Pupil's book.

Show the learners the pictures that are given in the Oral Introductory Activity of unit 2. Let them tell you in simple English the work done by the people in the pictures. They can even tell names of people they know who do such jobs.

Explain to the learners that in this unit they will be learning vocabulary that relates to the work that is done by people. Encourage them to find out about different jobs that are done by different people in their families.

Vocabulary

chef, driver, carpenter, engineer, farmer, teacher, builder, policeman, doctor, pastor, cobbler, tailor, dentist, nurse, lawyer, secretary, shopkeeper, pilot, mechanic, hairdresser, barber, garden, garage, school, bank, airport, hotel, bakery, saloon, library, shop, etc

Guidance on the problemstatement

Learners have encountered different people, including yourself, doing various jobs. It is expected therefore that they can look at thepictures in the Oral Activity on Page 22 and 23 of the Pupil's book andidentify most of the jobs represented by the people who do them. It is likely that some learners have not been exposed to some jobs, for instance, pilots. But they may have an idea of what an airplane looks like.

Use the pictures that the learners are familiar with to poke the minds of the learners. Let them tell you what they think you are going to teach them based on the pictures that they see on the page. Then build on from the discussion into letting them know that the lesson is about people and the jobs they do. Remember there are some areas that may predominantly have

white collar jobs and others that may have people who are predominantly self-employed. Some learners may actually not know that some forms of work as actually jobs, for example, farming. Let the children know that jobs does not only apply to salaried employed but it also applies to self-employment.

2.1. List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Talking about people's jobs	5 periods	1 period
2. Describing jobs	5 periods	1 period
3. Talking about future careers	5 periods	2 periods
4. Sounds and spellings	Letter sounds(3)	4 (dictation and riddle)
Total number of lessons (26)		

This breakdown is only a guideline. The speed at which your learners grasp the concept will determine how you allocate the time. Some activities may be easily taken up by learners while others may not. This may cause fluctuations in the allocation of time.

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your roleis to actively encourage and enable learners to think critically, to carry out research so as to solve problems,to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that there isequal participation by all.

There are several learningactivities that are competence –based. Each of these activities arerelated to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practise of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practise. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning.

In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem.

In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this newcurriculum puts more emphasis on competences, to this end, use thefollowing guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Lesson Development

Lesson 1: Talking about people's jobs?

Learning objectives

By the end of this topic, a learnershould be able to:

- Identify the use of the presentsimple tense.
- Identify a range of jobs.
- State words for jobs andactivities.
- Practice using a dictionary.

Introduction

Learners already have an idea of the jobs that can be done because they talked about jobs that are done by different members of the family in Primary Two. Now in this class, we are introducing them to work that is being done by people in the community.

Learners may remember the different chores that family members do. If they do, this provides a good starting point as you are ableto explain to them that in addition to doing house chores, people also carry out activities that help them earn an income that enables them to meet their daily needs.

Request the learners to tell you some of the jobs of people that they know do. Then show them the pictures of people at work in the Pupil's book and let the learners name as well as describe what they job entail. Since their vocabulary may be limited, accept one word answers to questions, for example, if asked what a teacher does, the learnermay respond by saying teach. This is okay. Then pick up from the answers any jobs shown that they may not know and explain them. Also find out if the learners know of any other jobs that are done bydifferent people that are not in the pictures.

Teaching aids

Pictures of people doing different types of jobs, name cards with names of different jobs together with their description of the jobs on the back, picture book of jobs done by different people

Learning Activities

Use the activities in the manner suggested below to get learners to talk about the place where they live. To build their confidence, let them know that they are learning how to use proper English language just as the children in the pictures are doing. Emphasis should be given on use of present simple tense.

Start with the oral activities where the learners will talk about their village or town first. Once they are comfortable doing this, introduce reading and then later on writing.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understand and undertake the given activity.

For vocabulary:

- Read out the names shown in Activity 1. Let the learners repeat after you. Do the learners recognize any of the words that you have read? Explain the meaning of each word you have read. Remember that correct pronunciation of the word counts. If you pronounce it correctly, the learners will also do the same.
- Use the same activity to introduce learners to using a dictionary. Take time to explain the way words in a dictionary are arranged and help learners to locate these names one by one. Remember that the learners should use a junior English dictionary and not an advanced dictionary. In the absence of a dictionary, refer learners to the glossary at the back of the Pupil's book. The names in the glossary are arranged alphabetically and this should give learners a near dictionary experience.

For oral skills:

- Let the learners say the vocabulary in Activity 1 after you as you read out the words.
- Using Activity 2 let the learners tell you the names of the people that are shown in the pictures. Let them also discuss among themselves and then report to the class who the people shown in the pictures are.
- Read the instructions for different activities and let the learners tell you

what they are expected to do.

- Read the instructions in Activity

1. Let the learners tell you what they are expected to do. Let the learners work in pairs to find the meanings of the words either from the dictionary or from the glossary at the back of the Pupil's book. Then proceed to teach them the meaning of each word as you compare with what the learners found.

For reading skills:

- Ask the learners to read the names in Activity 1. Some learners may have crammed the sequence of the names while you were teaching vocabulary, therefore do not use the order that is given in the books. Instead, write the names of the jobs on name cards and then distribute them. Appoint different learners to read the words that they have. Remember that the list in the Pupil's book is not exhaustive. Add as many jobs as you can find.
- Ask learners to try and read the instructions given for each activity. Guide and correct them where necessary.
- Ask learners to read the dialogue given under Exercise 1 and role-play it. They just need to repeat the words that are given.
- Ask learners to match the pictures in Activity 4 to their relevant sentences.

For writing skills:

- Let the learners write down the meaning of the different words in the vocabulary list in Activity 1 and Activity 6 .
- Ask the learners to draw two different people doing their jobs. Each person should be drawn on a separate page. Then they should write the name of the job being done by the person.
- Ask learners in pairs to make correct sentences about jobs done by people as required in Activity 4.
- Let the learners write correct sentences after discussing them in Activity 7.

Synthesis

This lesson introduces learners to the names of the different jobs that people can do. There are different jobs that people can do. Not all people are in formal employment. Some are in informal employment and this should be brought out to the learners.

Assessment

- Can the learners say the meaning of the words shown in Activity 1?

- Can the learners identify people's job's when shown pictures of people doing different jobs such as those in Activity 2?
- Can the learners match the job names to the pictures that they are shown such as those give in Activity 2?
- Are the learners able to match people's job's to the place where the jobs are done?

Describing jobs

Learning objectives

By the end of the lesson, a learner should be able to:

- Describe simply what a particular job involves.
- Listen to people talking about jobs and show understanding in speech and in writing.
- Read a short text about jobs and show understanding in speech and in writing.
- Write a short text describing the jobs done by people in the community or by family members.

Introduction

Read the poem for the learners to repeat. Go slowly, verse by verse because learners are not at a good level to understand a lot of information at once. Remember to point at the picture of a person while reading the verses about her job.

Teaching aids

Pictures of people doing different types of jobs, name cards with names of different jobs together with their description of the jobs on the back, picture book of jobs done by different people

Learning Activities

For vocabulary:

- The vocabulary for this lesson has already been established in the previous lesson. Therefore, repeat for the benefit of learners who may not remember very well or have learning disabilities, the key vocabulary that has been covered. Remind them that these words are used to name the jobs people do and the places where these jobs are done.

For oral skills:

- Read the following text for learners to listen and tell you who is being talked about

Driver

I wake up early in the morning. My work is to take people totheir places of work. My office is a vehicle. I have to wear auniform. What is my job?

Tailor

I make very good clothes for people. When they buy the clothes they look very smart in them. I use thread and a needleor a machine to work. I don't need to have a uniform to do myjob. What is my job?

Shopkeeper

I sell things in a shop. In my shop, I sell; soaps, salt, sugar and rice. I sell them to customers. What is my job**?**

Doctor

I work in the hospital, and treat sick people. I use thermometer to measure the temperature of sick people.

What is my job?

You can add as many descriptions as you can and as well as time will allow. This will help enrichthe learners vocabulary.

- Distribute different name cardsto different learners. Ask them to look at the name given on the name card and then turn it over to read the description silently. Using your notes, read out a description about a particular job. Ask the learner with the name card bearing that job to stand up and role- play the person whose job she is representing. Aid the learnersto understand jobs that may be new to them.
- Arrange the learners in groups of5 and let them carry out Activity 8. Supervise the learners to ensure that they are spelling the words correctly.

For reading skills:

- Let the learners read thesentences in Activity 9 and matchthem orally. This can be done in pairs first before doing it as a group.
- Ask learners to work in pairs reading and answering the activity 10.
- Allow them to talk about them and then ask each other the **What is**… structured questions alongside each picture. Let those who can answer do so orally.

For writing skills:

- Let the learners copy the table in Activity 9 into their exercise books and match the jobs to theactivities that are done.
- Discuss Activity 10 with the learners generally as a class. Write the

answers on the board. Ask them to copy the questions for each picture in Activity 10 and then answer them.

Synthesis

Different people undertake different activities. When describing a job, it is important that you name the place where one works and the activities that one does.

Assessment

- Can the learner undertake simple research aimed at collecting information about the different jobs that people at home do?
- Can the learner say the different activities that different people do in their jobs?
- Can the learner match different activities to the people who do those activities?

Lesson 2: Talking about future careers

Learning objectives

By the end of this unit, the learner should be able to:

- Identify and use language used for wishing.
- Say what job they would like todo in the future.
- Write a short text saying what job they would like to do in future paying attention to wantto.

Introduction

- Refer the learners to the homework Activity that they carried out in the previous lesson. Did the learners find any job that is being done by family members that interests them? Let them tell you what interested them in these jobs.

How about the different jobs that they have now learnt about, is there any job that interests them? Let them say the jobs that interests them and the reason why they areinterested in these jobs.

Explain to the learners the meaning of the word wish (to desire something). Let them know they can work hard and be able to do the jobs that interest them in future.

Teaching aids

Pictures of people doing different types of jobs, name cards with names of

different jobs together with their description of the jobs on the back, picture book of jobs done by different people.

Learning Activities

For vocabulary:

- The most important vocabulary for this lesson is want to. Remind the learners that they can do any job that they want to do when they are grown up. Because they are still young, they can only wish to do that job.

For oral skills:

- Let the learners look at Activity 1. Read to them what the children in the picture are saying. Allow the learners to practice saying or wishing for the different jobs that they would like to do in future.

Let the learners know that all people have the same rights. They can do anything that they want to do as long as it is not against the law. It does not matter whether they are boys or girls. It does not matter also whether they are physically disabled or not. This is an important cross-cutting issue that children should grow up knowing.

- Allow the learners to practice asking and answering each other about what jobs they want to do when they grow up as required in Activity 2 and 3.
- Remind the learners that it is not only formal employment that can enable one to earn money but informal employment too. Let the learners know that it is hard work that leads to success.
- Allow the learners in pairs or in small groups to discuss the importance of money as required in Activity 6. Financial education is important as it enables learners to make sound decisions relating to money. Allow sufficient time for the learners to tell you what they believe is the importance of money before giving the reasons.

For reading skills:

- Allow the learners to read what the children in the pictures are saying.

For writing skills:

- Let the learners draw a picture of the person they want to be in future as required in Activity 4. This activity allows the learners to show case their creative nature as it allows them to imagine what they will be like in future and then draw it.
- Ask the learners to do Activity 7. Check legibility of their handwriting as well as correct spelling and punctuation.

- Ask learners to copy the puzzle in their exercise books andidentify the different jobs that are hidden in the puzzle.

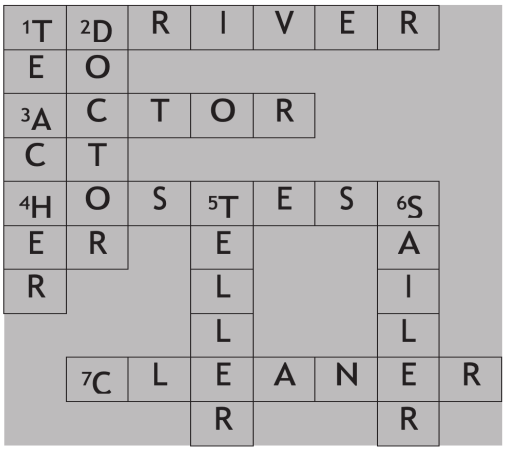
Across

2. Driver
3. Actor
4. Hostess

Down

1. Teacher
5. Teller
6. Sailer

7. Cleaner



Note:

1. Ask learners to draw the grid in their exercise books and sketch out the words as above.
2. Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. the numbers are arranged depending on where the word falls, either Across or Down.

Synthesis

One can become anyone they want to be. As long as they identify what it takes to do a particular job, and they put in effort to ensure that they get the knowledge and skills needed to do the job. Use Activity9 on to lead this discussion.

Assessment

- Can the learner clearly use the language of wishing to state what they want to be in future?
- Can the learner engage in dialogwith a friend or as part of a group when talking about whatthey want to be in future?
- Does the learner appreciate that anyone can be what they wantto be as long as they set their minds to it?

- Can the learner write a shorttext saying what job they wouldlike to do in future, payingattention to the use of want to?

Lesson 3: Sounds and spelling

Learning objectives

- By the end of this sub–topic, thelearner should be able to:
- Recognize and pronouncesounds correctly.
- Recognize and use rhythmcorrectly.

Spell the sound /tr/ correctly in the words: **tree, tractor, train, tray, trophy.**

Introduction

Ask the learners to give names of different jobs that they know. For each job let them mention the activities that the people who dothat job do.

Learning Activities

- Dictate the following words to the learners.

Teacher, lawyer, doctor, farmer, tailor, shopkeeper, carpenter

Shopkeeper and architect are meant for the gifted learners as average learners may not be able to keep up with the number of syllables in each word.

- Ask the learners the riddle and see if there is anyone of them who will get it right. The answer to the riddle is provided in the answers section at the end ofthe unit.

Synthesis

One has to be able to use the correct vocabulary when talkingabout a job that is done by other people. They should also be able to write well. Encourage learners to look at the content in the book or what they have written in theirexercise books at their own free time.

Assessment

- Can the learners recite the poemclearly without stammering?
- Can the learner spell the wordsused to talk about jobs correctly?

Summary of the unit

A village can have people that do different jobs. The job can be that of self-employment or one can be employed formally. The difference usually is that the self-employed person earns profit from providing people with a

service. The formally employed earn a salary at the end of the month orthe time the contract ends. Help learners to appreciate that whether self-employed or formally employed, at the end of the day, the person is able to earn a living from it.

Additional information

One use of the present tense is to talk about something that is fixed in the future. In this unit, learners are using the present tense to talk about something that they wish to happen in the future.

End of unit assessment

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities.

- Exercise 1 requires learners to fill inany given job that they know for question 1 and then use the correct question form to fill in the blanks. Check the learners work to ensure that they have filled in correctly.
- Exercise 2 can be done in pairs and should have the followinganswers.

Place of work	People
Saloon	Barber
Hotel	Chef
Hospital	Doctor
Church	Pastor
Shop	Shopkeeper
Bakery	Baker
Garden	Farmer
Garage	Mechanic
Library	Librarian
School	Teacher

Exercise 3 is to be done by individual learners.

Answers to Exercise 3

1. Who drives a bus? A driver.

2. Who sings for people? A singer or a musician.

Who reads news on TV? A newsanchor.

1. Who makes people laugh? Acomedian.

2. Who makes clothes for people? A tailor.

- Exercise 4 is to be done by individual learners.

Answers to Exercise

A teacher cooks in a hotel. False.

1. A mechanic repairs cars. True.
2. An architect draws house plans. True.
3. A cobbler makes and repairs shoes. True.
4. An air hostess works in an airplane. True.
5. A lawyer arrests people. False.

Exercise 5 should be done by individual learners.

Answers to Exercise 5

a) He will be a policeman.
b) She will be an actress.
c) She will be a chef.
d) They will be mechanics.
e) He will be a doctor.

- Exercise 6 should be done by individual learners.

Answers to Exercise 6

1. A bank manager works in a bank.
2. A farmer works in the garden or farm.

3. A policeman works at the police station.

4. A teacher works at school.

5. A shopkeeper works at a shop.

6. A pastor works at a church.

7. A dentist works at a hospital orclinic.

- The Unit Assessment should be done by individual learnersunless you feel that some questions can be done by pairsor in groups.

Answers to the Unit 2 assessment

1. Lawyer.

2. Driver.

3. Doctor.

4. Farmer.

5. Nurse.

6. Pilot – Flies airplanes.

7. Artist – paints pictures.

8. Surgeon- operates sick people

9. Journalist – works for atelevision or radio station.

10. A person who uses wood to make items. (carpenter)

11. A girl or woman who serves food in a hotel. (waitress)

12. A person who sews and repairs clothes. (tailor)

13. A person who cuts and sells meat. (butcher)

14. A person who takes pictures. (photographer)

15. Check learner's answersto see if they can construct grammatically correct sentences and write legibly.

16.

a) He is an engineer.
b) A cook works in a kitchen.
c) What is her job?
d) He wants to be a doctor.

e) Farmers grow crops.

17. This is a question to help learners with the cross-cutting issue of critical thinking and financial education. Check learners answers for correct use of grammar and legibility of writing.

Remedial activities

- Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:
- Talk to a family member. Let them tell you what work they do and why they do it. Write two sentences about the work that the family member does. (The answers to these questions will depend on the job done by a family member. Explain to the learner what is expected of him/her in this activity. In case, they do not have a family member who works, ask the learner to tell you what job he or she knows. Explain to them what the people doing that job do. Then ask the learner to write two correct sentences about what you have described.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Write three correct sentences abouteach of the following people:

a) Chief Justice
b) Head mistress
c) Choir master.

Unit 3. Time

Key unit competence

To use language learnt in thecontext of time.

Introduction

In Primary Two, learners were taught about telling time.They should be able to name the different meals and also tell time when they have these meals. They have also learnt about activities that they do on a daily basis. They should, therefore, be able to talk about different activities and tell time when they do each activity. In addition, learners have been taught about ordinal numbers up to 50.

As revision, ask learners to say out aloud numbers from 1 to 50 as required in the Oral Activity on Page 37 of the pupil's book. Remember learners are good at giving chorus answers. As they say out the numbers look out for any learners who may be following the crowd without saying the number. Ask them to individually rote countthe numbers.

If the learners have problems with the numbers, remind them how to count ordinal numbers up to 50.

Vocabulary

Quarter past, half past, quarter to, o'clock, date, day, year, usually, normally, sometimes, always, never, often, daily, among others.

Guidance on the problem statement

In a school setting, learners are aware that each subject is allocated sometime after which a bell rings and then the next lesson starts. Each day of the week when they are in school, learners writethe date in their books to mark the beginning of a new lesson ornew content. Every year, learners celebrate their birthdays and are aware that each year means they have grown up and added a year.

Most learners at this level should be able to write all these aspects (time, date and years) as numbers. However, given that the language ofinstruction at this level is not English, and that the learners usage of the English language is limited, it may be hard for the learners to write this aspect in English. The starting point is to remind them, throughrote counting, the ordinal numbers.

3.1. List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Telling time	4 Periods	1 period
2. Giving the date in days/ months/years	5 Periods	1 period
3. Stating the number ofminutes, hours and months	4 Periods	1 period
4. Talking about dailyroutine	4 Periods	1 period
5. Sounds and spellings	2 Periods	2 (dictation and riddle)
Total number of lessons (25)		

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands- on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence – based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

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- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example,

talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content ondefinition of values.
- Participate in selected valuesclarification exercises for personal values provided bythe teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learningrequires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learningentails helping learners to become active participants in and take responsibility fortheir own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Team work is essential as many learning activities are structured for groups of learnersworking together to discover thebest solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

The Pupil's book has learning activities from Page. Use these activities to get learners to talk about time. To build their confidence, let them know that they are learning how to use proper English language just as the children in the pictures are doing. Emphasis should be given on use of present simple tense.

Start with the oral activities where the learners will talk about time. Once they are comfortable doing this, introducereading and then later on writing.

Remember that the activities are learner driven and progress should

be made depending on the abilityof the learners to understand and undertake the given activity.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation.

He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessedon the knowledge they have acquired(summative assessment), this new curriculum puts more emphasis oncompetences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

3.2. Lesson Development

Lesson 1: Telling time

Learning objectives

By the end of this lesson, the learner should be able to:

- Tell time orally.
- Identify the use of questions about time in the present simple tense.
- Read a clock face and tell time orally.
- Draw a clock face to show the time.
- Write the time after being told orally.

Introduction

Learners have already been introduced to telling time. Therefore, start by writing different times on the board and ask different learners to say/read what you have written. Can the learners recognize that you have written different times on the board? For example, write, 8.00, 8.15, 8.30, and 8.45. Based on what they were taught in P2 and on their ability to remember, learners should be able to see that the numbers represent time.

Should the learners not be able to read what you have written, remind them that the numbers represent different time between 8.00 o'clock and 8.45.

Were the learners able to use the correct vocabulary used when reading time? For example, o'clock, quarter past, half past, quarter to? If they were

not able to, then you should put more emphasis on this section when you will be handling Activity 2 on Page 38.

Teaching aids

Cards with clock faces showingdifferent times of the day, model clock

Learning Activities

For vocabulary:

Write different times on the board that will show quarter past, half past and quarter to. Then remind learners on when we use these words. Also talk about when we use o'clock.

Remember we say o'clock whenit is the top of the hour and not in between. For example, you cannot say 8.45 o'clock. As long as there are minutes we use either pm or am. However, at this stage learners arestill getting used to the concept of time therefore do not introduce the am/pm aspect.

For oral skills:

- Ask the learners to carry out Activity 1 and Activity 2 in the Pupil's book. Let them take turns writing down different times on pieces of paper as their friends read them out.
- Guide the learners to spell the words with the sounds /fr/ correctly in their books.
- Ask learners to count the sticks on the clock face in Activity 4. You can also use a real clock. Since we introduced them to numbers up to 50, expect some learnersto be stuck once they get to 50. Teach the learners how to count up to 60.
- Let the learners tell you thedifferent times that are shown on the clock faces in Activity 5 and Activity 6.

Additional Activity

Once the learners have mastered telling time, organize for them to play a game of "What is the time, MrLion?"

In this game, learners choose oneperson who will be called Mr Lion, who then stands with his back to the group of leaners. The other learners stand on a row a few meters behindwhere Mr. Lion is standing.

The learners behind Mr. Lion call out, "What is the time Mr.Lion?" Then Mr. Lion answers. For example, he can say, "2.00 o'clock".

The learners behind him are then supposed to move two steps towards where Mr. Lion will be standing.

Every time Mr. Lion answers, the learners are to move the number of steps corresponding to the time that Mr. Lion has mentioned.

Once the other learners are close enough to Mr. Lion, he should answer, "Lunch time" and then ran to grab any nearby learners.

For reading skills:

- Ask the learners to read and carry out Activity 3. Do not assist them in reading, only step in to do so for the special needs learners or those who are unable to do so.
- As part of Activity 4, there isa section that explains how we arrive at using the wordsquarter to, half past and quarterpast. Let the learners read this portion as they work out the simple division to enable them arrive at their own conclusions ofthe meaning of this vocabulary.
- Allow the learners to picture read the clock faces in Activity 1, Activity 3, Activity 5, Activity 6 in the Pupil's book. Allow sufficient time especially for the special needs learners to grasp the idea behind quarter past, quarter to and half past. If clock faces are too hard for the special needs learners, stick to the digital clock's long enough for them to be able to tell time.

Use the model clock to demonstrate to learners who have visual problems. Let them tell you the different times that you will display on the clock face.

For writing skills:

- Ask the learners to draw the different clock faces that are shown in Activity 1, Activity 3, Activity 5, and Activity 6 in the Pupil's book.

Synthesis

When telling time, we use the word **o'clock** for any time shown at the top of the hour. We use **past** to show time within 1 to 30 minutes on the hour and we used **to** when tellingtime that is between 31 minutes to 59 on the hour.

Assessment

- Use the model clock to show different times of the day. Can the learners identify time whenit is written as it appears on digital clock faces?
- Use a watch to ask learners to tell time. Can learners look ata clock face and write the time like it appears on digital clock faces?
- Say out aloud a given time. Ask learners to draw a clock face to show the time you said. Can the learners draw clock faces when given time as it appears on a digital clock face?
- Ask learners to tell different times. Can learners use o'clock, past and to

appropriately when telling time?

Lesson 2: Giving the date indays/months/years

Learning objectives

By the end of the lesson, the learner should be able to:

- State words for days, months and years.
- Listen to people talking about dates and show understanding in speech or writing.
- Listen to and understand a text about days of the week and show understanding in speech or writing.

Introduction

Ask the learners to tell you which day of the week it is. Let them also tell you how they know that it is a given day of the week. If anyone can talk about the calendar, then use it as a starting point to introduce the days of the week.

Teaching aids

Calendar

Learning Activities

For vocabulary:

- Ask the learners to tell you the different days of the week as you write them on the blackboard. Check if there is any that they may have forgotten and then add on the list. Add the word calendar and ask one of the learners to read it. Ask another to say what the word means. Alternatively if there is a calendar in class, ask a learner to show where the calendar is.

For oral skills:

- Use the calendar in the book in Activity 4, or any other calendar you can access to ask learners to answer the questions.
- Let the learners repeat after you as they say the ordinal numbers from one to fifty as given in Activity 4 and 7.
- Give the learners a homework to go and ask their parents about the date of birth so as to help them to do the activity 3.
- Activity 3 requires that learners practically stand in a line and say the positionthey are in from position one to seven. Let the learners do this activity and then say thenumber that corresponds totheir position.

- Ask learners to say aloud different dates that you write on the board and those that are in the Pupil's book in Activity 7.

For reading skills:

- Let the learners picture read the calendar on Page 58 of the Pupil's book and tell you what it is as they answer the questions below it orally. They should be able to read the different days of the week as well as the numbers shown on the calendar. Guide them to say the date by giving the name of the day and the month.
- Request the learners to read the ordinal numbers on their own after you have read to them the first time. Take time helping those who may have trouble with pronunciation of the numbers.
- Let the learners read the years shown in Activity 8. Make sure that they read them in the format for reading years and not as numbers.

For writing skills:

1. Ask the learners to rewrite the letters in Activity 2 so that they spell correct names for days.

2. Ask learners to rewrite the names of different months of the year as required in Activity 5.

- Read out different ordinal numbers as the learners write them down in their books. Let them practice writing the short form as well as the spelled out form.

Additional activity:

Read out different years as the learners write them out in their books.

This activity is intentionally left out of the book because it may not be easy for many learners to do. Guide the learners to practice writing different dates at their pace.

Synthesis

Ordinal numbers are commonly used when reading dates but they are hardly used when writing dates. Encourage learners to practice writing all formats of dates. Let them also be in the habit of reading dates as dates and not as numbers. Remember that there is no number O so they should desist from reading dates for example by saying two 'o' seven to mean, 2007.

Assessment

- Can the learners spell out the days of the week correctly?
- Can the learners spell out the months of the year correctly?

- Can the learners write ordinal numbers from number 1 to 50 correctly?
- Can the learners give the date correctly?

Lesson 3: Stating the numberof minutes, hours and months

Learning objectives

By the end of the lesson, a learnershould be able to:

- State words for times of the day.
- Read a short text about daily routine and show understanding using visuals or in writing.
- Write a short text describing the daily routine of people in the community or family members,paying attention to the present simple tense.

Introduction

In P2, learners were introduced to activities that one does on a daily basis. In this class, the content provided just adds on to the vocabulary that learners may not remember which was taught in P2. By now learners have also become conversant with telling time and therefore should be in a position to relate different activities with the time when they are done.

Teaching aids

Pictures showing different times of the day, pictures showing people doing different activities at different times of the day, pictures of the sun showing different times of the day.

Learning Activities

For vocabulary:

Remind the learners the meaning of the words, minutes, hour, day, week, month and year.

For oral skills:

- Let the learners go back toActivity 4 and countthe number of sticks on the clockface. They should then taketurns and practice asking each other how many minutes there are in an hour.
- Allow learners to discuss in groups the activity 1. They should then choose one person to make the groups presentation in class. This Activity enable learners to appreciate working with each other.
- Let the learners memorize and recite the rhyme in activity 3.

For reading skills:

- Let the learners read the dialogue among the two childrenin activity 2, then read and practiceasking each other the same questions.
- Read the Poem in Activity 3 the learners listen. Allow themtime to read the poem on their own. Let them read it repeatedly until they are able to recite the poem on their own.

For writing skills:

- After discussing Activity 1 as a class, let thelearners answer the questions inwriting in their exercise books.
- Let the learners write the answers to Exercise 2 in their exercise books.

Additional Activity

Ask the learners to convert years into months and months to years. Again this activity in consideration of the learners who may have difficulty grasping the concept for converting days to weeks and vice versa as well as converting from months to years.

Synthesis

Aid the learners to be able to know that to change hours to minutes we divide by 60 and to change minutes to hours we multiply by 60. Also let them know that a week has 7 days and therefore we divide to get the number of weeks and we multiply to get the number of days.

Assessment

- Can learners convert betweenminutes and hours, days and weeks, and months and years?

Lesson 4: Talking about dailyroutine

Learning objectives

By the end of the lesson, the learner should be able to:

- Describe daily routine, paying attention to questions with when.
- Write a short text describing the daily routine of people in the community or family members, paying attention to the present simple tense and adverbs of frequency.

Introduction

Learners have already been taught about daily routine in Primary Two. Find out if they still remember to use proper language when talking about the activities that they do every day. Remind them of the times of the day and theget them to talk about the activitiesthat they do at each time of the day.Use pictures of the sun at various times of the day to talk about

the different times of the day. This will help the learners to relate with different times and activities that can be done during these times.

Teaching aids

Pictures showing people doing different things, pictures of the sun at different times of the day.

Learning Activities

For vocabulary:

- Have name cards that have different activities that can be done during the day. If possible, they should be on cards that have the picture of the activity on the other side. Show learners these name cards as you start the lesson and let the learners tell you what they think is happening in each picture. Encourage learners to use English at all times.
- Teach the learners the adverbs of frequency that are shown in Activity 1. Let the learners carry out research on how these words are used so that they can practice looking for information when requested to do so. At the end of the allowed time for doing the exercise let them report to the class the meanings that they found out.

For oral skills:

- Ask the learners to say the activities that they do every day in the morning, during the day, afternoon, evening and at night.
- Use Activity 2 to talk about different activities that the girl in the picture is doing.
- Let the learners put the pictures in Activity 2 in right order while talking about the activity that is happening in each picture.
- Allow learners in pairs or in small groups to talk about the different activities that they do at different times of the day.

For reading skills:

- Let the learners read the dialogue in Activity 6 and then role-play it.
- Activity 5 has sentences that the learners can first read in pairs or in groups before reading them individually. Supervise the reading exercise so that learners take turns reading. Let them help each other in case they have trouble reading. Then allow the learners to put the sentences in their correct order to make a story about Mutoni's daily activities.

For writing skills:

- Let the learners write the different adverbs of frequency in Activity 1 in their books and later write the meanings of the words.

- Ask the learners to write the correct order of sentences in Activity 5 in their exercise books.

Additional activity

Ask learners to write their daily routine in their exercise books.

Synthesis

Adverbs of frequency help us to talk about how often we carry out different activities. Ensure that learners are able to use the correct adverb when talking about the activities that they do every day.

Assessment

- Can learners use adverbs of frequency correctly when talking about the activities that they do every day?
- Can learners ask questions about daily routine using when and what?
- Can learners answer questions about daily routine correctly?
- Can learners write their own daily routine in a clear and legible handwriting using correct grammar?

Lesson 5: Sounds and spellings

Learning objectives

By the end of this sub–topic, the learner should be able to:

- Recognize and pronounce sounds correctly.
- Recognise and use rhythm correctly.
- Spell the words with sound /fr/ by using examples of the following words: fruit, frog, friend,
- Dictate the following words to the learners.

Usually, never, a half, o'clock, a quarter

Additional activity

Before dictating the words above, you can engage learners in different vocabulary and spelling games. For example, you can ask the learners to write as many words as they have learnt in this unit. Then the words are collected into a basket. Different learners can then take time 'fishing' for different words from the box. Then they can read them out aloud to the class. Help the learners who will have a problem reading any of the fished words.

Alternatively, you can write the words and place them on name cards and put them on the teacher's table. Say out aloud a word and ask a learnerto come and pick a name card with the word you have read.

- Ask the learners the riddle from the Pupil's book and see if there is anyone of them who will get it right. The answer to the riddle is providedin the answers section at the end of the unit.

Synthesis

Every day we talk to people about what we are doing or what we have done or what we will be doing. Encourage learners to look at the content in the book or what they have written in their exercise books at their own free time and become conversant with the vocabulary usedwhen talking about days, dates, months and daily routine.

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner spell the words used to talk about time and frequency correctly?
- Can the learners answer the riddle correctly?

Summary of the unit

Time can be shown using digital or analogue clock faces. Learners should be able to tell time on any clock face that they are given. Take time to go through the calculations that show quarter past, half past and quarter to so that learners can see the link between mathematics and other subjects.

Additional information

Time can be given in the past present or future. Take time to explain what these different times mean. Let the learners know that each has a different tense that isused and that they will get to learn about the other tenses in the courseof the year.

When reading dates, even though they may be written in numeral form, we have to say them as ordinal numbers. Therefore,01/01 becomes The first of January. The date format used must show two numbers representing the day (dd) and two numbers representing the month (mm). Therefore, when reading we first say the day then the month.

End of unit assessment.

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learnerscarry out these exercises as you assess their abilities.

- Exercise 1 requires learners to draw clock faces to show the time represented in digital form. Check the learners work to ensure that they have drawn the clock faces correctly.
- Exercise 2 should also be done by individual learners and should have the following answers.

a) The first day of the weekis Sunday.

b) The third day of the weekis Tuesday.

c) The seventh day of theweek is Saturday.

- Exercise 3 is to be done in groups because ordinalnumbers may be a challenge tosome learners.

Answers to Exercise 3

1. The 9th month of the year is September.
2. January is the first month of
3. the year.
4. The 12th month of the year is December.
5. The seventh month of the year is July.
6. February is the second month of the year.

- Exercise 4 is to be done by individual learners.

Answers to Exercise 4, pupil's book.

a) 10/08

b) 02/03

c) 29/10

d) 31/01

e) 26/12

- Exercise 5 should be done by in pairs so that learners can help each other to match the numberyears to the word years.

Answers to Exercise 5

1869	Eighteen sixty nine
2018	Twenty eighteen
1979	Nineteen seventy nine
1555	Fifteen fifty five
2001	Twenty zero one

- Exercise 6 should be done byindividual learners.

Answers to Exercise 6

1. I always do my homework at9.00.
2. I get up at 7.00.
3. He gets up at 6.00.
4. What time does he go to school?
5. When do you pray?
6. I always sing.
7. When do you greet yourparents?

- Exercise 7 should be done byindividual learners.

Answers to Exercise 7

1. Mulisa does her homework at4.30.
2. Butera never gets up at 6.00 because the school bus comesat 5.50.
3. Butera gets to school at 7.15.
4. Check the learner's picture for creativity and the sentence for proper grammar and legible handwriting.
5. Check the learners answer for proper reasoning. This question is for critical thinking but it is also a lifelong teaching because learners should appreciate theneed to get up early and get work done in time.

- The Unit Assessment should be done by individual learners unless where they have been asked to do it in groups or pairs.

3.3. Answers to the Unit

1. a) 7.30 b) 8.15 c) 10.00
2. Learner to draw clock faces showing 12.00, 6.15, 9.50, 12.30, 02.20 and 9.15.
3. a) 01/02 b) 04/07 c) 25/12 d) 01/Jan.

This format is the easiest but you check if the learner has written the long format correctly. In this case, theanswers will be:

a) 01 February of The first ofFebruary

b) 04 July or The fourth of July
c) 25 December or the twentyfifth of December
d) 01 January or The first ofJanuary

4. Check the learners details from the school records and the date that they have written for correctness.

5. a) The first of June twenty fifteen.

   b) The third of March twenty seventeen.

   c) The Eighteenth of December twenty seventeen

6. – 10 check the learners questionsfor correctness.

Remedial activities

Should there be learners who are having problems developing the competences required in this unit, give them the following exercise to do:

1. Draw a clock face to show8.20.
2. What is the date today? Writeit in words.
3. Which year are we in? Write it in numbers (Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the followingexercise;

Find out and write down thedates for all the holidays that we celebrate in Rwanda

Unit 4. Events in the past and future

Key unit competence

To use language learnt in thecontext of events in the past and future.

Introduction

Learners have not come across the past simple tense in previous classes. The other classes concentrated most on the present simple tense and the present continuous tense. Therefore, being a new tense they may not be in a position to grasp the concept at the beginning. However, learners are not new to sequence as they have had a chance to talk about daily routine. They also have been able to put words and pictures in their correct sequence. Let this act as the known point for you to start your discussion.

Draw a simple timelinerepresented by arrow as shown below.

Past present future

Explain to them that past tense talks about what has already happened. Present tense talks about what is happening. Future tense talks about what will happen. Ask a few learners to say what activities they did yesterday in the order in which they did them. Explain to them that talking about events that have already taken place has to be done in a sequential

manner. Meaning that it is always good to talk about them in the order in which they occurred.

Vocabulary

Yesterday, last week, tomorrow, last year, next year, in future, past

Guidance on the problem statement

Before one is able to talk about the past or the future, there is need to know the appropriate language that is used. In this unit, the learner starts by finding out the meaning of different words that are used when talking about the past. Competence based learning is learner driven. Therefore, use this activity to see what learners know and understand about words

used to talk about the past before the lesson commences in earnest. We cannot assume that learners do not know anything, instead we should find out how much they know and then build on it. In addition, critical thinking will be developed if we ask learners to think about problems presented to them and find solutions.

4.1. List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Reporting pastevents.	5 periods	1 period
2. Recounting a trip.	4 periods	1 period
3. Telling stories.	4 periods	1 period
4. Describing futureplans	4 periods	1 period
Sounds and spellings	2 periods	2 (dictation and riddle)
Total number of lessons 25		

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competencies. Learning activities should be engaging and practicalto enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time,there is no way they will achieve the competencies. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence – based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)

- Take time for repeated practiceof skills in the safety of usingmodels or peers until the skillis mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then makepresentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises forpersonal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practise. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competency.

Cognitive:

- Competence based learningrequires high levels of critical thinking and reflection. Such skills are learned best withsome form of discovery – basedlearning or problem based learning.
- Competence based learningentails helping learners to become active participants in and take responsibility fortheir own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creatinglearners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learnersworking together to discover thebest solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning.

In competence based learning, the learner is assessed in his/her ability to

solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competencies as well as generic competences.4.2.

4.2. Lesson Development

Lesson 1: Reporting past events

Learning objectives

By the end of this lesson, the learner should be able to:

- Listen to a text about past events and show understanding in speech or in writing.
- Recognise the use of the past simple tense.
- Read a simple story and show understanding of time sequence.

Introduction

Ask learners to talk to one another about the events that they are doing, they did the previous day as required and what they will do the next day. All is after reading and understanding about Gatera as required in Activity 1, 2, 3 and 4. Remind them of the vocabulary that they were introduced to during the oral activity.

Let the learners use the words that they learnt in the vocabulary to make simple sentences about what they did as they talk to one another.

Teaching aids

Picture showing people doing different activities,

Learning Activities

For vocabulary:

- Go through the meaning of the vocabulary that the learners discussed during the oral activity as a reminder. Let the learners know that these words help us to know when an event happened and some show for how long an event happened. Do not mention the word adverbs of time.

Talk also about connectors that we can use when talking about past

events. Let the learners know that the connectors help us to put the events in sequence.

Examples of connectors thatlearners can use at this stageare; **then, after that, after, and, but, etc.** Do not introduce hard connectors at this time as the intention is for learners to know a few connectors that can be used in speech.

For oral skills:

- Let the learners use the words they have learnt to make sentences for each picture in Activity 2. The learners may use verbs in their present form to make sentences. Correct them simply by telling them the right verb to use. Do not explain the rules of changing to past tense or future tense yet. For example, if a learner says, "Yesterday they go to church." Correct them by telling them that in past tense we say, "Yesterday they went to church."

Suggested answers for activity 5

a) They went to church.

b) They rode bicycles.

c) They visited Kigali memorial Genocide.

d) They caught.

- Demonstrate the dialogue in Activity 6. Explain to the pupil's how to answer when asked about something that they did or did not do. Then allow them to practice asking and answering about what happened in the past.
- Ask learners to say briefly what happened to the on their first day in school.

For reading skills:

- Let the learners picture read the pictures in exercise 1.

Let them make the sentences orally to begin with as you correct theireffort.

- Let the learners read the dialogue shown in activity 6in their groups. Allow them to role-play the dialogue and then practice asking and reporting about what their group members didthe previous day.
- Talk about sequence and tell the learners that we can use the word then to show that an actionwas done after another one. Ask learners to read the text about Gatete in Activity 8 and practise talking about events in sequence like the children in the picture are doing. Let the learners use one connector at a time so that

theycan understand how to connectsentences before you introduce anew connector.

For writing skills:

- Ask learners to look at activity 8. Let them write correct sentences about each picture.

Possible answers for activity

a) Gatete woke up.

b) Gatete went to school with his mother.

c) Gatete entered the classroom with his mother.

d) Gatete said bye to his mother.

Allow learners to picture read the story in activity 9 and write correct sentences about each picture.

Possible answers for activity 9.

a) Yesterday, a man and his son went to watch a football match.

b) The man and his son reached the gate of the stadium. The security guard checked them.

c) The man and his son cheered for the score.

d) The man and his son happily went back home.

Synthesis

Guide learners to know that we use the past tense to talk about events and activities that have already happened. If we are talking about more than one activity, weneed to report them in sequence. This is achieved by using connectors such as then, after that, after, and, but, among others.

Assessment

- Let the learners in pairs to talk about an event that they did over the weekend as required in Activity 1 . Can the learners comfortably use proper languageto talk about events that they did over the weekend?
- Ask learners to make sentences about the picture story on exercise 3 . Can the learners use connectors to tell past events?

Lesson 2: Recounting a trip

Learning objectives

By the end on this lesson, thelearner should be able to:

Identify words for trips and leisure activities.

- Report events in that happenedin the past orally and in writing.
- Recount a trip paying attention to the past simple tense and connectors and adverbs of time.

Introduction

Remind learners of the connectors that they used in the previous lesson. Ask a few learnersto use connectors to give a short report about an event or activity that they did in the past. Let themknow that we can also report about the length of time or the time when a given activity took place. Without mentioning the words adverbs of time, give a few examples of adverbs of time. For example, yesterday, last week, last year, among others.

Teaching aids

Sentences written on pieces of paper and separate connectors where learners can put together toform short stories. Pictures that can be put together to tell a story.

Learning Activities For oral skills:

- Ask learners in pairs to talk about a visit they made to a place as required in Activity 1. Then ask the learner who was listening to the story to reportwhat his or her partner said.
- For Activity 2 read the story below to the class. Allow them to take turns recounting the events that took place in the story to their friends and if time allows, to the class.

Nsabimana goes to town

Nsabimana went to Kigali city last December. He had never been to such a big town. Nsabimana woke up very early in the morning. He was thefirst one to wake up. He wentto the bathroom and brushed his teeth. Then he washed his hands and legs. After that he quickly put on his cleantrousers and a jacket. Next, he went to wake up his mother.

"Wake up Mother, we will be late," he said.

When his mother woke up shelaughed so much. Nsabimana had put on his trousers inside out! So his mother helped him to change them. She made breakfast as Nsabimana waited. He could not eat. Hewas too happy.

For reading skills:

- Let the learners picture read the story in Activity 3. Allow them to come up with a story based on the pictures. Then ask them to read and complete the sentences below the pictures orally.

For writing skills:

- Allow the learners to copy the sentences in Activity 3 in their exercise books and use the right connectors to complete the sentences.

Possible answers in activity 3.

a) Kaliza woke up early in the morning.

b) Then she brushed her teeth.

c) Next she combed her hair.

d) Kalizaa had breakfast **before** going to school.

e) After that she left for school.

f) Later, Kaliza went to the library.

Synthesis

Ensure that the learners are able to use the past tense when retelling their story. Some learners may not have gone on a trip. Ask them to remember something that happened in the past and then talk about it. The most important thing here is that the story is told in sequence using connectors.

Assessment

- Read the story above to the learners again. Can the learners recount the story in a sequential way?
- Ask learners to write a story as required in Exercise 2. Can the learners use connectors to recount an event that happened?

Telling stories

Learning objectives

By the end of the lesson, the learner should be able to:

- Read a simple story and show understanding of time sequence.

Follow a story read aloud and show understanding of timesequence.

- Retell the story orally.

Introduction

Speaking allows learners to develop confidence as they learn a new language. This lesson gives learners an opportunity to practise speaking English.

Teaching aids

Pictures showing a story, story books,

Learning Activities

For oral skills:

- Ask learners to work in pairs so as to do Activity 4.
- Let them take turns telling one another their favorite stories. Encourage them to use English and should ask if they have a word that they do not know its translation.

Possible answers in activity 4.

The animals had no water.

a) The animals dug the soil to get water.

b) The crane

- Let the learners freely tell any stories that they know.

For reading skills:

- Let the learners read the story in activity 4 and come up with a story based on the pictures.

For writing skills:

- Ask learners to write a shortstory that they know.

Synthesis

Organise to get short story books from the library for learners to practise reading and telling stories. Allow the learners creativity to flow by not pointing out if they deviate from the original storyline. If the school does not have a library, organise to get stories from newspapers. Cut out the storiesand then make copies for learners. Alternatively, you can read these stories to the class as they listen andthen ask then to retell the story thatyou have read.

Assessment

- Read the story of the thirsty crow to the learners? Can the learner listen to a story andthen answer comprehensionquestions?
- Ask the learners to take turns telling stories that they know. Can the learner tell a story in time sequence using onnectors?

Lesson 3: Describing futureplans

Learning objectives

By the end of the lesson, the learner should be able to:

- Listen to text about future activities and show understanding in speech or in writing.

- Read a short text about future activities and show understanding using visuals or in writing.
- Write a short text describing future plans.

Introduction

Draw the time line we had at the beginning again. Explain to the learners that they will now learn about talking about this that have not happened yet. Let the learners tell you what they plan to do the following day, you can ask, "what are you going to do tomorrow?" Help them to construct correct answers by using 'going to' to answer your question.

Teaching aids

Pictures of people doing various activities.

Learning Activities

For vocabulary:

Explain to the learners that they can use 'going to' to talk about activities that they plan to do in future. Allow learners time to use 'going to' to talk about events that they plan to do in future.

Ask learners to tell you words that talk about time in future. Can the learners give examples of words like, tomorrow, next week, next Monday, and so on?

For oral skills:

- Ask learners in pairs to listen, read and then orally talk about Mugabo's plan as required in Activity 1.
- Let the learners listen as you read the dialogue in Activity 2 and then say what Rose wants to do. Let the learners role-play the conversation between Rose and her Aunt.
- Let the learners practice talking about what they will be doing the following day as required in Activity 3.

For reading skills:

- Ask learners to read the dialogue in Activity 2 individually. Assist those learners who may have problems with reading.
- Ask learners to read the letter in Activity 1 on letter writing and talk about it. Can they identify the tense that is used in the letter?
- Ask learners to read the conversation between James and Nina and role-play it with their group members.

For writing skills:

- Let the learners read the letter and answer the questions about it.
- Let the learners read the dialogue and answer the questions in Activity 3 in Letter writing part.

Synthesis

Guide the learners to identifythe **different parts of a letter.**

There has to be an **address** of the sender, a **salutation**, the **main body** and a **sign off** from the person sending the letter.

Assessment

- Ask learners in pairs to talk about what they will be doing the following day. Can the learners use the correct tense to talk about events that they plan to do?
- Read the dialogue in Activity 2 for the learners. Can the learners say what Rose wants to do without reading the dialogue again?
- Ask learners to write about what career they want to have in future. Can the learner use correct tenses and proper language structure when writing about the future?

Lesson 4: Letter writing

Learning Objectives

By the end of the lesson, learners should be able to:

- Read a simple informal letter and show understanding in speech or in writing.
- Write a simple letter to friends and relatives.

Introduction

Ask learners to read the letter on page 69. Ask them if they know what kind of writings it is. If any of them managed to know and tell it is a letter, use it as a starting point to explain what a letter is, and some of a letter.

For oral skills:

Ask learners in pairs to listen, read and then orally talk about Claudine's letter.

For reading skills:

Ask learners in pairs to listen, read and then orally talk about Claudine's letter.

For writing skills:

Let the learners read and answer the questions on Letter writing part.

Lesson 5. Sounds and spellings

Learning objectives

By the end of this subtopic, the learner should be able to:

- Recognize and pronounce sounds correctly.
- Recognize and use rhythm correctly.
- Spell the words with the sounds /sk/correctly by using the following words: skirt, skip, basket, skull.

Introduction

Ask learners to name the different activities that they have done in the past and also name activities that they want to do in future.

Learning Activities

- Use the poem on Page 66 to teach learners about rhythm and stress. Clearly articulate the words in the poem as the learners repeat after you. Identify a proper rhythm for the poem and teach the poem to the learners until they can recite it without a problem.
- Dictate the following words to the learners.

Trip,story, hyena, next,elephant, stadium,December, term, cycle, fishing,

Synthesis

Every day we talk to people about what we are doing or what we have done or what we will be doing. Encourage learners to look at the content in the book or what they have written in their exercise books at their own free time and become conversant with the vocabulary used when talking about days, dates, months and daily routine.

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner spell the words used to talk about time and frequency correctly?

Summary of the unit

Adverbs of time are an easy way to tell whether an event happens in the future or it has already taken place. Help learners to identify the

connectors being used in a story and then be able to tell whether the eventbeing talked about is yet to happen of has already happened.

Additional information

Adverbs of time show when anaction or event happened. They also show for how long and how often an event happened.

Adverbs that show when an event happened and those that tell us for how long an event happened are usually placed at the end of a sentence.

Eg: Mukabutera visited her aunt **yesterday.**

Adverbs that talk about how often an event happens are usually placed before the main verb but after the auxiliary verb.

Eg: John **never** visits his uncle.

End of unit assessment

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learnerscarry out these exercises as you assess their abilities.

- Exercise 1 on Page requires learners to put the jumbled words into correct sentences.

Answers to Exercise 1 are as follows:

1. I went to the market last week.
2. Agatesi cooked food yesterday.
3. I wrote a letter to my friendlast year.
4. The mayor visited us last week.
5. What did you do on Monday?
6. The teacher marked my book.

- Exercise 2 should also be done by individual learners. Check the learners' story for correct grammar and legibility.
- Exercise 3 is to be done by individual learners. Check the learners' story for correct grammar and legibility.
- Exercise 4 is to be done by individual learners.

Answers to Exercise 4.

Nyamata Primary School,
P.o Box 438,
Kigali.
06/06/2016.

Dear uncle

How are you these days? How is work? I hope you are fine. I am writing this letter to thank you for paying my school fees last term. And buying a story book for me. It is so interesting.

I am studying hard at school. I want to become a doctor because doctors save lives. Hope to see you soon uncle.

Yours Sincerely

Uwase Doreen.

Exercise 5 should be done by individual learners. Check to see that they have used correct grammar and written legibly.

- The Unit Assessment should be done by individual learners unless where they have been asked to do it in groups or pairs.

Answers to the Unit 4 Assessment

1. Muteteri Teddy visited Akageranational Park.
2. She saw a giraffe and monkeys.
3. Ten years ago. (You can also accept a year that is ten years back.)
4. Teddy is going to swim.
5. Check the learners work to seeif they have drawn a relevant picture.
6. Check the learners work to confirm that they have used the correct structure of a letter, correct grammar and legible handwriting.
7. Check the learners work for correct grammar and legibility.
8. Check the learners' answers for correct spelling.

9. Check the learners work to confirm that they have used the correct structure of a letter, correct grammar and legible handwriting.

10. Check the learners work to confirm that they have used the correct structure of a letter, correct grammar and legible handwriting.

Remedial activities

Should there be learners who are having problems developing the competencies required in this unit, give them the following exercise to do:

- Write down 5 leisure activities that people do. (Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise;

Find out and write down the dates for all the holidays that we celebrate in Rwanda.

Unit 5. Domestic animals

Key unit competence

To use language learnt in the context of domestic animals.

Introduction

Learners have already been introduced to domestic animals. Therefore, the introductory activity is just for them to recall the names of domestic animals. This will also help them know that the lesson is about domestic animals.

Allow them time to look at the pictures on Page 68 of the Pupils Book and then talk about them with their desk mate or a friend. The idea is for them to be able to name domestic animals that are commonly found where they live or they have been taught.

Vocabulary

Cheese, sausage, feather, leather, wool, eggs, beef, skin, pillow

Guidance on the problem statement

Learners already know about the different domestic animals. Naming them should not be a problem. This unit introduces them to vocabulary used to name products that we get from the different animals. Most learners may not know the names for the products.

5.1. List of lessons

saying, "You did well," or "I like your work," be sure you provide specific praising comments that link the activity directly with the recognition; for example, "I like your drawing of the school. It has very beautiful colors."

- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Talking about domestic animals	9 periods	1 period
2. Uses of animals.	9 periods	1 period
Sounds and spellings	Poem (4)	1(dictation and riddle)
Total number of lessons 25		

Lesson Development

Lesson 1: Talking about domestic animals

Learning objectives

By the end of this lesson, a learner should be able to:

- Recall words for domestic animals.
- Say which animals theyhave at home or see in the neighborhood, paying attentionto question forms

Introduction

Distribute pictures or toys of different domestic animals and asklearners to attempt to talk about them. Help the learners to use the correct sentence structure whentalking about the animal toy or picture that they have.

Teaching aids

Toy animals of domestic animals,

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands- on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence – based. Each of these activities are related to the domain of learning. Examples are given below: Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)

Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalised learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

The Pupil's book has learning activities. Use this activities to get learners to talk about the place where they live. To build their confidence, let them

know that they are learning how to use proper English language just as the children in the pictures are doing. Emphasis should be given on use of present simple tense.

Start with the oral activities where the learners will talk about their village or town first. Once they are comfortable doing this, introduce reading and then later on writing.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understand and undertake the given activity.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

Learning Activities

For vocabulary:

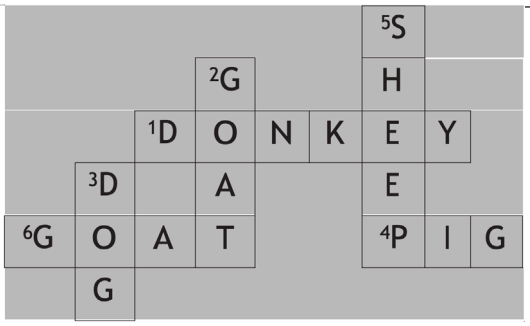
- Ask the learners to look at the pictures of animals shown and recall the names of the domestic animals that are shown.

Possible answers for activity 1 page 68.

a. A goat
b. A cow
c. A dog
d. A sheep
e. A rabbit
f. A hen

- Let the learners copy the crossword puzzle on Page 68 in their book and find the names of the animals shown in the pictures alongside the puzzle.

Answers to activity 2 page



Note:

1. Ask learners to draw the grid in their exercise books and sketch out the words as above.

2. Explain to learners that the numbering in the crossword puzzle may not necessarily be followed systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

For introductory activities:

- Let the learners look at the pictures in Activity 1 and say their names.
- Ask the learners to talk about the domestic animal they like as required in Activity 5 on Page 70 of the Pupil's book.
- In groups, let the learners talk about how many animals they have at home. The aim of this activity is to introduce learners to determiners of quantity. As you read the dialogue, explain the meaning of the words a lot of, a few, many and much and how that have been used in the dialogue.

For oral skills:

- Guide the learners to spell the words with the sound /ch/ correctly in the pupil's book.

For reading skills:

Let the learners read the names of the animals shown in Activity

3 and match them to their names by using fingers. They can also just mention the letter and number of the animal that matches.

- Let the learners read the dialogue in Activity 4 . Let them role-play the dialogue to show that they understand what they have read.
- Let the learners read the instruction in Activity 6 and say the names of the domestic animals that are given in the word bank.

Possible answers for activity 6 page 70.

In the word bank, the domestic animals are:

Cow, goat, dog, sheep, lamb, and bull. Others are wild animals which are lion, monkey, snake and elephant.

For writing skills:

- Let the learners write the names of the animals that are not domestic animals from thelist given in Activity 6 .
- Guide learners to write
- sentences in their exercise book as required in Exercise 1 on Page 70 of the Pupil's book.

Possible answers for exercise 1 page 70.

a) I have a donkey.
b) We have cows.
c) We have a cow.
d) They have pigs.
e) They have chickens.

Synthesis

Learners who live in town maynot have domestic animals at all. However, they should be able to usepictures to talk about the domestic animals that can be found in a given home. Or they can think of a homestead of one of their relativesto answer questions about how many animals they have. Practically talking about the members will help learners to relate the determiner of quantity to their usage. Guidelearners to be able to see this.

Assessment

- Ask learners to name the different domestic animals that they know. Can the learner recall the names of different domestic animals?
- Give learners a list of domestic and wild animals. Can the learners identify the domesticanimals from the list that is given
- Ask the learners to find out from their friends the number of different animals that they have at home. Can the learners use correct determiners of quantity when asking questions about the number of animals?

Lesson 2: Uses of animals

Learning objectives

By the end of the lesson, a learner should be able to:

- Recognize the use of questionswith quantity and countablenouns.
- Name animal products.

- Identify the uses and products of domestic animals.
- Listen to and understand a text about animals and their uses and products and show understanding using visuals or in writing.
- Write a short text describing animals and their uses and products.

Introduction

Show learners pictures of thedifferent products that are shown. . Can the learners identify the products shown in the pictures?

Help the learners to correctly name these items as milk, cheese, wool, eggs, meat and leather products or belt and handbag.

Teaching aids

Pictures of different animal products and name cards with pictures of different animal products and a list of their products written on the back of the card.

Learning Activities

For vocabulary:

- Write the names of different animal products on the board, Ask learners to carry out research and say the animals that give us the products whose name they have written.
- Show the learners the pictures of the different pictures shown in the Pupil's book.
- Let the learners match the names to the pictures.
- Let the learners look at the pictures in Activity 6 . Let themtalk about what the animals inthe picture are doing.

Possible answers on activity 6

The dog is running after the boy.

a) The cat is running after the rat.

b) The donkey is carrying jerrycans.

For reading skills:

- Ask the learners to follow thetext in Activity 2 with their finger as you read for them. Theaim of this activity is to assist learners to tell the spellingsof different words. Sometimeslearners just read in chorusand may not necessarily be ableto tell the spelling of different words.

Possible answers for activity 2

1. A cow
2. A sheep
3. A hen

- Ask individual learners to read the text again in Activity 2 on page 72 of the Pupil's book and then answer the questions at the end of each short paragraph.
- Let the learners picture readthe pictures in Activity 3 onPage 72 of the Pupil's book. Let them name the farm animals that give the products shown on the page.

Possible answers for activity 3

a) Hen
b) Cow
c) Chicken
d) Cow
e) hen

For writing skills:

- Let the learners write theanswers to the questions in Activity 2.
- Let the learners copy Activity 4 in their exercise books and fill in the gaps to write the names of the products that we get from animals.

Possible answers for activity 4

a) Milk
b) Meat
c) Feather
d) Cheese
e) Skin
f) Sausage

- Working in groups, let the learners do Activity 5 on Page 74 of the Pupil's book. Organise for learners to display their final work in class,

Synthesis

We get various products from animals. Some like milk and skins, we get from more than one animal. Others like wool come from one animal only. Find out if learners can be able to tell the different products and the animals that give us these products. Let them also know that there are some domestic animals that help us in other ways other than giving us products. For example, dog helps us have security,cats eat mice and donkeys help withtransportation of people and goods.

Assessment

- Ask learners to look at different pictures and name the products from animals that are shown in the pictures. Can the learners

correctly identify the products?

- Ask learners to name various animals and the products that they give us. Can the learners name different animals and the products they give?
- Read out short text describing an animal and the products they give. Can learners identify the animal that you are talking about?
- Ask learners to draw and domestic animal and give a brief description of the name uses and products that the animal gives us. Can the learner draw, name and identify uses of a domestic animal?

Lesson 3: Sounds and spelling

Learning objectives

By the end of this sub–topic, the learner should be able to:

- Recognize and pronounce sounds correctly.
- Recognize and use rhythm correctly.
- Spell words with the sound /st/ by using the following words correctly:

star. stone, stool, stove, stick.

Introduction

Revise the names of different animals and the products that we get from them.

Learning Activities

a) Use the poem to teach learners about rhythm and stress. Clearly articulate the words in the poem as the learners repeat after you. Identify a proper rhythm for the poem and teach the poem to the learners until they can recite it without a problem.

b) Dictate the following words to the learners.

c) Camel, rabbit, cheese, leather, feather, skin, pillow, sausage, meat, few, a lot

- Ask the learners the riddle and see if there is anyone of them who will get it right. The answer to the riddle is provided in the answers section at the end of the unit.

Synthesis

Every day learners make use of animal products. They may or may not know that they are using animal products. Encourage learners to find out from their parents or guardians the products that are at home that come from

animals. Let them use the vocabulary they have learnt in this unit when talking to the guardian/parent.

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner spell the words used to domestic animals and their products correctly?
- Can the learners answer the riddle correctly?

Summary of the unit

Different animals give us different products. Some animals such as dogs, cat and donkeys also help in different ways in the home. Products from animals are also used to make other things like cakes, glue, clothes, pillows, among others. Let the learners talk about these things as well as how we are able to take care of domestic animals so that we benefit more from them.

Additional information

Organize for a farm visit where learners can practically apply the knowledge they have acquired in this class. Let them practice using determiners of quantity in sentences that show the exact number of animals on the farm.

5.3. Answers to the unit assessment.

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities.

- Exercise 1 requires learners to use pictures and write correct sentences that talk about domestic animals that are not in the pictures. Check the learner's work to ensure that their sentences mention any other animal that is not shown in the pictures. For example, in picture a) the learner can say, They do not have chicken.
- Exercise 2 requires learners to make sentences from the table that is provided. Accept correct combinations that make correct sentences. Check for proper use of I, we, you, they, with get and the, he, and Mutoni are used with gets.
- Exercise 3 requires learners to fill in the gaps using the words that are given. The order in which the words should be filled in is as follows; home, milk, hens, dogs, donkeys, money, pets, cats, skins

Answers to the end of unit 5 assessment.

1. A cow gives us milk/hide/horns/ hooves/meat. A hen gives us feath-

ers/meat(poultry)/feathers A rabbit gives us fur/meat A goat gives us skin/meat/horns/hooves

2. A dog help to protect our homesand property. It is also kept asa pet.

A camel is used for transportation of people andgoods in the desert. It also givesus meat, milk and a hide.

A cat is useful because it eats mice and rats. It is also kept as a pet.

3. We get cheese and butter from milk.
4. Skin of animals are used to make shoes, bags and belts.
5. Check the learners work to see if they have used correct vocabulary, peeling andpunctuation.
6. Check the learners picture forcorrect label and sentence.
7. The domestic animals given are pig, cows, rabbits, sheep,goat, cat.
8. We get cheese, butter and cream from milk.
9. The words are:
   a) animals
   b) cow
   c) goat
   d) horse
10. They are made from skins and hides.
11. We keep domestic animals because they give us different things.
12. A cow eats grass, a cat drinks milk, a dog eats bones. (These are generalizations but accept any other correct answer from the learners.)

Remedial activities

Should there be learners who are having problems developing thecompetences required in this unit, give them the following exercise to do:

4. Draw 2 animals that we keep at home.

5. Write 2 sentences about each animal to show why we keep it at home.(Check the learners work for correctness.)

Extended activities

Some learners may find that the content provided is too easy. Let them do

the following exercise:

Why do camels live very well in dry areas?

Unit 6. The body and health

Key unit competence

To use language learnt in thecontext of the body and health.

Introduction

The learners in this class are approaching adolescence. A time when their bodies go undergo different changes. Guide the learners to know the importance of hygiene during this time even as they learn about the language used when talking about the body and health. Caution them against engaging in risky behavior such as teenage sex that not only exposes them to a possibility of contracting sexually transmitted diseases but itcan make girls pregnant and boys young fathers.

Vocabulary

head, shoulders, knees, toes, eyes, ears, mouth, among others.

Guidance on the problem statement

Learners already know the parts of the body. They also have an idea of how to take care of different partsof the body. The only challenge is that they may be able to say how totake care of the different parts of the body in Kinyarwanda.

Ask the learners to try and explain how they take care of the different parts of the body in English.

6.1. List of lessons

specific praise. Instead of just saying, "You did well," or "I like your work," be sure you provide specific praising comments that link the activity directly with the recognition; for example, "I like your drawing of the school. It has very beautiful colors."

- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Naming parts of the body.	7 periods	1 period
2. Giving instructions.	5 periods	1 period
3. Taking care of our bodies	5 periods	1 period
4. Sounds and spellings	Poem (3)	2 (dictation and riddle)
Total number of lessons (25)		

About learning activities

The type of activities that learners are exposed to play a major rolein the acquisition of competences. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competences. Work with the learners to ensure that thereis equal participation by all.

There are several learningactivities that are competence –based. Each of these activities arerelated to the domain of learning.Examples are given below:

Psychomotor:

- Review written description of aparticular skill. (Ask learners toread a text and then talk about it in class. Allowing them to givetheir opinion.)
- Take time for repeated practiceof skills in the safety of using models or peers until the skillis mastered. (For example,working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skillsrequired. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content ondefinition of values.
- Participate in selected values clarification exercises forpersonal values provided bythe teachers. This can be done as self-study (homework) or

as group work.

a) Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use.

Therefore, ensure that what you do and say reflects competence.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Team work is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics being learnt.

Prepare for and lead group discussions.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem.

In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competences as well as generic competences.

6.2. Lesson Development

Lesson 1: Naming parts ofthe body

Learning objectives

By the end of the lesson, thelearner should be able to:

- Identify words for parts of thebody.
- Use demonstratives when talking about parts of the body.

Introduction

Let the learners look at the picture of the boy.

Pupil's book and name the parts of the body shown by numbers.

By pointing on the picture of a human body, read the names of the body parts remember to touch the read out part, where possible, for the learners to repeat after you.

Engage learners in singing a body part song. Make sure that they are touching the body part being sung out.

Teaching aids

Chart showing parts of the body.

Learning Activities

For vocabulary:

- Ask learners to name different parts of the body. Find out if there are any parts of the body that learners do not know their names. Help them to name these parts.

For oral skills:

- Teach learners the poem. Let them chant it as they touch the different parts of the body. Ask them to say the number of parts of the body that are mentioned in the poem.
- Ask learners to look at the pictures shown around the crossword puzzle on page 78 of the Pupil's book and name them.

Answers to activity 2.

Across	Down
2. HEAD	**1. CHEST**
4. ARM	**3. HAND**
6. TEETH	**5. MOUTH**

7. KNEE

			[3]H						
	[1]C		[4]A	R	[5]M		[7]K		
	H		N		O		N		
[2]H	E	A	D		U		E		
	S				[6]T	E	E	T	H
	T				H				

Note:

1.Ask learners to draw the grid in their exercise books and sketch out the words as above.

2.Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. the numbers arearranged depending on where the word falls, either Across or Down.

- Discuss activity 5. Let the learners say out aloud the completed sentences.

For reading skills:

- Let the learners read the poemin Activity 1 from the pupils book.
- After filling in the gaps in activity 4, let the learnersread the sentences that theywill have constructed.

For writing skills:

- Let the learners copy the table in Activity 3 and complete it.
- Ask the learners to copy the sentences in activity 5 in their exercise books and fill in the names of the parts shown in the pictures.

Synthesis

The table in the pupil's book should be used to guide learners to know which parts of the body will require a particular demonstrative action. All the parts that are shown under one will use this while those under two or many will use these. Unless you are pointing to one part in which case we will use this.

Assessment

- Ask the learners to name different parts of the body. Can learners identify different parts of the body?

- Ask learners to try exercise 1 with names of different parts of the body. Can learners use correct spellings when writing the names of different parts of the body?

Lesson 2: Giving instructions

Learning objectives

By the end of the lesson, the learner should be able to:

- Identify words for movement.

Introduction

In earlier classes learners were introduced to simple instructions and commands like stand up, sit down and so on. Give a few instructions and see if the learners will be able to understand what you are saying. For example, ask a learner to pick a pen or give you a pencil. Then introduce other instructions that involve different part of the body.

Teaching aids

Pictures showing people obeying different instructions

Learning Activities
For oral skills:

Give a few commands to the learners and see if they understand what you are saying as required in Activity 1. Use the following instructions:

touch your nose,

lift your hands

,cross your fingers

make a fist and cover

your eyes.

- Read the instructions in Activity 2. Let the learners do the different commands as you read them out.
- Ask learners to practice giving one another instructions as they respond.

Additional Activity

Arrange learners in groups and let them play the game 'Simon says'.

How to play the game:

Choose one person who will be called Simon for the sake of the game. While standing in front of the group, Simon tells players what they must do. The players should only obey commands that begin with the words 'Simon Says."

If Simon says, "Simon says touch your back," then the players must touch their back. But if Simon says, "touch your nose," without starting with Simon says, then those who touch their backs are out.

The objective of this game is that one follows directions so as to be able to stay in the game. The player who will be left after the others have dropped out is the winner. The role of Simon is to look for opportunities to trick the other players into following instructions when they should not be.

To make the game local, choose a different name for Simon. For example instead of using Simon, use Uwamungu.

For reading skills:

- Let the learners read and do the instructions given in activity 2.
- Ask learners to read the dialogue between the two children and then practice asking each other to do simple instructions.

For writing skills;

- Let the learners write the different instructions shown in activity 2.
- Let the learners match the instructions given in activity 4 and write the answers in their exercise books in the order in which they appear in the pictures.
- Possible answers for activity 4 .
  a) Picture c
  b) Picture a
  c) Picture e
  d) Picture d
  e) Picture b
- Ask learners to draw a picture of a person and then label the different parts of the body.

Synthesis

Help learners to realize that by responding to the instructions being given, they are showing the person telling them to do an action that they understand what he or she is saying. Let them also know that by giving instruction they are communicating officially in the English language.

Assessment

- Ask the learners to do some simple instructions. Can the learners respond appropriately to the instructions that you gave?
- Ask learners to take turns asking one another to do different instructions. Can the learners use the correct vocabulary to ask another person to make movements with their body parts?

Lesson 3: Taking care of ourbodies

Learning objectives

By the end of the lesson, a learner should be able to;

- Describe simple ways of taking care of oneself paying attention to the infinitive with to.
- Listen to and understand a text about taking care of oneself and show understanding in speech or writing.
- Read a short text about the parts of the body and show understanding using visuals or in writing.
- Write a short text describing how to take care of oneself.

Introduction

Learners have been taught about health and hygiene in previous classes. They are able to say how they should care for different parts of the body. Ask them to give you examples of how they can take care of different parts of the body.

Teaching aids

Pictures showing children doing different activities that help care for the body

Learning Activities

For vocabulary:

- Teach the learners related to hygiene such as comb, wash, clean, health, brush, bathe,play, etc.
- Ask learners to mime some of the words that can be explained from the list you have given and the other learners guess what he or she is doing.

For oral skills:

- Ask learners in pairs to talk about how they care for their body.
- Ask learners to listen and follow the text with their fingers as you read the text in activity

For reading skills:

- Let the learners read the story and the pictures in activity 1,2, 3 and 4

and then say what the children in the pictures are doing.

Possible answers on activity 1.

1.To stay healthy

2.Rice, beans, eggs, fruits and vegetables

3.To clean away dirt.

Possible answers onactivity 2.

b. he is brushing his teeth

a) they are running

b) they are washing their hands

c) mother is washing her.

- Activity 3 exposes learners to question words in the 'what' format, Ask learners to read the questions and then give the answers orally.

Possible answers on activity 3

1…..soap……water

2….. handkerchief……

3……. comb……

4…….toothbrush and toothpaste……

5…..soap and water…..

- In groups, let learners read the instruction in Activity 4 and give their answers to the class.

For writing skills:

- Read the words in activity 2 and let the learners write them down in their exercise books. Write the words on the board to aid those who may have learning disabilities or those with special needs.
- Ask learners to write sentences for the pictures in Activity 2 and 3.
- Ask learners to write a paragraph about how they take care of themselves.

Synthesis

Guide the learners to understand that we take care of different partsof the body in different ways. Even if we bathe, we still have to comb our hair, blow our nose, brush the teeth and put on clean clothes. Showering only is not enough.

Assessment

- Show learners pictures of children taking care of their bodies in different ways. Can the learner describe simple ways that one can use to take care of their body?
- Read out different ways of taking care of the body. You can use the phrases in Activity 2. Ask learners to mime each activity being mentioned. Can learners listen to and understand the text and then mime it?
- Ask learners to write a short text describing how they take care of themselves. Can learners describe how to take care of oneself in writing?

Lesson 4: Sounds and spelling

Learning objectives

By the end of this sub–topic, the learner should be able to:

- Recognise and pronounce sounds correctly.
- Recognise and use rhythm correctly.
- Spell the words with the sounds /sp/ correctly by using the following words:

sponge spade, sparrow, spear, spoon

Introduction

Discuss the different ways that we use to take care of our bodies with the learners. Write each activity on the board.

- **Dictate** the following text to the learners.

Eat good food.
Wash my hands.
Cut my nails short.
Play with friends.
Sleep early.
Comb my hair.
Wear clean clothes.

- Ask the learners the riddle and see if there is anyone of them who will get it right.

Answer: **eyes**

Synthesis

Different parts of the body perform different functions. Lead a discussion on each part of the and how we take care of it as a revision of the content and

vocabulary thatlearners have been taught in this unit.

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner write correct spelling for the phrase they have written about taking careof the body?
- Can the learners answer theriddle correctly?

Summary of the unit

We use different parts of the body to carry out different instructions. We also need to take care of the different parts of the body so that we do not fall sick or have poor health.

Additional information

This as a declarative is used with the singular form of nouns while ***these*** is used with the plural form of nouns.

End of unit assessment

At the end of every lesson, there is a writing exercise provided for the learners to practice what they have been taught. Let the individual learners carry out these exercises as you assess their ability.

- Exercise 1 on Page 80 of the Pupil's Book requires learner to draw the different parts of the body. The learner is allowed to draw them individually or draw aperson and then name the parts of the body.

The rewritten letters make the following words: hand, leg, mouth, finger, knee, toes,head.

- Exercise 2 requires learners to write instructions. Accept the following instructions from thelearners;

A. Clap your hands.
B. Bend.
C. Wave
D. Stretch your hands.
E. Stand on one leg.
F. Shake my hand.
G. Jump.
H. Look up.

- Exercise 3 requires learners to answer comprehension questions.Accept the following answers:

a) Ndikumana had astomachache.
b) The doctor advised Ndikumana to be washinghis fruits and his hands

before eating.

c) We wash our hands and fruits before eating to killgerms.

6.3. Answers to the End of Unit Assessment

1. head 2. hand 3. leg

4. mouth 5. stomach 6. nose

7. Check learners work for properdrawing.

8. a) A toothbrush is for brushingteeth.
   b) Soap is used for washing thebody and clothes.
   c) A comb is for combing hair.
   d) A nail cutter is for cuttingnails short.
   e)Water is for washing andcleaning.

9. We should keep our bodies cleanso that we do not fall sick.

10. We should wash our hands tokill any germs.

11. a) What do you use a toothbrushfor?
    b)What do we do with a razorblade?
    c)Why do we wash our handswith soap and water

12. Accept any six correct sentencesfrom the learner.

13. Possible answers to question 13

    a. Spoon b. spear c. spend d. sponge

Unit 7. Clothes

Key unit competence

To use language learnt in thecontext of clothes.

Introduction

Learners have already been introduced to the present simpletense in earlier classes. Therefore, they should be able to name various pieces of clothing that we wear. Ask them to name as many as they know. Let them also identify the various pieces of clothing that people in class are wearing. You can ask them to name what different learners are wearing to guide them in naming different pieces of cloth.

Then lead a discussion on when we wear different pieces of clothing.

Vocabulary

blouse, shirt, trouser, tie, scarf, dress, skirt, gloves, t-shirt, vest, shirt, sweater, shoes, gumboots, trouser, raincoat,jacket among others.

Guidance on the problemstatement

We wear different clothes for different types of weather. Let the learners name the different clothesshown in the pictures. You can ask them to categorize the clothes depending on whether they are wornby girls of boys. You can also ask them to classify the clothes accordingto color and see if they can namethe different colors shown by theclothes in the pictures.

7.1. List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1.Naming clothes.	3 periods	1 period
2.Describing colors.	4 periods	1 period
3.Talking about what people are wearing	4 periods	1 period
4.Matching clothes with weather.	3 periods	1 period
5.Talking about cost of clothes.	4 periods	1 period

6. Sounds and spellings	2 period	1 (dictation and riddle
Total number of lessons (26)		

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competencies. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competencies. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities are related to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competency.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery –based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Team work is essential as many learning activities are structured for groups oflearners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following apersonalized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self-directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understand and undertake the given activity.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence basedlearning, the learner is assessed inhis/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessedon the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competencies as well as generic competences.

7.2. Lesson Development

Lesson 1: Naming clothes.

Learning objectives

By the end of this lesson a learner should be able to:

- Identify the use of the present continuous tense.
- State words for clothes.
- Listen to and understand a text about clothes and show understanding in speech or writing.

Introduction

Use the introductory activity in the Pupil's book to introduce the lesson.Let the learners analyse the pictures and name the different types of clothing and the time they wear them. It is possible that they may fail to relate the time and clothes, if it happens, help them remember what we wear when it is cold or hot.

Teaching aids

Chart showing names and pictures of different types of clothing, picturesof children dressed in different types of clothes. Pictures of different weather conditions.

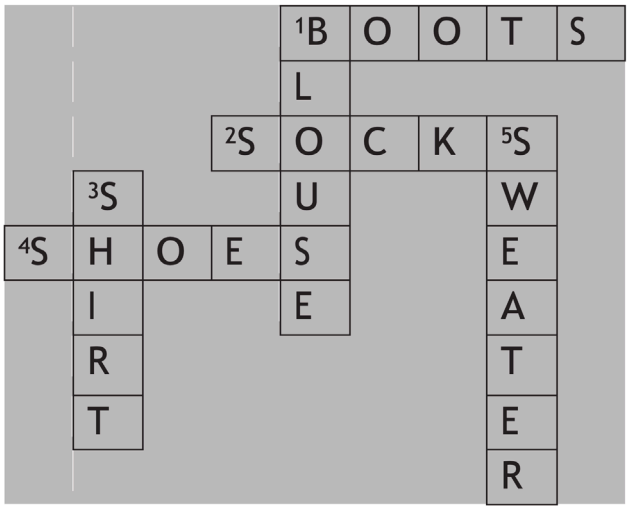
Learning Activities

For vocabulary:

- Use the pictures in the introductory Activity of the Pupil's book to teach learners about different types of clothing. Point at each pictureand give its name. You can also use a chart of clothes to teach the different pieces of cloth.
- Ask learners to identify the different pieces of clothing shown. Let the learners copythe crossword puzzle in activity 2 in their exercise books. Let them circle the names of the pictures shown in the pictures in their exercise books.

Answers to activity 2.

Across	Down
1. Boots	1. Blouse
2. Socks	3. Shirt
4. Shoes	5. Sweater



Note:

1. Ask learners to draw the grid in their exercise books and sketch out the words as above.

2. Explain to learners that thenumbering in the crosswordpuzzle may not necessarily follow systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

For oral skills:

- Show the learners a chart having different pieces of cloth and ask the learners to say the names of the clothes. In the absence of a chart, use the pictures in the introductory Activity.
- Discuss Exercise 1 with the whole class. Let the learners name the different pieces of cloth that are shown. As the learners mention the names read the sentences alongside each picture as the learners listen and later repeat after you.

For reading skills:

Let the learners complete and read the sentences in exercise

1 in groups. Demonstrate to them the proper pronunciation between This and These so that it comes out clearly when they are reading.

Let learners do the exercise 3 of reading. Give them few minutes to read in pairs and after help them read aloud while explaining some non-familiar words.

For writing skills:

- Let the learners draw pictures of their favorite pieces of clothes as required in Activity 3 . Let them also write a simple sentence to say

why they like the piece of cloth.

- Let the learners to individually write the sentences in Exercise1 to show names of different clothes.

Synthesis

Remind the learners that ***this*** isused when we are talking about thesingular form while ***these*** is used when we are talking about plural forms of nouns.

Guide the learners to discover the usage of this and these by giving more examples of items that you can get in class. For example, have one rubber on one side of the teachers table and more than two rubbers on another side. Say while pointing to one sweater, "This is a sweater." And then to the other one, "These are sweaters." This goes with is while these goes with are.

Assessment

- Using the chart or the pictures randomly point at different pieces of clothing and ask the learners to name them. Can learners correctly name the pieces of clothing?
- Write names of different pieces of clothing on the board and ask a learner to read the names. Can learners recognize and read names for different pieces of clothing?
- Read out names of different piecesof clothing and ask learners to write them down. Can learners write the names of different piecesof clothing correctly?

Lesson 2: Describing colors

Learning objectives

By the end of the lesson, a learnershould be able to:

- Name the colors of different clothes that people are wearing.

Introduction

Ask learners to observe the color chart and name different colors that they know. Let them also identify the colors of different objects that are found in the classroom.

Teaching aids

A chart of colors showing the names of different colors.

Learning Activities

For vocabulary:

- Show to the learners the color chart and read the names of the different colors that are given in the introductory part as the learners listen.

Then ask them to repeat after you. Show learners patches of the said color from a color chart.

- Ask learners to collect different objects in class as required inactivity 2 and arrange them according to colors.

For oral skills:

- Ask learners to look for objects with different colors in class and name them.
- Lift up different objects and ask learners to identify the color of the object that you are showing them.
- Identify pieces of clothing with different colors in class and ask learners to say the names of the colors of the objects.

For reading skills:

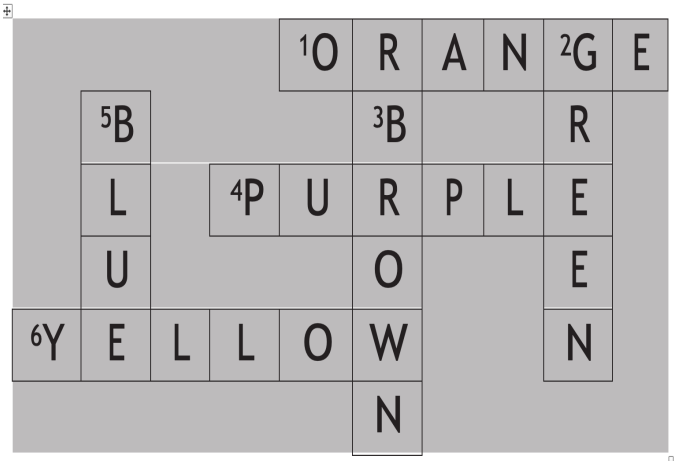
- Ask learners to picture read the colors next to the crossword Puzzle in activity 1 and say their names.
- Ask learners to read the story "Going on a school trip" as required in the activity 3. Give them few minutes to individually read in pairs, then read for them. When reading, show them the colours once you read it out.
- Ask learners to picture read the picture in activity 4 and say the colors of the different clothesthat the children in the pictures are wearing.

For writing skills:

- Ask learners to copy the crossword puzzle in their exercise books and find the names of the colors that are shown.

Answers to the activity 1.

Across	**Down**
1. Orange	**2. Green**
4. Purple	**3. Brown**
6. Yellow	**5. Blue**



Note:

Ask learners to draw the grid intheir exercise books and sketch out the words as above.

1. Explain to learners that the numbering in the crossword puzzle may not necessarily follow systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

- Ask learners to write sentences in Activity 5.

Synthesis

Learners may have problems sayingthe names of a color. For example,white and purple. Help them to properly read the names of the colors.

Assessment

- Show learners objects of different colors. Can the learners identify the color of the object that you are carrying?
- Collect objects of different colors in class. Name a color and ask learners to point out the object whose color is the same as that which you have mentioned. Can learners identify objects with the color that you have called out?
- Read out the name of a particularcolor and ask leaners to write them down. Can learners correctlyspell the name of the color that you called out?

Learning objectives

By the end of the lesson, a learnershould be able to:

- Identify the use of adjectives fordescribing clothes.
- Say what people are wearing.
- Read a short text about clothes and show understanding using visuals or in writing.
- Write a short text describing clothes.

Introduction

The easiest way to describe a person is by looking at the clothes that they are wearing. Describing the color and type of cloth is justone aspect of this description. Start the lesson by having a boy and a girl stand in front of the class and then ask the learners to describe them.

Most learners may say she/he is tall/short/ fat, has long hair and so on. This is correct as long as they are using the right adjectives to describe the learners. However, this is a lesson on clothes therefore steer the

conversation towards what the two learners are wearing. For instance, ask the learners, what is he/shewearing? Let the learners talk freely about the clothes (including shoes)that the learners in front of the class are wearing.

Teaching aids

Children wearing different clothes, pictures of children wearing different clothes.

Learning Activities

For vocabulary:

- Learners have already been introduced to names of different pieces of clothing and to names of colors. Revise the names of these two so that learners revise them.

For oral skills:

- Show the learners the pictures and let them talk about the clothes that the children in the pictures are wearing. Guide the learners. So that they talk about the name of the different pieces of cloth and the color of each cloth.
- Read the text below for Activity 1 to the learners and ask them the questions that follow.

My friends and I

My name is Kamikazi. I have 3best friends. One day they came to visit me, we were laughing and eating mangoes. We really enjoyed. We like to put on ourfavorite clothes when we visitone another. Murenzi loves to wear his red pair of shorts. Mukabutera loves her purple sun dress. Karasira loves to wear his white shirt that has a blue collar.

Questions:

a) What is Kamikazi wearing?

b) What is the color of Karasira's pair of shorts?

c) What is Murenzi wearing with his shorts?

- Guide learners to engage in adialogue about what differentchildren are wearing. Let the learners work in groups and then use, "What is he/she wearing?" Or "what are they wearing?" and then answering the questions.

Additional Activity

With the permission of the school administration and parents, organize for a class fashion show where learners will carry home dresses to school.

Let the learners model different clothes as others describe what they are wearing. Note that all learners do not come from the same economic background. Therefore, learners should not laugh at what their friends brought to school. Those who cannot come with home dress can be allowed to wear school uniform.

For reading skills:

- Allow the learners to picture read the pictures in Activity 1 and Activity 2 and talk about whatthe children in the pictures are wearing.

For writing skills:

- Ask learners to make correct sentences about what the children in Activity 2 and 3 are wearing.

Synthesis

It is not possible to exhaust all the colors in a book. Encourage learners to look for colors whose names the do not know and ask you or their parents to identify the colors for them. Some colors are shades of other colors for example, you can get various shades of green. There is jungle green, lime green, mint green and so on. At this level, just let the learners know that the colour is green. However, for the inquisitive ones, you can go ahead and give the name of the shade thatis being shown.

Assessment

- Show the learners pictures of children wearing different pieces of clothing. Can the learner describe what the children are wearing by saying the name ofthe cloth and the colour?
- Ask learners in pairs to look at pictures and then talk about them. Can the learners engage in a dialogue with their friend about the type of clothes that the children in the picture are wearing?

Learning objectives

Lesson 3: Talking about what people are wearing

Learning objectives

By the end of the lesson, a learner should be able to:

- Identify the use of adjectives for describing clothes.
- Say what people are wearing.
- Read a short text about clothes and show understanding using visuals or in writing.
- Write a short text describing clothes.

Introduction

The easiest way to describe a person is by looking at the clothes that they are wearing. Describing the color and type of cloth is just one aspect of this description. Start the lesson by having a boy and a girl stand in front of the class and then ask the learners to describe them.

Most learners may say she/he is tall/short/ fat, has long hair and so on. This is correct as long as they are using the right adjectives to describe the learners. However, this is a lesson on clothes therefore steer the conversation towards what the two learners are wearing. For instance, ask the learners, what is he/she wearing? Let the learners talk freely about the clothes (including shoes) that the learners in front of the class are wearing.

Teaching aids

Children wearing different clothes, pictures of children wearing different clothes.

Learning Activities

For vocabulary:

- Learners have already been introduced to names of different pieces of clothing and to names of colors. Revise the names of these two so that learners revise them.

For oral skills:

- Show the learners the pictures and let them talk about the clothes that the children in the pictures are wearing. Guide the learners so that they talk about the name of the different pieces of cloth and the color of each cloth.
- Read the text below for Activity 1 to the learners and ask them the questions that follow.

My friends and I

My name is Kamikazi. I have 3 best friends. One day they came to visit me, we were laughing and eating mangoes. We really enjoyed. We like to put on our favorite clothes when we visit one another. Murenzi loves to wear his red pair of shorts. Mukabutera loves her purple sun dress. Karasira loves to wear his white shirt that has a blue collar.

Questions:

a) What is Kamikazi wearing?

b) What is the color of Karasira's pair of shorts?

c) What is Murenzi wearing with his shorts?

- Guide learners to engage in a dialogue about what different children are wearing. Let the learners work in groups and then use, "What is he/she wearing?" Or "what are they wearing?" and then answering the questions.

Additional Activity

With the permission of the school administration and parents, organize for a class fashion show where learners will carry home dresses to school. Let the learners model different clothes as others describe what they are wearing. Note that all learners do not come from the same economic background. Therefore, learners should not laugh at what their friends brought to school. Those who cannot come with home dress can be allowed to wear school uniform.

For reading skills:

- Allow the learners to picture read the pictures in Activity 1 and Activity 2 and talk about what the children in the pictures are wearing.

For writing skills:

- Ask learners to make correct sentences about what the children in Activity 2 and 3 are wearing.

Synthesis

It is not possible to exhaust all the colors in a book. Encourage learners to look for colors whose names the do not know and ask you or their parents to identify the colors for them. Some colors are shades of other colors for example, you can get various shades of green. There is jungle green, lime green, mint green and so on. At this level, just let the learners know that the colour is green. However, for the inquisitive ones, you can go ahead and give the name of the shade that is being shown.

Assessment

- Show the learners pictures of children wearing different pieces of clothing. Can the learner describe what the children are wearing by saying the name of the cloth and the colour?
- Ask learners in pairs to look at pictures and then talk about them. Can the learners engage in a dialogue with their friend about the type of clothes that the children in the picture are wearing?

Lesson 4: Matching clothes with weather

By the end of the lesson, a learner should be able to:

- State words for temperature.
- Match different clothes to the type of weather when they are worn.

Introduction

Clothes are worn depending on the type of weather being experienced. Ask learners to mention the type of weather being experienced at the time of learning this lesson. Find out if the learners know how the type of weather being experienced determines the clothes that we wear. Point out the different learners who are appropriately/not appropriately dressed for the weather being experienced and let the learner justify why they are appropriately/inappropriately dressed for the weather.

Organize the learners into groups and ask them to do Activity 1 which is reading about weather. If the learners have problems with some of the words used in the Activity, take them through the vocabulary section first so that they understand what is required.

In their groups, ask learners to do the activity 3 which is for the learners to be able to research even on things including vocabulary that they do not know. Later, organize for different groups to present their findings to the rest of the class.

Teaching aids

Weather charts showing different weather symbols and their names pictures of different types of clothing, pictures of people dressed according to the type of weather being experienced.

Learning Activities

For vocabulary:

- Guide the learners through the vocabulary in Activity 1, 2 and 3 . Use a weather chart showing different types of weather for them to understand what you are talking about.

For oral skills:

- Show learners pictures of different weather and let them say the kind of weather shown.
- Draw weather symbols for the different types of weather and ask the learners to say which type of weather is represented by the symbols.

- Show pictures of children Wearing different types of clothes as shown in Activity 5. Let the learners identify the type of weather shown in the diagrams.

For reading skills:

- Let the learners read in activity 1. Help them Picture read the weather symbols in Activity2 and match them to their names orally.
- Ask the learners to picture read the pictures in Activity 5. Let them name the weather shown in each picture as well as the names of the clothes that the children are wearing.

For writing skills:

- Ask learners to draw the different symbols in their exercise books and write each symbol's name.
- Ask learners to write four sentences that talk about what we wear during different types ofweather as required in Activity4.

Synthesis

When the weather is rainy or windy, we put on heavy clothes to help feel warm. When the weatheris sunny or calm we put on light clothes because it is warm or hot and we do not want to sweat. Guide the learners to make this connection so that it is easier for them to match the different types of clothes.

Assessment

- Show the learners the pictures 9 with different types of weather.Can learners identify the weather that is shown in each picture?
- Show the learners the different weather symbols. Can learners identify and describe the type of weather that is represented bythe symbols?
- Read out various words that are used to describe weather and temperature. Can the learners explain the meaning of these words?
- Ask learners to match picturesof different types of weather and words that describe the weather. Can learners match correctly the type of weather to their names?

Lesson 5: Talking about the cost of clothes

Learning objectives

By the end of this lesson, a learner should be able to:

- Listen to and understand a text about the cost of clothes and show understanding in speech or writing.
- Read a short text about clothes and show understanding using visuals

or in writing.

- Write a short text describing clothes.

Introduction

Learners have an idea about the value of money from their Maths class. Therefore, they should be in a position to determine whether something is cheap or expensive. Start the lesson by asking learners to estimate the cost of different things. It is not necessary that they be clothes because you want to establish that some things cost a lot of money (expensive) and others do not (cheap). You could ask about cars, aeroplane, a kilo of salt, a kilo of meat, a kilo of sugar and so on.

Pick two items whose cost has been given and ask learners to say which one costs more and which one does not. Using these comparisons, let the learners know that when the cost of one thing is higher than that of another then we say it is expensive. We also say it is expensive if the cost is high irrespective of comparing it to another item.

Teaching aids

Pictures showing items in a shopwith their cost shown.

Learning Activities

For vocabulary:

- Read the words in Activity 1 to the learners. Let the learners try to come up with meanings of these words. If they cannot, refer them to the glossary at the end of the book for them to find the words and read out their meanings. Discuss this meaning with examples where necessary in class.

For oral skills:

- Ask learners to look at the picture in Activity 2 and talk about the cost of different items shown in the picture. Let them say out aloud the cost of the items shown.
- Ask learners to do Activity 3 and compare the cost of the given items. When they are comparing the costs, focus on the concepts of cheap and expensive.
- Let the learners listen to the text in Activity 4 and then answer the questions that you will ask orally.

For reading skills:

- Ask learners to read and practice the dialogue about buying and selling clothes in Activity 2.
- Help learners read the story in activity 4.

- Let the learners look at the pictures in Exercise 5 and say if the pieces of clothing shown are cheap or expensive.

For writing skills:

- Let the learners write the vocabulary in their exercise books together with the meaningfrom the glossary.
- Let the learners carry out research about the cost of different items of clothing. Ask the learners to write short sentences about the cost of different pieces of clothing according to their findings.
- Let the learners read the text in Activity 4 and write the answers in their exercise books.

Synthesis

Different people do not consider things to be either cheap or expensive in the same way. Help the learnersto understand that what they consider expensive is not necessarilyexpensive for another person.

Assessment

- Read out different words that are used when talking about the cost of items to the learners. Can the learners say what the words mean?
- Read a text and let the learners answer the questions. Can the learners identify the expensive items and the cheap items?
- Ask learners to read a text and then answer the questionsrelated to the passage. Can thelearners write correct answers to text that relates to cost of different types of clothing?
- Ask learners to find out about the cost of different pieces of clothing from their parents or guardians. Can the learners carry out research and report their findings in class orally and in writing?

Lesson 6: Sounds andspellings

Learning objectives

By the end of this sub–topic, the learner should be able to:

- Recognize and pronouncesounds correctly.
- Recognize and use rhythmcorrectly.
- Spell the words with the sounds /bl/correctly by using the following words:

Blessing, blouse, blanket, blackboard ,black.

Introduction

Revise the content of the unit. Go through the key vocabularythat were used when talking about clothes, colors and weather. Ask the learners to name the different types of weather and say how we wear different clothes during different types of weather.

- Dictate the following words to thelearners.

Purple, white, temperature, hot, cold, weather, warm, shirt, trouser, skirt, dress, boots, shoes

- Ask the learners the riddle and see if there is anyone of them who will get it right. The answer to the riddle is provided in the answers section at the end of the unit.

Synthesis

We can wear different clothes during different types of weather. Some people can buy different clothes while others cannot because they consider such types of clothesto be expensive.

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner write correct spelling for the phrase theyhave written about taking care of the body?
- Can the learners answer the riddle correctly?

Summary of the unit

Ask learners to try and draw the person being talked about in the poem and color the clothes as theyare shown. Let them give you their opinion about how the person in the poem is dressed as a summary to the unit.

Additional information

Names of color can be obtained from a color chart. If possible make a color chart for as many colors as you have and hang it in class for the learners to refer to whenever need arises.

unit assessment .

1. At the end of every lesson, there isa writing exercise provided for the learners to practice what they havebeen taught. Let the individual learners carry out these **exercises** as you assess their ability.

- Exercise 1 requires learners toname the different clothes thatare shown. Check for the ***s*** in the plural forms of the names.

1. This is a sweater. These are sweaters.

2. This is a blouse.Theseare shoes

3. This is a dress. These are gloves

4. This is a skirt. These are gumboots

5. This is a pair of trousers.These are scarves.

- Exercise 2 to read about Roy's story:

1. Roy

2. T choose his own clothes for scgool

3. The shoes were old

4. shirt, pants, a sweater, socks and your new shoes

Activity 5 requires learners to say if the piece of clothing is cheap or expensive. Accept any answer as learners may consider different prices to be cheap or expensive. However, for the sake of teaching, number 1,2, and 4 are expensive while 3 and 5 are cheap.

7.3. Answers to the Unit Assessment

1. a) warm b) cool

   c) shirt d) dress

   e) shoes f) coat

2. We put on light clothes when itis hot.

3. Accept correct answer.

4. Accept correct drawing.

5. When it is cold, we wear sweaters, jackets, socks, gloves and scarves.

6. a) The pair of shoes is expensive.

   b) The sweater is cheap.

7. a) wearing

   b) is

   c) are

8. Yellow sweater, pink dress/skirt,yellow gumboots, umbrella.

9. Sweater, dress/skirt, gumboots,umbrella.

10. Umbrellas help to provide shade when it is hot and keep us dry when it is raining.

2. Accept correct sentences.
3. Accept correct answers.
4. A school uniform help to identify a pupil.
5. Pictures of a blackboard,blouse,a blue skirt are needed.

Remedial Activities

Should there be learners who are having problems developing the competencies required in this unit, give them the following exercise to do:

Draw different members of your family wearing different types ofclothes. Color the clothes differently.

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise:

What color do army men wear?

Draw an army person wearing his or her uniform and color it.

Unit 8. Rwanda

Key unit competence

To use language learnt in thecontext of Rwanda.

Introduction

This is the first time that the learners are coming across the topic on Rwanda. In earlier classes and even in Social Studies, only mention has been made about Rwanda. Most of the content in this unit will be new. Guide the learners at their pace to understand what the topic is all about.

Vocabulary

Rwanda, map, north, south, west, east, north-west, north-east, south-east, south-west. River, valley, lake, stream, village, mountain, hill, sea, plain, town, feature

Guidance on the problemstatement

Since this is a new topic, the unit does not have an oral activity. However, the first Activity that learners encounter is a map that shows Rwanda. Find out if the learners have ever seen a map or ever heard about a map. Let them tell you what they think a map is used for. Let them also mention the different maps that they know. Hopefully, they will answer by saying that there are maps of countries, districts and so on.

Explain to them that a map shows the different places that are found in a given area. Ask learners to look at the map on Page 92 andtell you what they see on the map. If you have a Wall Map of Rwanda, use it to introduce this lesson. The mapin the Pupil's book is to be used inthe absence of a wall map as it has been simplified to suit the syllabusneeds for this class.

Attention to special education needs

A learner with learning disabilities may exhibit some of the following characteristics.

- Has poor auditory memory— both short term and long term.
- Has a low tolerance level and a high frustration level.
- Has a weak or poor self-esteem.
- Is easily distractible.
- Finds it difficult, if not impossible, to stay on task for extended periods of time.

- Is spontaneous in expression; often cannot control emotions.
- Is easily confused.
- Is verbally demanding.
- Has some difficulty in working with others in small or large group settings.
- Has difficulty in following complicated directions or remembering directions for extended periods of time.
- Has coordination problems.
- Has inflexibility of thought; is difficult to persuade otherwise.
- Has poor handwriting skills.
- Has a poor concept of time.

Use these appropriate strategies with learning disabled students:

- Provide oral instruction for students with reading disabilities. Present activities and reading materials in an oral format so the assessment is not unduly influenced by lack of reading ability.
- Provide learning disabled students with frequent progress checks. Let them know how well they are progressing toward an individual or group task.
- Give immediate feedback to learning disabled students. They need to see quickly the relationship between what was taught and what was learned.
- Make activities concise and short, whenever possible. Long, drawn- out projects are particularly frustrating for a learning disabled child.
- Learners with learning disabilities have difficulty learning abstract terms and concepts. Whenever possible, provide them with concrete objects and events— items they can touch, hear, smell, etc. You can also present real pictures for example, pictures of buildings that they see in the neighborhood as opposed to the pictures in the book which they may not relate to.
- Learning disabled student need and should get lots of specific praise. Instead of just saying, "You did well," or "I like your work," be sure you provide specific praising comments that link the activity directly with the recognition; for example, "I like your drawing of the school. It has very beautiful colors."
- When necessary, plan to repeat instructions or offer information in both written and verbal formats. Again, it is vitally necessary that learning disabled children utilize as many of their sensory modalities as possible.
- Encourage group learning activities whenever possible. Each group should be made up of learners with different abilities.

8.1. List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Naming places on a map	4 periods	1 period
2. Talking about compass points	4 periods	1 period
3. Talking about where people live	4 periods	1 period
4. Naming basic geographical features	4 periods	2 period
5. Sounds and spellings	3 period	Riddle(1)
Total number of lessons 25		

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competencies. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competencies. Work with the learners to ensure that there is equal participation by all.

There are several learningactivities that are competence –based. Each of these activities arerelated to the domain of learning. Examples are given below:

Psychomotor:

- Review written description of aparticular skill. (Ask learners toread a text and then talk about it in class. Allowing them to givetheir opinion.)
- Take time for repeated practiceof skills in the safety of using models or peers until the skillis mastered. (For example,working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skillsrequired. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content ondefinition of values.

- Participate in selected values clarification exercises forpersonal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competency.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Team work is essential as many learning activities are structured for groups of learnersworking together to discover thebest solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group
- discussions.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understand and undertake the given activity.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to

see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competencies as well as generic competences.

8.2. Lesson Development

Lesson 1: Naming places on amap

Learning objectives

By the end of this lesson, a learner should be able to:

- Identify places in a map of Rwanda.

Introduction

Ask the learners to tell you the name of their country. Can any one of them say Rwanda? Explainto them that Rwanda is the name of a place just like the place where they live. Find out if the learners know of any villages/towns that neighbor their village or town. Let them know that Rwanda is not a town or a village but a country. Just like a town/village, Rwanda also has neighbors. Explain to them that having a map helps to know where Rwanda starts and ends.

If you have a wall map, show learners the boundary that separates Rwanda from its neighbors. If the learners are keen to know some of the neighbors of Rwanda, show them the names DR Congo, Uganda, Tanzania and Burundi on the map. Explain to the learners that the purpose of the lesson is for them to identify different places in the Map of Rwanda.

Teaching aids

Wall map of Rwanda or a Drawing on Manila paper that has a map of Rwanda.

Learning Activities

For oral skills:

- The main activity in this lesson is oral skills. Allow enough time for the learners to do Activity 1 and 2 in pairs. Let them locate names on the map and then ask theirfriend/partner to look at the map and find the name that the other one located. These activities are to improve the learners' observation skills so as to make them develop an eye for detail.

Once the other learner finds the place that they were looking for, let them point at it with the finger and then say, "This is Nyanza." Or whichever

name that he/she was looking for.

For reading skills:

- Let the learners picture read the different names of places that are shown on the map in Activity.
- Ask learners in pairs to locate the different names shown in Activity 2.

Synthesis

We generally refer or use the name that we see on a map to name a place. However, this is not the only name that is used to refer to that area. For example, the map shows different districts and provinces of Rwanda. We can also identify a place by saying the province where it is found, the particular village or the sector. It is always good to look at the map that you have so that you know if the names shown are for a sector, district, province, country, and so on.

Assessment

Display the map of Rwanda and ask a learner to find a given place on the map. Can the learner find the place you have mentioned?

Lesson 2: Talking about compass points

Learning objectives

By the end of the lesson, the learner should be able to:

- Identify the use of questions in
- description.
- Recognize words for compass points.
- Listen to text about the geography of Rwanda and show understanding in speech, writing or by labelling a map.

Introduction

Draw a compass on the board showing the four cardinal points. Learners have been taught about compass direction in their Social Studies class. Help learners read the dialogue between Kamana and Agnes. However, they should be able to know that the pictures shows a compass and that it is used to show direction. Teach the 4 cardinal points to the learners in English.

Teaching aids

A drawing of a compass on Manila Paper or a picture of a compass,, or a real compass.

Learning Activities

For Vocabulary:

- Draw a compass on the board and name the four cardinal points. Say their names out aloud as the learners repeat after you. Establish the mid-point directions as you say their names aloud for the learners to repeat after you.
- Write the names of the eight compass points on the board. Read them out aloud as the learners repeat after you.
- Mention a name from the ones you have written and ask a learner to stand up and identify the name on the board.
- Ask learners to give the direction of different places shown on the Map in Activity 5 .

For reading skills:

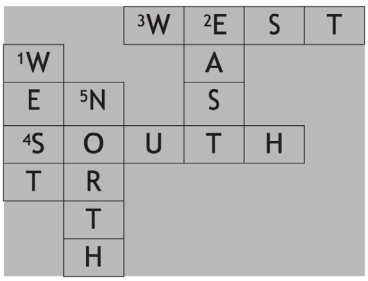
- Draw a compass on the board and ask learners to stand up and label the different points of the compass as they read the names.
- Read the names of the different compass points as the learners listen. Ask the learners too individually read the different names for compass points in Activity 2.
- Guide learners to picture read the Map and identify the compass and then use it to do Activity 5 .

For writing skills:

- Ask individual learners to draw the compass in Activity 2
- and label the different points.
- Let the learners copy the crossword puzzle in their Books and identify four different words that show direction.

Answers to activity 3.

Across	Down
1.West	2. East
4. South	3. West
	5. North



Note:

Ask learners to draw the grid intheir exercise books and sketch out the words as above.

1. Explain to learners that the numbering in the crosswordpuzzle may not necessarily follow systematically from one upwards. The numbers are arranged depending on where the word falls, either Across or Down.

- Ask learners to refer to a map of Rwanda and do Activity 6 in their exercise books.
- Let the learners write 5 correct sentences that show the direction of different places in Rwanda in their exercise books. You will have to provide a map for their reference.

Synthesis

The four cardinal points are north, west east and south. In between these points we have North- East, South-East, North-West and South-West.

Assessment

- Ask learners to name the eightcompass points. Can the learner name the eight compass points?
- Ask a learner to draw a compass and label the eight compass points. Can the learner draw and label the eight points on a compass?
- Let the learners identify the location of different places from Kigali. Is the learner able to correct identify the location ofdifferent places from Kigali?

Lesson 3: Telling where your friends live

Learning objectives

By the end of the lesson, the learner should be able to:

- Write a short text saying where family members live in Rwanda.

Introduction

This lesson builds on to Lesson

2. After learners are able to tell the direction of different places on a map, they should now be able to talkabout where different people live.It is also similar to what learners were taught in Unit 1 of this.

Teaching aids

Wall map of Rwanda, Manila paper with the Map of Rwanda drawn on it or the map.

Learning Activities For oral skills:

- Organize learners in groups and ask them to do Activity 1.

Guidethem using the dialogue between the children shown in the pictures and the map of Rwanda.

For reading skills:

- Let the learners read the dialogue between the two children in activity 1. Show them how to read the question and then the answer.

For writing skills:

- Ask learners to do Activity 2. Give a few examples in class first beforeasking the learners to attempt the Activity. For example, you may ask one learner to tell you where he/she lives, then you make a sentence from his/her name andthe place where he/she lives. The find out where some his/her relatives live and make sentences from that.

Synthesis

Learners should be able to read the dialogue on and make their own dialogues in pairs. This helps attain the objective of listening to a text about the geography of Rwanda and show understanding in writing or in speech.

Assessment

Ask learners in pairs to talk aboutwhere different family members live. Can the learner engage in a simple dialogue about where members of his or her family live?

There are some learners who may not have members of the family living in any other place. For such learners show them the proper conversation that they should have.Such that instead of responding and saying, "No. My aunt lives in Gisenyi. It is to the south-west of Kigali." They should say, "Yes. All our family members live in Rwamagana."

Lesson 4: Naming basic geographical features.

Learning objectives

By the end of this lesson, a learner should be able to:

- Read a short text about the geography of Rwanda and show understanding in writing.

- Read a short text about the geography of Rwanda and show understanding in writing.
- Write a short text describing basic features of Rwandan geography.

Introduction

From their Social Studies, learners have been introduced to different physical features. Show learners pictures of different physical features and see if they will name them correctly.

Teaching aids

Pictures of different physical features, a Physical features wall map of Rwanda, a drawing on Manila paper showing the different physical features found in Rwanda, you can also use the physical map of Rwanda.

Learning Activities

For vocabulary:

- Show learners the images of river, lakes, volcanoes and mountains from the Pupil's book and ask them to name each feature shown in the pictures.
- Write the names of the physical features on the board and read about them out to the learners as they say after you. Explain any names that the learners may not understand.

For oral skills:

Let the learners name the different features shown . Let them also tell you if any of those features are found in the places where they live.

- Ask the learners to look at the pictures in Activity 2 and then say the names of the different features that are shown.
- Answers for activity 2 **a)hills, b)mountain c)rivers**

Remind the learners about the use of ***this*** and ***these*** as they had learnt earlier. Let them answer using 'this' for Activity 2 and 'these' for Activity 3.

- Allow learners in pairs to do Activity 5.
- Allow learners to sing any songs
- about Rwanda that they know.

For reading skills:

- Allow learners to read about the physical features of Rwanda in Activity 1.
- Help the learners to fill in the blanks orally in Activity 5.
- Let the learners read the words of the national anthem in English that is given in activity 4.

For writing skills:

- Ask learners to draw the different types of features that are shown in their exercise books and write their names below each picture.
- Guide learners to write complete sentences about the different features that are shown in Activity 5.
- Allow the learners to copy the translated words of the national anthem in their exercise books. Note that some of the words are hard and therefore have been simplified for the sake of the young learners. Can the learners identify name of any physical features that are mentioned in the song?
- Ask learners to complete the short story in Exercise 2.

Synthesis

Encourage learners to be patriotic. Let them know that is good for one to love his or her country as that is where they live and come from. It is like their home and there is no other home.

Assessment

- Show learners pictures of the different physical features that are found in Rwanda. Can the learners name the features shown in the pictures?
- Ask learners to read the words of the first verse of the national anthem. Can the learners identify the physical features that are named in the national anthem?
- Ask learners to write sentences about different physical features. Are the learners able to write correct spelling for names of physical features?

Lesson 5 : Sounds and spelling

Learning objectives

By the end of this sub–topic, the learner should be able to:

- Recognize and pronounce sounds correctly.
- Recognize and use rhythm correctly.
- Spell the words with the sound /fl/ correctly by using the following words:

Flower,flask,flat,flag.

Introduction

Revise the content of the unit. Go through the key vocabulary that were used when talking about Rwanda. Ask the learners to name the different

physical features found in Rwanda that they have learnt about.

Teaching aids

The poem on Page 109 of the Pupil's book written on the board, the riddle on Page 109 of the Pupil's book written on the board.

Learning Activities

- Use the poem to teach learners about rhythm and stress. Clearly articulate the words in the poem as the learners repeat after you. Identify a proper rhythm for the poem and teach the poem to the learners until they can recite it without a problem.
- Dictate the following words to the learners.

Hill, mountain, river, lake, north, South-east, village, town, Rwanda, sea

- Ask the learners the riddle and see if there is anyone of them who will get it right.

Answer: ***Rwandan flag***

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner write correct spelling for the words that you dictated?
- Can the learners answer the
- riddle correctly?

Summary of the unit

When describing a country, the most important thing to know is the name. We can use the different physical features to show how that country is different from others. For example, Rwanda is known as the Land of a Thousand Hills.

Additional information

Let the learners know that they candescribe where they live using the name of the village, cell, sector ordistricts. They should also be able to find these places on a map.

End of unit assessment

- At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learners carry out these exercises as you assess their abilities.
- Exercise 1 requires learner to write sentences that show the position of

different places. Check the learners work to confirm that the directions are correct.

- Exercise 2 requires learners to write a short story that talks about Rwanda. Confirm the answers that the learners fill in.

Answers to the End of Unit Assessment

1. a) valley b) mountain
   c) rivers d) lakes
2. Accept any names of places that the learners write.
3. a) The map shows Rwanda.
   b) Accept Nyamasheke or Rusizi.
4. a) Mountain b) Forest/trees
   c) River d) Boundary
5. a) Nyaruguru is in the south.
   b) Musanze is in the north.
   c) Kirehe is in the south-east.

Remedial activities

Should there be learners who are having problems developing the competencies required in this unit, give them the following exercise to do:

Look at the map of Rwanda and write the names of 10 districts.

(The answers to these questions will depend on what the learner writes.)

Extended activities

Some learners may find that the content provided is too easy. Let them do the following exercise:

- Some names of places in Rwanda have changed. Use an atlas to write 3 names of places in Rwanda that now have new names. Why were the names changed?

Unit9. Counting with Graphs

Key unit competence

To use language learnt in thecontext of calculations and using graphs.

Introduction

The content in this unit is about numeracy. Learners have already started doing basic numeracy tasks in their maths class. Unfortunately, it is being done in Kinyarwanda. Hence, however basic the skills being taught in this unit may be, consider that learners have only been introduced to basic numeracy skills in one unit in English P2. Therefore, almost everything willbe new to them as they have not used English to do more practice.

Vocabulary

Count, add, multiply, sum, add, equal to, altogether, plus, solution, addition, calculate, minus, problem, take away, subtract, remain, product, multiply by, times, divide by, out of, survey, graph, interpret,

Guidance on the problem statement

The content in this unit has beenarranged according to the syllabus requirement. However, we suggest a different approach when presenting it to the learners as follows.

- The basic skills in numeracy should first be taught to allow the learners to apply them when conducting surveys and interpreting the graphs. For this reason, start the lesson with a revision exercise of counting that is given in Activity 1 to Activity 3 on. This section will allow learners to revisit counting, writing of figures in words and using ordinal numbers to represent dates. A separate activity is given for further revision of ordinal numbers. This will set the tone for the entire lesson to flow.
- Having done the introductorycontent, next teach the operations starting with the simpler one of adding, then subtracting, then multiplying and lastly division. Only then can you teach conducting a survey and interpreting a graph as the learners will have acquired the basic knowledgerequired for calculations and interpretation.

9.1. List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Find the distances walked and fill in the table.	3 periods	1 period
2. Talk about a food bar graph.	2 periods	1 period
3. Talk about a bar graph to show distances children walk to school.	2 lessons	1 period
4. Counting.	1 periods	1 period
5. Ordinal numbers.	2 periods	1 period
6. Adding	1 period	1 period
7. Subtracting	1 period	1 period
8. Multiplying	1 period	1 period
9. Dividing	1 period	1 period
10.Sounds and spellings	1 period	1 period
Total number of lessons 25		

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competencies. Learning activities should be engaging and practical to enable the learners to acquire hands- on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time,there is no way they will achieve the competencies. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence –based. Each of these activities arerelated to the domain of learning. Examples are given below: **Psychomotor:**

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practiceof skills in the safety of using models or

peers until the skill is mastered. (For example, working in pairs.)

- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises for personal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competency.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Team work is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work.
- Other activities include creating and following a personalized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics being learnt.
- Prepare for and lead group discussions.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understand and undertake the given activity.

About assessment

The format that is used for assessment in competence based learning is

slightly different from that used in the traditional format of learning. In competence based learning, the learner is assessed in his/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have acquired in class to solve the problem. In as much as the learners will be assessed on the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competencies as well as generic competences.

9.2. Lesson Development

Lesson 1: Food types

Learning objectives

By the end of this lesson, a learners should be able to:

- Ask and present findings about types of food.

Introduction

Remind learners of the names of different food stuffs that they learnt in Primary 2. Use a food chart or the pictures of different foods shown in activity 1, 2 and 3. Then ask a few learners to name some of the foods that they eat at home. They don't necessarily have to be the ones shown in the pictures. Carry out a simple survey of which pupils ate a certain meal the previous day, or even in the morning. Count them and state simply that (12 or whichever number you get) pupils took tea with bread in the morning.

Arrange learners in groups and let them carry out simple surveys similar to what you did. Let them find out what they had , say for lunch the previous day, and then count the number of people who had the same meal and report to the class. From these data, draw a table and a graph.

From the numbers of pupils per a type of food, you can introduce the idea of "**Determiners of quantity"**

Few pupils ate potatoes for lunch

Some pupils ate cassava. A lot of pupils ate green banana.

Many pupils ate rice.

Teaching aids

Food chart showing different types of food, pictures of different foods

Learning Activities

For vocabulary:

- Ask learners to name the different foods shown in the pictures in Activity 1, 2 and 3. Lead a discussion to name other foods that the learners eat but are not shown in the pictures.

For oral skills:

- Ask learners in pairs to do Activity3 on Page 112 of the Pupil's book. Let them just talk to one another and find out what they ate on different days of the week that is past.
- Allow learners to move around the class freely and talk to at least 5 people to find out what these people had for supper the previous day.

For writing skills:

- Let the learners draw tables for their findings in Activity 5 and 6

Synthesis

The learning activities for this lesson do not have reading skills. However, you can ask the learners to read the instructions on their own and see if they understand what is required of them.

Assessment

- Ask the learners in pairs and as individuals to engage in dialogue with their classmates and find out what they ate the previous day?
- Can the learner interrogate his or her classmates to find out which foods they ate?
- Can the learner represent the information he has been given in the form of a table?

Lesson 2: Counting

Learning objectives

By the end of this lesson, a learnershould be able to:

Read numbers aloud and writenumbers in figures and words.

- Arrange numbers in descendingand ascending order.

Introduction

Let the learners read the story focusing on counting the bananas as they have already been taught about counting in Math.

Teaching aids

Number charts, calendar, flash cards showing different numbers.

Learning Activities

For vocabulary:

- Ask learners to count from 1 to 50.Aid them for proper pronunciation of numbers that they do not know.
- Let the learners write numbers 1 to 20 in words in their exercise books. Move around and correctwhere learners are having problems.

For oral skills:

- Read out different numbers as the learners listen. Then ask them to say which number came before another one in the list you read. Use numbers that the learners can count in English as the ideais that learners are able to do the exercise orally and not to testwhether they know their number work. Once they build confidence in the proper use of English then they can be tested on number work.

Synthesis

Use the number chart to determine which range of numbers the learners are comfortable with. Use this range to teach this session. Once the learners have acquired the necessary number work skills to use the higher numbers, then they can be assessed using these numbers. However, for now numbers 1 to 50 should be sufficient to test the learners oral and written work. Once they get to the mathematical operations that is when you can use larger numbers as they will have acquired the basic communication skills required at this level.

Assessment

- Ask learners to count numbersfrom one to 50. Can the learners clearly count from 1 to 50?
- Ask a learner to count backwards from 20 to 1. Can the learner count correctly from 20 to 1?
- Provide a learner with different numbers between 1 to 100. Can the learner arrange the numbers in ascending and descending order correctly?

❖ Ordinal numbers

Learning objectives

By the end of the lesson, a learnershould be able to:

- Recite ordinal numbers.
- Read ordinal numbers aloudand write them in figures and inwords.

Introduction

Use the content in the Pupil's book to revise ordinal numbers with learners.

Teaching aids

A chart showing ordinal numbers in words and in figures, a calendar

Learning Activities

For vocabulary:

- Ask learners to recite ordinal numbers from 1 to 50. Aid them with proper pronunciation of numbers that they do not know.
- Let the learners write ordinal numbers 1 to 10 in words in their exercise books. Move around and correct where learners are having problems.
- Help the learners to pronounce the st, nd and th that is used when saying and writing ordinal numbers.

For oral skills:

- Ask learners to say the numbers in Activity 1 .
- Read the questions in activity 1 and 2 and let the learners answer the questions orally.

For reading skills:

- Ask learners to look at the numbers in Activity 1 and read them.
- Ask learners to read the numbers given in Activity 2 .
- Allow learners time to practice counting numbers in groups as the other group members time them for fun. The other group members should also ensure that the person counting does not skip numbers or pronounce them wrongly.

For writing skills:

- Ask learners to write the numbers in Activity 2 in words.

Additional activity

If you can access the internet, search for number songs on ordinal numbers on You tube andplay them in class for the learnersas they listen and repeat them.

Synthesis

Ordinal numbers give a lot of learners a hard time especially when asked to write them. Help them to pronounce the st, nd and th properly and let them know that the numbers are written the same way as the other numbers but it is just the last letters that change to ***st, nd*** and ***th***.

Assessment

- Ask learners to count the ordinal numbers from 1 to 50. Can learners say the numbers correctly?
- Read ordinal numbers randomly from 1 to 50 as the learners listen. Ask them to write down each number that you read. Can the learners write the ordinal number that you have written correctly?
- Ask learners to write ordinal numbers in words from 1 to 20. Can learners write the correct spelling for ordinal number from 1 to 20?

Additional activity

Hold a number writing competition where learners will compete to write numbers that you dictate to them. During the dictation, ensure that the learners write numerals as well as ordinal numbers in figures and in words. The game can progress from numbers 1 to 10, 20 to 30, 30 to 40 and so on depending on the levels ability. At each stage elimination occurs so that those who spell wrongly or those who take long to write the numbers are eliminated. The fastest learner to write the numbers correctly wins the challenge. You can organize for simple gifts like pencils, rubbers and pens to award the winners.

◊ Addition

Learning objectives

By the end of the lesson, the learner should be able to:

- Read calculations and number questions and solve them orally and in writing.
- Listen to calculations and solve them in writing.
- Write calculations.

Introduction

Learners should have acquired the basics of counting and should therefore have no trouble carrying out basic additions. Since this has already been covered in the Maths class, the intention is to teach the learners show to perform this calculations in English.

Teaching aids

Flash cards with differentnumbers

Learning Activities

For vocabulary:

- Ask learners to do activity 1 in pairs.
- Guide learners in listening and repeating the words given in Activity 2. If there is any word thatthe learners do not understand, help them to get the words meaning.

For oral skills:

- Write the symbol for addition and the equal sign on the board. Ask learners to say what the symbols stand for.
- Ask learners to listen and read the addition related operations in activity 3, 4 and 5.

For reading skills:

- Ask learners in pairs to read the sums that are given in Activity 3, 4 and 5.
- Let learners do in groups to do Activity 6.

For writing skills:

- Let learners do in groups to do Activity 6.

Synthesis

The challenge in this lesson will be in reading and translating the words that have been readinto mathematical figures. Guidelearners to understand the key parts and vocabulary used in each sentence that will help them write correctly in figures.

Assessment

- Write numerical problems on the board and ask learners solve them. Can the learners performthe calculations correctly?
- Write word problems on the board and ask learners to read them and then write their numerical equivalents and solve them. Can learners interpretword problems and solve them?
- Give learners problems in figures and ask them to write word problems for each one of them. Can learners interpret sums and write word problems for them?

◊ Subtraction

Learning objectives

By the end of the lesson, the learner should be able to:

- Read calculations and number questions and solve them orally and in writing.
- Listen to calculations and solvethem in writing.
- Write calculations.

Introduction

Learners should have acquired the basics of counting and should therefore have no trouble carrying out basic subtractions. Since this has already been covered in the Maths class, the intention is to teach the learners how to perform this calculations in English.

Teaching aids

Flash cards with different numbers

Learning Activities

For vocabulary:

- Ask learners to do Activity 1 in pairs.

For oral skills:

- Write the symbol for subtraction on the board. Ask learners to say what the symbol stands for.
- Ask learners to do activity 2.

For reading skills:

- Ask learners in pairs to do activity 3 and 4.

For writing skills:

- Let the learners do the activity 4 .

Synthesis

The challenge in this lessonwill be in reading and translating the words that have been readinto mathematical figures. Guidelearners to understand the key parts and vocabulary used in each sentence that will help them write correctly in figures.

Assessment

- Write numerical problems on the board and ask learners solve them. Can the learners performthe calculations correctly?
- Write word problems on the board and ask learners to read them

and then write their numerical equivalents and solve them. Can learners interpretword problems and solve them?

- Give learners problems in figures and ask them to write word problems for each one of them. Can learners interpret the problems and write word problems for them?

◊ Multiplication

Learning objectives

By the end of the lesson, the learner should be able to:

- Read calculations and number questions and solve them orallyand in writing.
- Listen to calculations and solvethem in writing.
- Write calculations.

Introduction

Learners should have acquired the basics of counting and should therefore have no trouble carrying out basic subtractions. Since this has already been covered in the Maths class, the intention is to teach the learners how to perform this calculations in English.

Teaching aids

Flash cards with differentnumbers

Learning Activities

For vocabulary:

- Ask learners to do Activity 1 in pairs.

For oral skills:

- Write the symbol for multiplying on the board. Ask learners to say what the symbolstands for.
- Ask learners to do activity 2.

For reading skills:

- Ask learners in pairs to do Activity 3.

For writing skills:

- Ask learners to do the activities 4 and 5.

◊ Division

Learning objectives

By the end of the lesson, the learner should be able to:

- Read calculations and number questions and solve them orally and in writing.
- Listen to calculations and solvethem in writing.
- Write calculations.

Introduction

Learners should have acquired the basics of counting and should therefore have no trouble carrying out basic subtractions. Since this has already been covered in the Maths class, the intention is to teach the learners how to perform thiscalculation in English.

Teaching aids

Flash cards with different numbersLearning Activities

Learning activities

For vocabulary:

- Ask learners to do Activity 1 in pairs.

For oral skills:

- Write the symbols for division on the board. Ask learners to say what the symbols stand for.
- Ask learners to do the activity 2. and let the learners say them outloud using the properly.

For reading skills:

- Ask learners in pairs to do the activity 3.

For writing skills:

- Ask learners to do the activities 4 and 5.

Synthesis

The challenge in this lesson will be in reading and translating the words that have been read into mathematical figures. Guide learners to understand the key parts and vocabulary used in each sentence that will help them write correctly in figures.

Assessment

- Write numerical problems on the board and ask learners solve them. Can the learners perform the calculations correctly?
- Write word problems on the board and ask learners to read them

and then write their numerical equivalents and solve them. Can learners interpretword problems and solve them?

- Give learners problems in figures and ask them to write word problems for each one of them. Can learners interpret the problems and write wordproblems for them?

Lesson 3: Find distance walked

Learning objectives

By the end of this lesson, a learnersshould be able to:

- Read the data and write ashort text about a learner's diet.

Introduction

Ask learners to tell you the different foods that they ate the previous day. Represent this information first in a tale and then draw a bar graph from it. This will help thelearner to be able to relate what they have been filling in a table in the previous lesson.

Teaching aids

A clearly labelled bar graph that is drawn on Manila paper and onthe board

Learning Activities

For vocabulary:

- Referring to the food bar graph that you drew during the introduction session, define the bar lines used.

For oral skills:

- Organize learners into groups and ask them to draw a sample bar graph and explain the differentparts of the graph to the class.

For reading skills:

- Ask learners to read the food names in activity 1,2 and 3.

For writing skills:

- Ask learners to do Activity 5 and 6.
- Ask learners in pairs to interpret the graph in Activity 4 and write correct sentences. Allow them topresent their answers in class.

Synthesis

Provide different graphs for the learners to look at and interpret them given the knowledge that they have acquired in this lesson. Let them know that interpreting a graph means looking at the graph and determining what the numbersshown on the graph mean.

Assessment

Ask a learner to make a food bar graph based on the meals that 10 of his classmates ate in the last two or three days. Let them also make three sentences based on the graph that they drew.

- Can the learner group the different foods and show the number of learners who ate them alongside each food item?
- Can the learner draw a graph based on the data they collected?
- Can the learner make correct sentences orally or in writing based on the graph that he or she drew?

Lesson 4: Using a bar graph to show distances children walk to school

Learning objectives

By the end of this lesson, a learners should be able to:

- Read the data and write a short text about a learner's walk to school.

Introduction

By this lesson, learners should have an understanding of the different terms that are used when talking about graphs. They should also be in a position to carry out a simple survey of other learners foods they like and then present the work in a graph. They should also be able to interpret a graph when given an already constructed graph. Therefore, use this lesson to assess whether the learners can use the knowledge acquired when talking about food bar graphs to walking distances. Remember that learners may not have a clear picture of the length of distances involved, therefore, give directions on how far 1 kilometers may be using the areas landmarks.

Teaching aids

Charts showing learners distance travelled when coming to school.

Learning Activities

For vocabulary:

- Lead a discussion on the meaning of the different terms that are used when talking about graphs as it has already been taught .

- Explain to the learners the meaning of the different determiners of amount that are shown in the vocabulary list with examples based on the graph that you have drawn.

For oral skills:

- Read about the distance as learners listen.

For reading skills:

- Ask the learners to read about the distance.

For writing skills:

- Ask individual learners to write the answers to exercise 1 in their exercise books.
- Ask learners in pairs to do exercise 2 and present their work in class.

Synthesis

To expand the learners view, carry out a survey of the modes of transport that learners use to get to school as there may be other learners that cycle to school or come by school bus or taxi. Then guide learners to represent this information on a chart. If you come from a school where not all these means of transport are used, then get fictitious numbers that willbe used by the learners to create a chart. Ask questions based on the chart to see if learners can interpret the graph they drew.

Assessment

Ask learners in groups to carry out a survey about how long different learners in class walk to get to school and represent the information in a table and use it to also construct a bar graph. Use the graphs that the learners have drawn to ask them true and false questions about their graphs. Ask learners to also make sentences about their graphs.

- Can learners interpret the data on the graphs that they have drawn?
- Can learners use determiners of amount to construct correct sentences that talk about the charts that they have drawn?

Lesson 4: Lesson 10: Sounds and spellings.

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognize and pronounce sounds correctly.
- Recognize and use rhythm correctly.
- Spell words with the sound /br/ correctly by using the following words:

Bread, broom, brush, brother

Introduction

Revise the content of the unit. Go through the key vocabulary that were used when talking about calculations and using graphs. Ask the learners to name the different Maths operations that they have learnt about.

Teaching aids

The poem written on the board, the riddle written on the board.

Learning Activities

- Use the poem to teachlearners about rhythm and stress.

Clearly articulate the words in the poem as the learners repeat after you. Identify a proper rhythm forthe poem and teach the poem to the learners until they can recite it without a problem.

- **Dictate** the following words to the learners.

Graph, axis, heading, divide, multiply, fifth, twenty, altogether, calculate, subtract, product

- Ask the learners the **riddle** and see if there is anyone of them who will get it right. The answer to theriddle is that One is **a father and grandfather at the same time**.

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner write correct spelling for the words that you dictated?
- Can the learners answer the riddle correctly?

Summary of the unit

Mathematical operations can be enjoyed by learners if they

understand what they are expected to do. Encourage learners to use language for mathematicaloperations when they can becausethe more they talk about maththe more they understand it.

Additional information

Encourage learners to make a point of learning new things every day, even in Maths. Let them pay attention to how different things at home and at school are affected by the things that we learn in school. For example, there is a mathematical operation that is involved every time that the mother puts food on the table!

End of unit assessment

At the end of every topic, there is a writing exercise provided for the learners to practice what they have been taught. Let individual learnerscarry out these exercises as you assess their abilities.

- Exercise 1 requires learners to calculate some mathematicalproblems. The answers are:

  a) 13 b) 50
- Exercise 2 on page 115 of the Pupil's Book require learners to calculate some mathematicalproblems. The answers are:

  a) 30 b) 80
- Exercise 1 of the Pupil's Book require learners to calculate some mathematical problems. The answers are:

  1. 18 2. 144 3. 60

  4. 20 5. 21

9.3. Answers to End of unit assessment

Check that the learners matchthe content in Column A with the following:

50 + 25= 75 100 + 5= 105
64 : 8= 8 10 x 12= 120
10 - 6= 4 12 - 7= 5

Answers to the End of Unit 9 Assessment.

1. a) 48, 49, 50, 51, 52, 53,54

   b) 199, 200, 201, 202, 203, 204, 205

   c) 763, 764, 765, 766, 767

2. a) 50 b) 133 3. 80

4 a) 678 b) 900 5.737

6. Musonera remained with eighteen goats. Let the learners know that the answer to a word problem should always be written in words.

7. a) 60 b) 105

8. 112 (one hundred and twelve). 9. a) 22 b)11 c)7

10. Check the learners graphs for titles, headings and proper representation
of facts.

11. **Some** pupils ate cassava for lunch.

A lot of children like rice.

A few children eat beans.

Many children like milk.

12.a)I like bread.

b)Annet sweeps with a broom.

c)My brother is handsome.

d)I use a toothbrush to brush my teeth.

Remedial activities

- Should there be learners who have problems experiencing problems when developing the competencies required in this unit, give them the following exercise:
- Ask the learners to represent the information they conducted surveys for again at their own spare time.

Extended activities

- Some learners may find that the content provided is too easy. Let them do the following:
- Conduct a survey of the months when 20 of your classmates have their birthdays. Then draw a graph to represent this information.

Unit 10. Shopping

Key unit competence

To use language learnt in the context of places in the community.

Introduction

Learners looked at countable nouns and determiners earlier in Unit 5 when talking about domestic animals. Revise the use of determiners as used in Unit 5.

Vocabulary

Vegetables, fruits, clothes, meat, fish, shop, stall, market, buy, sell, change, butchery, hotel, food, grocery, hotel, bakery, amount, expensive, a little, change, cost, cheap,

Guidance on the problem statement

The Oral Activity on Page 128 shows a boy in a shop. The activity requires that learners look at the picture and then say what they usually tell the shopkeeper when their parents send them to the market. The work of the picture is to help the learner relate to being in shop. However, you can use it to get the learners to mention some of the things that can be bought in the shop in the picture. They can then practice asking for the things in the picture as if they are in a real shop.

10.1. List of lessons

The lessons that will be covered in this unit are:

Lesson	Learning	Assessment
1. Talking about the market	3 periods	1 period
2. Describing the position of stalls	3 periods	1 period
3. Talking about what to buy	3 periods	1 period
4. Asking for amounts	3 periods	1 period
5. Talking and asking about cost	2 periods	1 period
6. Buying things	2 periods	1 period

	2 periods	dictation and riddle 2
Total number of Lessons 26		

About learning activities

The type of activities that learners are exposed to play a major role in the acquisition of competencies. Learning activities should be engaging and practical to enable the learners to acquire hands-on knowledge. As a teacher, your role is to actively encourage and enable learners to think critically, to carry out research so as to solve problems, to be creative and innovative and to fully take part in class proceedings.

Irrespective of how good the activities presented in the pupil's book are, if learners cannot fully participate during class time, there is no way they will achieve the competencies. Work with the learners to ensure that there is equal participation by all.

There are several learning activities that are competence – based. Each of these activities are related to the domain of learning. Examples are given below: Psychomotor:

- Review written description of a particular skill. (Ask learners to read a text and then talk about it in class. Allowing them to give their opinion.)
- Take time for repeated practice of skills in the safety of using models or peers until the skill is mastered. (For example, working in pairs.)
- Seek out practical experience that allow the learner to increase confidence as well as competence in the skills required. (For example, talking to parents or different people who perform different jobs and then make presentations in class.)

Affective:

- Review text for content on definition of values.
- Participate in selected values clarification exercises forpersonal values provided by the teachers. This can be done as self-study (homework) or as group work.
- Observing positive role models in practice. A role model sends the message, "This is who a competent person is. This is what a competent person does." The teacher is the first role model that learners will use. Therefore, ensure that what you do and say reflects competency.

Cognitive:

- Competence based learning requires high levels of critical thinking and reflection. Such skills are learned best with some form of discovery – based learning or problem based learning.
- Competence based learning entails helping learners to become active participants in and take responsibility for their own learning. It entails encouraging the development of critical thinking by supporting learner's efforts to retrieve and retain knowledge and put it into practice. It also entails creating learners who develop the habit of life-long learning in order to stay updated.
- Teamwork is essential as many learning activities are structured for groups of learners working together to discover the best solution to a given need or problem in both theoretical and practical work. Other activities include creating and following a personalized learning plan, self-directed reading and completion of suggested activities that will add to one's knowledge and experience base, and self- directed use of the internet where it is available for resources related to topics beinglearnt.
- Prepare for and lead group discussions.

Remember that the activities are learner driven and progress should be made depending on the ability of the learners to understandand undertake the given activity.

About assessment

The format that is used for assessment in competence based learning is slightly different from that used in the traditional format of learning. In competence basedlearning, the learner is assessed inhis/her ability to solve a problem that is based on a real life situation. He/she is then asked to apply the knowledge that they have aquired in class to solve the problem. In as much as the learners will be assessedon the knowledge they have acquired (summative assessment), this new curriculum puts more emphasis on competences, to this end, use the following guidelines to see if the learners have acquired the relevant skills needed in this lesson. Written exercises are also provided to evaluate if the learner has acquired the basic subject competencies as well as generic competences.

10.2. Lesson Development

Lesson 1: Talking about themarket

Learning objectives

By the end of the lesson, thelearner should be able to:

- Recognize words for marketgoods.
- Describe what is sold at marketstalls.

Introduction

Learners have already been introduced to different places that are found in the community where they live. Therefore, they have an idea of what things are likely to be found in the market where they live. To make this lesson interesting, you can start by talking the learners to the nearby market where they will be able to see the different items that they can buy at the market. The book provides a number of these things but is limited to space. A tour of the real market with real goods will serve to be realistic and help learners appreciate their surroundings more.

Teaching aids

Real objects that can be bought at the market, pictures of different things that can be bought at the market.

Learning Activities

For vocabulary:

- Ask learners to look at the pictures in Activity 1 and name the items.
- Read the words in Activity 1 to the learners as they listen. Guide them to understand the meaning of each word.

For oral skills:

- Ask learners in pairs to do activity 2 talking about the different things that they can buy at the market.
- Ask learners to name the places where they can buy things that are shown in the pictures inActivity 2.
- Give the following lists to different groups. Randomly pick a list and read the items to the learners but leave out one of them. Ask the learners to say the items that were omitted.

List 1	Cabbage	Tea leaves	Cakes	Bread
List 2	Watermelon	Oranges	Sugar	Lemon
List 3	Medicine	Flowers	Soap	Pineapple
List 4	Apples	Irish potatoes	Meat	Arrow roots
List 5	Fish	Chicken	Ruler	Exercise book
List 6	Skirt	Tomatoes	Paw paws	Beans
List 7	Blouse	Onions	Salt	Sweets

Ask learners to make sentences starting with, "I can buy ….,".

- Eg: I can buy rice from Kamana's shop.

For reading skills:

- Ask learners to picture read the pictures in activity 5 and say the names of the places that are shown in the pictures.
- Ask learners to read about Grace at the market.

For writing skills:

- Ask learners to write the collective names for the items shown in the pictures in Activity 1. For example, picture 1 is vegetables.
- Let learners write sentences of things that they can but at the market.
- Ask learners to complete the market words for different things that they can buy at different places at the market as required in the introductory activity

Synthesis

Learners living in town need to be explained to that there are things that will not be found in market in town because they are in other places such as supermarkets. However, the language used for buying is the same therefore, it does not matter where you are buying from. As long as you need to talk to the shopkeeper, you have to use the same vocabulary as you would a shopkeeper.

Assessment

- Show learners pictures of different items that one can buy at the market and ask them to construct sentences about the items using I can…. Can the learners construct correct sentences and give the right name for the item?

- Ask leaners to come up with shopping lists of different things that they can buy at the market. Can the learner write the names of a variety of items that one can buy at the market?

Lesson 2: countable and uncountable nouns.

Learning objectives

By the end of the lesson, the learner should be able to:

- Differentiate countable from uncountable items.

Introduction

Learners have already learnt about places in the community, foods, clothes and items at the market.

They should therefore be able to identify the countable and uncountable items on a list.

Teaching aids

A plan of the local market, with various goods, drawn on a Manila paper.

Learning Activities

For vocabulary:

- Ask learners to give two items we can buy from the market. Eg: milk, rice, apple and cassava.
- Write all that they say in two groups.
- Mention group of items that we can count and a group of those that we cannot count.

For oral skills:

- Ask learners to try to count watermelons on the picture in the introductory activity.
- Ask learners to try to count cassava flour on the stall in activity 1.

For reading skills:

- Ask learners to read about Grace at the market..

For writing skills:

- Ask learners to write five countable and five uncountable nouns.

Synthesis

Draw a table on the board and ask learners to fill in with examples of countable and uncountable items from the list of words you read out to them.

Assessment

- Ask learners to do activity 1 and check if they are able to group the items given according to countable or uncountable.

Lesson 3: Buying and Selling

Learning objectives

By the end of the lesson, a learner should be able to use determiners to talk about different things that people want to buy.

Introduction

This lesson gives the learner an opportunity to acquire additional activity that will help them engage in dialogue about shopping. Use the activities in the Pupil's book to enable the learner to be able to doso.

Teaching aids

Pictures showing people in different shops/stalls.

Learning Activities

For oral skills:

- Read the dialogue in Activity 3 as learners listen to you. Then Ask learners to role-play the dialogue in their groups. They need not memorize the dialogue word for word. But they should be able to hold a conversation that will bring out a shopkeeper talking to a buyer about what the buyer wants.
- Collect various items in class and guide the learners to role- play buying and selling. Use paper in place of money. Listen as the learners role-play buying and selling and direct them where necessary.

For reading skills:

- Ask learners in pairs to read the dialogue in Activity 2.

For writing skills:

- Ask learners to answer Exercise on activity 1 on determiners.

Synthesis

Shopping is an activity that we can use irrespective of age and place.Give the learners an opportunity to be able to ask the right questions when they go to shop. Use the role- play to correct any mistakes that will cause them not to say what they want.

Assessment

Ask learners in groups to role-play buying and selling. Can the learners use correct shopping vocabulary to talk about what they want to buy?

Lesson 4: Sounds and spelling

Learning objectives

By the end of this lesson, the learner should be able to:

- Recognize and pronounce sounds correctly.
- Recognize and use rhythm correctly.
- Spell the words with the sound /dr/ correctly by using the following words: drive, drink, drive ,drum.

Introduction

Revise vocabulary used throughout the unit.

Teaching aids

The poem written on the board.

Learning Activities

- Use the poem to teach learners about rhythm and stress. Clearly articulate the words in the poem as the learners repeat after you identify a proper rhythm for the poem and teach the poem to the learners until they can recite it without a problem.
- **Dictate** the following words to the learners.

cheap, expensive, expiry, afford, price

- Ask the learners the **riddle** on and see if there is anyone who will get it right.

Answer: ***They are equal.***

Synthesis

One has to be able to use the correct vocabulary when talking about buying things. This will help them to avoid being given something that they do not want.

Assessment

- Can the learners recite the poem clearly without stammering?
- Can the learner spell the words used to talk about jobs correctly?

Summary of the unit

Shopping involves buying and selling. The person buying is known as the

customer and the person selling is known as the seller. If the person owns a shop or tall, then heor she will be calls a shopkeeper.

The cost of different things changes depending on what is being bought. Ask learner to always ask about the cost of things before buying so that they can know whether they have enough money or not. They should also ask so that they know how much money to expect as change if they are giving out moremoney than the cost of the item.

Additional information

Encourage learners to be makinga list of items that they want to buy together with their cost and thencalculating how much is required before buying. Explain to them thatthis is called budgeting.

End of unit assessment

At the end of every lesson, there is a writing exercise provided for the learners to practice what they have been taught. Let the individual learners carry out these exercises as you assess their abilities.

Accept any correctanswers that represent the items shown in the pictures.

- Answers to Exercise 2.
  1. Clothes
  2. Bread bun/cookies/confectionery
  3. Meat
  4. Vegetables
- Answers to Exercise 3 on Page 138 of the Pupil's Book.
  1. Using fresh products
  2. Alice bought expired bread.
  3. The bread had gone bad.Alice took home 800Rwf.
  4. One thousand two hundredfrancs.
  5. Always check the expiry datefor goods. Do not eat foods that have expired.

10.3. Answers to the end of unit assessment.

1.Five items are shown on the list.

2.A kilogram of meat is 2200 Rwf.

3.The cheapest item is salt.

4.The most expensive item is meat.

5.Tom paid, 1600 Rwf.

6. Check learners answers foraccuracy.

7.Accept eight correct answers.

8.Accept a correct or near correctsketch.

9.Accept grammatically correctsentences.

10. a) At the market.

b) He wanted 2kg of meat.

c) He brought wrong change/balance.

d) No. Because the son did notconfirm the change that hewas given.

e) To always calculate how much money he expected aschange.

f) Accept correct lessons.

g) Accept correct drawings.

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