Link to English PDF Book: https://bit.ly/3LnKuyi	Link to Slides: https://bit.ly/4nB32IG
Link to Kinyarwanda PDF Book: https://bit.ly/43bX3TB Link to half-page Bilingual Book: https://bit.ly/49uyQLM	**SEL**: relationships, responsible decision making, **Themes**: actions have consequences, problem solving

Introduce Vocabulary

Teacher may select words to present based on student needs.

❖ **Verbs:** listed with endings or tense

give, drive, teach, behaving, bring, clean, fixing, made, grabbed, pulled, came off, cried, behave, thought, replied, laughed, answered, agreed, remembered.

- Show the verb with actions/gestures ("cry" pretend to cry)
- Say the word in a sentence and ask students to repeat chorally
- Say the word in a sentence and ask one or more individual students to repeat

- Teacher will *say* and *act out* a sentence with the verbs and students will copy
  Example: "Abel pulled the doll's arm."
  The students will repeat the sentences and use actions / gestures to act out the sentences.

❖ **Nouns:** Abel, Meri, mother, doctor, doll, cart, arm, toys, idea, money, car, work, bucket, water, clean cloth, price

❖ **Pronouns:** I, me she, her, he, him, you, your

- Show pictures from the book of each noun

❖ **Feeling words:** angry, sorry, worried

Introductory Activity for the Story

- The story we will read today is called *Abel and His Sister's Doll*
- Do you have a brother or a sister?
- Have you ever made your brother or sister cry? What did you do?

Making Predictions Based on the Cover

- What do you see?
- Who will be in the story? Look at Mother's face.
- How do you think the boy is feeling?
- 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: What do you think is going to happen?
- Page 3: What does Meri do?
- Pages: 5 & 6: What is Mother's idea?
- Page 10: What do you see in this picture? How will Abel do to pay for fixing Meri's doll?
- Page 12: What lesson has Abel learned?

End of Story

- Before we read the story, we predicted that _____. (see list)
- What was the problem at the beginning? (Abel pulls the arm off Meri's doll)
- How was the problem solved?
- What does the statement., "actions have consequences [ingaruka]" mean?
- Are the consequences for actions always bad? Make a list of "good actions and consequences"

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 how you react when you are angry?
- I wonder what you learned from this story?

Follow Up Activities

Teachers can choose to have students do this activity in small groups or as a whole class.

Solve a problem with positive/good consequences:

- Identify a problem.
- List possible solutions.
- Choose a solution and plan how to implement or carry it out.
    - Example: Some friends need food. Plant a garden to share good food.

Word Work:

We've used the word 'sequence' to list the order of events in a story.
Now we add the **prefix** *'con'* . It means '*with.*'
For example: **First** Abel pulls the doll's arm off.
Next Abel takes the doll to the doctor to have the arm sewed back on.
Then the doctor asks Abel for money, but he has no money to pay her.
The **final event** or *consequence* [ingaruka] is that Abel has to wash the doctor's car.

Together they mean that something happens and then something else happens ***as a result*** of the first thing that happened, or a consequence.