

Link to English PDF Book: <a href="https://bit.ly/4cV7bWs">https://bit.ly/4cV7bWs</a>	Link to Slides: <a href="https://bit.ly/4rrDKi7">https://bit.ly/4rrDKi7</a>
Link to Kinyarwanda PDF Book: This version has not been translated.	<b>SEL:</b> Relationship, Responsible decision making, Self-management, <b>Themes:</b> Feelings, Integrity, Problem solving.

## Introduce Vocabulary

Teacher may select words to present based on student needs.

- ❖ **Verbs:** sometimes end with an “s” if the third person is the subject.  
**Regular :** live, give, challenge, boast, win, gather, watch, cheer, clap, says, starts, teases, chirps, screams, closes, falls, continues, thinks, gains, wakes, spots, sprints, wins.  
 Using pictures and actions to demonstrate the various reasons for the changes. For example: *The rabbit runs fast, but I run slowly.*  
 The students will suggest sentences and use actions / gestures to act out the sentences.  
**Different spellings:** goes, and when the syllable count changes you add an **es**: finishes, reaches, crosses  
 The students will suggest sentences and use actions / gestures to act out the sentences.  
 Can you find a word in the regular verb list that would have a different spelling? (watch)
- ❖ **Adverbs:** Describe a verb and often end with the letters “ly” : quickly, slowly, happily.  
 Use each word in a sentence that describes something you did or do.
- ❖ **Nouns:** Turtle, rabbit, runner, joke, animals, deer, plan, pace, time, eyes, spot, nap, trail, line race.  
 Have pictures/ word cards from the book of each word. Then ask students to identify which word could be used either as a verb or a noun. Use the words in two sentences. *I race for the bus. Or Every holiday there is a big race held on Congress St. (race, spots, challenge, joke, watch, mark, lead) \*
- ❖ **Pronouns:** Used in place of a name or a noun. I, we, you, he, she, it, they. Practice by adding a verb.
- ❖ **Adjectives:** Describe a noun. Easy (win), fair (race), sleeping (rabbit), slow and steady (turtle)
- ❖ **Compound words** classroom, bluebird, cannot. Ask students to find pictures or actions to illustrate the words.
- ❖ **Contractions:** Two words put together and one or more letters are left out.
  - What are the two words used to make: **can't, let's**? Use them in a sentence. Practice them using with Think, Pair, Share.

## Introductory Activity for the Story

- The story we will read today is called *Turtle and Rabbit's Big Race*.
- Who are the main characters?
- What do you think the story will be about ?

## Making Predictions Based on the Cover

- What do you see? Describe the cover.
- Do you think these two characters are friends? ?
- What do you think will happen in this story? **Write a list.**

## Read the Story

- Teacher reads the story with expression, interest and curiosity
- Teacher may read the story in the home language first, if it is available.

## Key Stopping Points

- Page 2: Who are the main characters in this story and what important words describe them?
- Page 3: Which animal issues the challenge?
- Page 4: Where is the race taking place and what do the other animals think?
- Pages 6 & 7: What does Rabbit do, and what does Turtle think and do?
- Page: 9: How does the story end?
- Page 10: What is the message learned on this page?

## End of Story

- Before we read the story, we predicted that \_\_\_\_\_. (see list)
- What was the problem at the beginning?
- What did Rabbit do?
- How was the problem solved?

## Wondering Questions

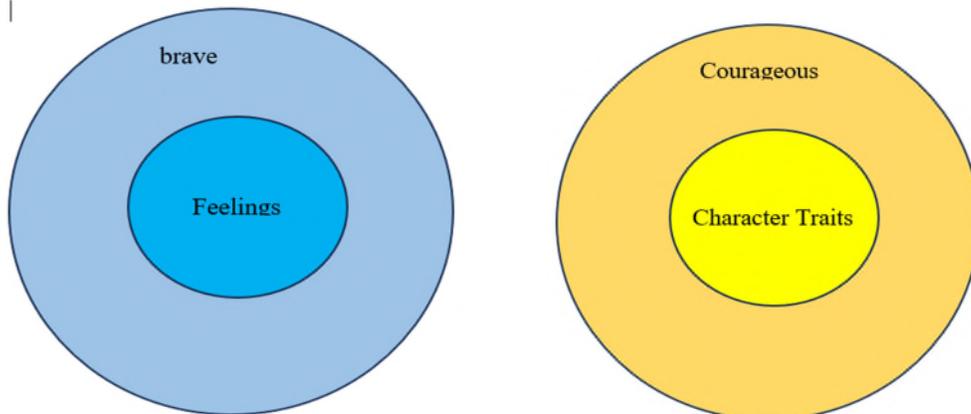
When we wonder about a story, we share our feelings or ideas. There are no right or wrong answers.

- I wonder if there's a part of the story you liked.
- I wonder if you have a friend like Rabbit. I wonder how you feel when they are boastful.
- I wonder what you have learned from Turtle or Rabbit.

## Follow up Activities

Teachers can choose to have students do this activity as a Think Pair Share or in small groups.

Instruct the students to draw a small circle inside a bigger circle. Then, using the circles, help students create a list of feelings. Next, create a list of character traits. Character traits are *consistent qualities* that shape how a character thinks, acts, and responds over time (e.g., brave, selfish, determined). Feelings are *temporary* (e.g., nervous, excited). A feeling happens in a moment. A trait shows up over time.



<b>Word Wall</b>
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Note: words in red can be either nouns or verbs.

<p style="text-align: center;"><b>Verbs (regular)</b></p> <p>live give challenge boast win gather watch cheer clap says starts teases chirps screams</p>	<p style="text-align: center;"><b>Verbs (regular)</b></p> <p>closes falls continues thinks gains wakes spots sprints wins</p> <p><b>Add -es :</b> goes finishes reaches crosses</p>	<p style="text-align: center;"><b>Adverbs</b></p> <p>quickly slowly happily</p>
<p style="text-align: center;"><b>Nouns</b></p> <p>Turtle Rabbit runner joke mark animals deer lead plan pace time eyes spot nap trail line race</p>	<p style="text-align: center;"><b>Pronouns</b></p> <p>I we you he she it they</p>	<p style="text-align: center;"><b>Adjectives</b></p> <p>easy (win) fair (race) sleeping (rabbit) slow and steady (turtle)</p>
<p style="text-align: center;"><b>Compound Words</b></p> <p>classroom bluebird cannot</p>		<p style="text-align: center;"><b>Contractions</b></p> <p>can't = cannot let's = let us</p>