

Link to English PDF Book: https://bit.ly/4kOcMjd	Link to Slides: https://bit.ly/4kBS9qn
Link to Kinyarwanda PDF Book: https://bit.ly/4cn1gt5 Link to Bilingual half page PDF Book: https://bit.ly/3ZHrAqa	SEL: self-management , relationship skills, responsible decision making THEMES: feelings, family, problem-solving

Introduce Vocabulary

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

answer, share, watch, prepare, running, insisted, invited, told, saw, sent, sniffed,

- 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* 2 or more sentences with the verbs and students will copy

Example: Pg. 2: "I was curious, I kept watching Grandma."

Pg. 3 "Don't be stubborn child, do as you are told."

The students will repeat the sentences and use actions / gestures to act out the sentences.

❖ **Nouns:**

Grandma, mother, father, girl, basket, straw, errand, garden, banana, blanket, leaves, smell, sorghum, millet, cassava

❖ **Pronouns :** I, she

- Show pictures from the book of each noun

❖ **Feeling / Describing Words:** curious, stubborn, sorry, smiling, disappointed, interesting, secretly, wonderful, hurry, avoid, ripe, glorious

Introductory Activity for the Story

- The story we will read today is called *Grandma's Bananas*.
- What does grandmother/grandfather mean? How are they different from mother or father?
- Do you have a special grandmother/father? What makes them special?

Making Predictions Based on the Cover

- Who do you see?
- What do you think the story will be about?
- Why do you suppose there is a chicken in the picture?

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 is the girl curious about?
- Page 5: What does she find?
- Page 7: What does the girl do?
- Page 8: Why did the girl act this way?
- Page 9: How does the girl feel now?
- Page 10: What do you see in this picture? What promise does the girl make?

End of Story

- Before we read the story, we predicted that _____. (see list)
- What was the problem at the beginning? (the girl wonders why & where the bananas are)
- What did the girl do?
- How is 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 why the main character doesn't have a name?
- I wonder what you would do if you were that girl?

Follow Up Activities

Roleplay

The teacher will ask for 1 student to volunteer and help. The student will act like he/she is playing with a toy.

Scenario 1

The teacher takes the toy from the student. Instead of apologizing, the teacher gives him/her another toy to play with.

Scenario 2

The teacher takes the toy from the student. After a while, he/she realizes that he/she was wrong and apologizes. "I am sorry I took your toy. I shouldn't have done that. Next time, I will ask you if I can borrow your toy instead of just taking it away from you. Also, you can borrow my toy when you want."

The class will have a discussion on why the teacher's action in *Scenario 2* is better than the one in *Scenario 1*.

- "I am sorry I took your toy. I shouldn't have done that." → **proper apology / remorse**
- "Next time, I will ask you if I can borrow your toy instead of just taking it away from you." → Saying how he/she will **act differently next time**
- "Also, you can borrow my toy when you want." → **restitution / restorative justice**