

Tûthoomeeni Kîtharaka 2

Îbuku rîa Mwarimû



Tharaka Language Project
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&

Bible Translation & Literacy
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Standard 2

ISBN 9966-00-173-5

Tharaka

Teachers Guide

Tûthoomeeni Kîtharaka 2: Îbuku rîa Mwarimû

Let's Read Kîtharaka 2: STANDARD 2 TEACHERS' GUIDE

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First Edition 2009

Published by
Bible Translation and Literacy (E.A)
P.O. Box 44456 00100,
Nairobi, Kenya

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FOREWORD

This Standard 2 Book was produced to enable children who speak the Tharaka language take the first steps in learning to read and write in their language. The use of their mother tongue in education has a dual purpose. It enables pupils to grasp literacy skills quickly and easily. Secondly when a language dies, a significant part of the culture dies with it. Promoting written use of the Tharaka language will help preserve the community's culture and a peoples' self-worth.

In the production of this book, Bible Translation & Literacy (BTL), worked in close cooperation with members of the community whose language was previously unwritten to develop a functional orthography of the language. Similarly, it was through community participation and initiative that books in the mother tongue have been developed for use in the lower primary schools classes.

I applaud the partnership between BTL, teachers and education officers in Tharaka District in the development of these books. The Kenya Institute of Education (KIE) evaluated and recommended these books for use in the schools in the Tharaka community.

I am therefore grateful to all those who selflessly and tirelessly contributed to the development and production of this Standard 2 Book. It is my hope that their contribution will result in increased social and economic development in the country.

Mundara Muturi
General Secretary
Bible Translation & Literacy (E.A)

Introduction: The contents of this book are aimed at helping the learner to meet the objectives of the Kenya Mother Tongue Syllabus which include:

1. to develop sufficient command of vocabulary and sentence patterns to enable the learner use MT at home, at school and in the community
2. to acquire literacy skills in the MT
3. to acquire reading and writing skills
4. to develop a positive attitude towards own culture and those of others

Teaching / Learning Resources

1. Pupils' book: Tûthomeeni Kîtharaka-Îbuku rîa Kîraci kîa Biîrî
2. Standard 2 teachers' guide - Îbuku rîa Mwarimû
3. Standard story book – Ngono cia Kîraci kîa Biîrî. Some of the stories in the book include:
 - Gûtîrî wega bûrî Nthî
 - Kûthî wa Cûûcû
 - Kabea, Ntîrî na Mbûri
 - Kîrîamanyore
 - Mbûbûî na Nceege
 - Îguna rîa ûgîti
 - Mûka ûmûî
 - Kîng'ang'i
 - Mbûri yeetû Mwar'wa Kayirû
 - Ntûgû ya Kûgwata Nthûûya
 - Kaana ga Nkea 1
 - Kaana ga Nkea 2
 - Ntîîrîika
 - Kayûgû na Cimba 1
 - Kayûgû na Cimba 2
 - Mûrangi na Mûthonuue
 - Îrema rîa Ntamîoro 1
 - Îrema rîa Ntamîoro 2
 - Wamayû
 - Ncaana na Mûrinya Wayo
 - Kîra gîatûmaga Mwan'wa Kayûgû arega Kûgûrana
 - Njoana Mûbatithania

Teaching Aids

1. Alphabet charts
2. Flashcards
3. Real examples/objects

STRUCTURE OF THE TEACHERS' GUIDE

- 5 lessons in a week – lesson 1 – picture reading, lesson 2- drill lesson, lesson 3 – reading lesson, lesson 4 – grammar lesson, lesson 5 – writing / word formation lesson. Following are examples of the lessons:

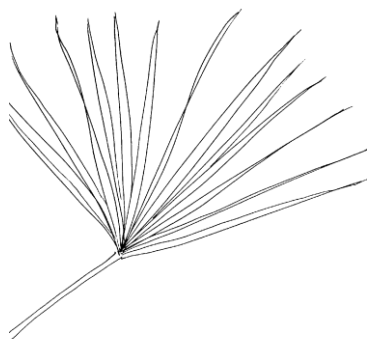


Ûyû i Kîbaara. Kîbaara i mûrîmi.

Ûyû ____ Kîbaara.

Kîbaara i ____.

a
i
u
kaana
mûrîmi
arî



rûrara

¹

rûrara
rû

²

û	a	i	î
rû	ra	ri	rî

³

rû	ra	ri	rî
rûû	raa	rii	rîî

⁴

rû ra ra
rûrara
û rî rî
ûrîrî

⁵

Rûrû i rûrara.
Rûûra i rûrara.

Rûrû i rûrara. Rûrara rûrî ûrîrî. Rûrara rûûra! Rûrî aara ûrîrî.

r R Rûrara rûrî ûrîrî.

Each topic (labelled kîthoomo) is intended to take one week. The sample topic above can be broken down into the following lessons:

Division of the lessons

PICTURE READING LESSON 1 – PG. 2



Ûyû i Kîbaara.

Kîbaara i m ûrîmi.

Ûyû _____Kîbaara.

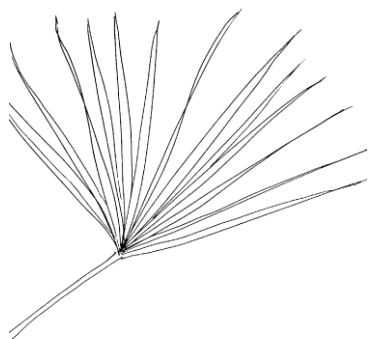
Kîbaara i _____.

a
i
u

kaana
mûrîmi
arî

This lesson comprises **picture reading**, where children and the teacher discuss what they see in the picture. After this follows a **short story** that tells who is in the picture and what is happening in the picture (teacher could use the story to confirm what the children have discussed about the picture).

Below every story are sentences that are meant to test the pupils' comprehension of story. It can be used as a writing exercise or the children could answer questions orally.



1

rûrara
rûrara

2

û	a	i	î
rû	ra	ri	rî

3

rû	ra	ri	rî
rûû	raa	rii	rîî

4

rû ra ra
rûrara
û rî rî
ûrîrî

5

Rûrû i rûrara.
Rûûra i rûrara.

This second lesson comprises a **sight word** and an illustration of the sight word. Discuss the picture and sight word with the children. The first 15 lessons have been done for you. Use the same method to teach word drills in other drill lessons.

The lesson also comprises a word drills with an emphasis on the syllable in focus in the sight word. The drill boxes are five in number and each box needs to be taught in a different way. By going through this exercise, the pupils will learn to read the new letter that is taught.

Drill lesson 1 – pg.3.

In this lesson it is the 'r'. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *rûrara. Let's say the word together (rûrara)*
 2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is 'rû'. Tell the pupils,
'This is the part of the word rûrara that says 'rû'.
 3. Write the rû below rûrara exactly as it is done in the book and ask: *'What does it say?'*
 4. Hold your book over the 'û' and say:
'This is the part of rû that says 'r'.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'r'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'û' and ask *'What does this say?'*
Point to 'rû' and ask "what does this say?" This is what they had just learnt in box 1
2. Write the second column from box 2 on the black board.
Point to 'a' and ask *'What does this say?'*
Point to 'ra' and ask *'What does this say?'*
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new

syllables easily)

3. Now write the third column of box 2 beside the other two columns on the blackboard.

Point to the 'i' and ask, "What does this say?"

Point to 'ri' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'î' and ask, "What does this say?"

Point to the 'rî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'rû' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'rûû' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'ra' and ask 'What does this say?"

Point to 'raa' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'ri' and ask, "What does this say?"

Point to 'rii' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'rî' and ask, "What does this say?"

Point to the 'rîî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word ‘rûrara’ since they have encountered all of the syllables individually.

Steps:

1. write the first row of box 4 on the blackboard.

Point to the syllables making the word ‘rûrara’ and ask the children to say the syllables quickly as you point to them.

Now point to word ‘rûrara’ below the syllable row and ask the children to read it...

Do the same for the word ûrûrû in box 4

2. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they know these are real words and should be read faster than the separate syllables.
- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 2 - pg. 5.

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *Karûkû. Let's say the word together (karûkû)*
2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is ‘ka’. Tell the pupils,
‘This is the part of the word karûkû that says ‘ka’.
3. Write the ‘ka’ below karûkû exactly as it is done in the book and ask: *‘What does it say?’*
4. Hold your book over the ‘a’ and say:
‘This is the part of ‘ka’ that says ‘k’.

5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound ‘k’.

Steps

1. Write the first column from box 2 on the blackboard. Point to ‘a’ and ask ‘What does this say?’
Point to ‘ka’ and ask “what does this say?” This is what they had just learnt in box 1
 2. Write the second column from box 2 on the black board.
Point to ‘û’ and ask ‘What does this say?’
Point to ‘kû’ and ask “What does this say?”
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
 3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the ‘i’ and ask, “What does this say?”
Point to ‘ki’ and ask, “What does this say?”
 4. Write the fourth column beside the other three on the blackboard.
Point to ‘î’ and ask, “What does this say?”
Point to the ‘kî’ and ask, “What does this say?”
 5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.
- **Box 3** – this box comprises of syllables learnt in Kîthoomo kîa 1 and those being learnt in the current kîthoomo. The first syllable in each column is exactly the same as the lower syllables in box 2. the second syllable in each column comprises of syllables learnt in the previous reading lesson. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to ‘ka’ and ask, “What does this say?” This is what they had just learnt in box 2

Point to 'ra' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'kû' and ask 'What does this say?"

Point to 'rû' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'ki' and ask, "What does this say?"

Point to 'ri' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'kî' and ask, "What does this say?"

Point to the 'rî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word 'rûrara' since they have encountered all of the syllables individually.

Steps:

1. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'rûrîkû' and ask the children to say the syllables quickly as you point to them.

Now point to word 'rûrîkû' below the syllable row and ask the children to read it...

Do the same for the word 'rûkû' in box 4.

2. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.

- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

1. Write the first row of box 5 on the blackboard
2. Run hand under the words as the children read the sentence
3. Write the second row on the blackboard and repeat what you did with row one

4. Ask the children to read the sentences together and individually
5. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 3 – pg.7

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *‘mûrîmi’*. *Let’s say the word together (mûrîmi)*
 2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is ‘mû’. Tell the pupils,
‘This is the part of the word mûrîmi that says ‘mû’.
 3. Write the rû below mûrîmi exactly as it is done in the book and ask: *‘What does it say?’*
 4. Hold your book over the ‘û’ and say:
‘This is the part of mû that says ‘m’.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound ‘m’.

Steps

1. Write the first column from box 2 on the blackboard. Point to ‘û’ and ask *‘What does this say?’*
Point to ‘û’ and ask “what does this say?” This is what they had just learnt in box 1
2. Write the second column from box 2 on the black board.
Point to ‘a’ and ask *‘What does this say?’*
Point to ‘ma’ and ask “What does this say?”
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
3. Now write the third column of box 2 beside the other two columns on the

blackboard.

Point to the 'î' and ask, "What does this say?"

Point to 'mî' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'i' and ask, "What does this say?"

Point to the 'mî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises of syllables learnt in Kîthoomo kîa 1 and those being learnt in the current kîthoomo. The first syllable in each column is exactly the same as the lower syllables in box 2. the second syllable in each column comprises of syllables learnt in the previous reading lesson. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'mû' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'rû' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'ma' and ask 'What does this say?'

Point to 'ra' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'mî' and ask, "What does this say?"

Point to 'rî' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'mi' and ask, "What does this say?"

Point to the 'ri' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 4** – This box contains real words. By now children should be able to recognise the syllables that make the word ‘mûrîmi’ since they have encountered all of the syllables individually.

Steps:

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word ‘mûrîmi’ and ask the children to say the syllables quickly as you point to them.

Now point to word ‘mûrîmi’ below the syllable row and ask the children to read it...

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they know these are real words and should be read faster than the separate syllables.
- **Box 5** – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

1. Write the first row of box 5 on the blackboard
2. Run hand under the words as the children read the sentence
3. Write the second row on the blackboard and repeat what you did with row one
4. Ask the children to read the sentences together and individually
5. Have some learners come to the blackboard and read the words out to the rest of the class

Drill Lesson 4 – pg.9.

- **Box 1** – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: ‘mûruruku’. *Let’s say the word together (mûruruku)*
2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is ‘ku’. Tell the pupils,
‘This is the part of the word mûruruku that says ‘ku’.
3. Write the ku below mûruruku exactly as it is done in the book and ask: *‘What does it say?’*
4. Hold your book over the ‘k’ and say:
‘This is the part of ku that says ‘u’.
5. Write ‘u’ below ‘ku’ as in the book and ask,

“What does this say?”

6. Draw a box around what you have written and ask someone to read the box.
 7. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound ‘u’.

Steps

1. Write the first column from box 2 on the blackboard. Point to ‘u’ and ask ‘What does this say?’

Point to ‘ru’ and ask “what does this say?”

2. Write the second column from box 2 on the black board.

Point to ‘u’ and ask ‘What does this say?’

Point to ‘ku’ and ask “What does this say?”

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 2 beside the other two columns on the blackboard.

Point to the ‘u’ and ask, “What does this say?”

Point to ‘mu’ and ask, “What does this say?”

Point to the ‘mî’ and ask, “What does this say?”

4. Draw lines around the three columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises of syllables learnt in previous lessons and those being learnt in the current kithoomo. The first syllable in each column is exactly the same as the lower syllables in box 2. The second syllable in each column comprises of syllables learnt in the previous reading lesson. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to ‘ru’ and ask, “What does this say?” This is what they had just learnt in box 1

Point to ‘rû’ and ask “what does this say?”

2. Write the second column from box 3 on the black board.

Point to 'ku' and ask 'What does this say?'

Point to 'kû' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'mu' and ask, "What does this say?"

Point to 'mû' and ask, "What does this say?"

4. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 4** – This box contains real words. By now children should be able to recognise the syllables that make the word 'karuruku' since they have encountered all of the syllables individually.

Steps:

1. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'karuruku' and ask the children to say the syllables quickly as you point to them.

Now point to word 'karuruku' below the syllable row and ask the children to read it...

2. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they know these are real words and should be read faster than the separate syllables.

Do the same for the word 'mûruruku'

- **Box 5** – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

1. Write the first row of box 5 on the blackboard
 - a. Run hand under the words as the children read the sentence
 - b. Write the second row on the blackboard and repeat what you did with row one
 - c. Ask the children to read the sentences together and individually
 - d. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 5 – pg. 11

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *‘gîkuru’*. *Let’s say the word together (gîkuru)*
 2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is ‘gî’. Tell the pupils,
‘This is the part of the word ‘gîkuru’ that says ‘gî’.
 3. Write the rû below *gîkuru* exactly as it is done in the book and ask: *‘What does it say?’*
 4. Hold your book over the ‘î’ and say:
‘This is the part of gî that says ‘g’.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels and k). The pupils are learning how to make new syllables using the new sound ‘g’.

Steps

1. Write the first column from box 2 on the blackboard. Point to ‘î’ and ask *‘What does this say?’*
Point to ‘gî’ and ask “what does this say?” This is what they had just learnt in box 1
2. Write the second column from box 2 on the black board.
Point to ‘a’ and ask *‘What does this say?’*
Point to ‘ga’ and ask “What does this say?”
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the ‘u’ and ask, “What does this say?”
Point to ‘gu’ and ask, “What does this say?”
4. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2

in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises of syllables learnt in previous lessons and those being learnt in the current Lesson. The first syllable in each column is exactly the same as the lower syllables in box 2. the second syllable in each column comprises of syllables learnt in the previous reading lesson. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'gî' and ask, "What does this say?" This is what they had just learnt in box 1
Point to 'kî' and ask "what does this say?"
 2. Write the second column from box 3 on the black board.
Point to 'a' and ask 'What does this say?'
Point to 'ga' and ask "What does this say?"
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
 3. Now write the third column of box 3 beside the other two columns on the blackboard.
Point to the 'u' and ask, "What does this say?"
Point to 'gu' and ask, "What does this say?"
 4. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.
- **Box 4** – This box contains real words. By now children should be able to recognise the syllables that make the word 'gîkuru' since they have encountered all of the syllables individually.

Steps:

1. Write the first row of box 4 on the blackboard.
Point to the syllables making the word 'gîkuru' and ask the children to say the syllables quickly as you point to them.
Now point to word 'gîkuru' below the syllable row and ask the children to read it...
2. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they know these are real words and should be read faster than the separate

syllables.

- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 6 – pg. 13

In this lesson it is the ‘t’. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *tûî*. Let’s say the word together (*tûî*)
 2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is ‘*rû*’. Tell the pupils,
‘This is the part of the word tûî that says ‘tû’.
 3. Write the *tû* below *tûî* exactly as it is done in the book and ask:
‘What does it say?’
 4. Hold your book over the ‘*û*’ and say:
‘This is the part of tû that says ‘t’.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound ‘t’.

Steps

1. Write the first column from box 2 on the blackboard. Point to ‘*û*’ and ask
‘What does this say?’

Point to ‘*tû*’ and ask “what does this say?” This is what they had just learnt in box 1

2. Write the second column from box 2 on the black board.

Point to ‘*u*’ and ask ‘What does this say?’

Point to ‘*tu*’ and ask “What does this say?”

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new

syllables easily)

3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the 'i' and ask, "What does this say?"
Point to 'ti' and ask, "What does this say?"
 4. Write the fourth column beside the other three on the blackboard.
Point to 'î' and ask, "What does this say?"
Point to the 'tî' and ask, "What does this say?"
 5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.
- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables. Please add mû, mu, mî to make the third row in box 3.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'tû' and ask, "What does this say?" This is what they had just learnt in box 1
Point to 'kû' and ask "what does this say?"
Point to 'mû' and ask, "What does this say?"
2. Write the second column from box 3 on the black board.
Point to 'tu' and ask 'What does this say?'
Point to 'ku' and ask "What does this say?"
Point to 'mu' and ask, "What does this say?"
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
3. Now write the third column of box 3 beside the other two columns on the blackboard.
Point to the 'ti' and ask, "What does this say?"
Point to 'ki' and ask, "What does this say?"
Point to 'mi' and ask, "What does this say?"
4. Write the fourth column beside the other three on the blackboard.
Point to 'tî' and ask, "What does this say?"
Point to the 'kî' and ask, "What does this say?"

Point to 'mî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.
- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word 'mûti' since they have encountered all of the syllables individually.

Steps:

- a. write the first row of box 4 on the blackboard.

Point to the syllables making the word 'mûti' and ask the children to say the syllables quickly as you point to them.

Now point to word 'mûti' below the syllable row and ask the children to read it...

Do the same for the word 'gûtura' in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.
- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill Lesson 7 – pg. 15

In this lesson it is the 'e'. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *rûreere. Let's say the word together (rûreere)*
2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is 'rû'. Tell the

pupils,

'This is the part of the word rûreere that says 're'.

This is the part of re that says 'e'

3. Write the 're' below 'rûreere' exactly as it is done in the book and ask:
'What does it say?'
 4. Hold your book over the 'r' and say:
'This is the part of 're' that says 'e'.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'e'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'e' and ask 'What does this say?'

Point to 're' and ask "what does this say?" This is what they had just learnt in box 1
 2. Write the second column from box 2 on the black board.

Point to 'e' and ask 'What does this say?'

Point to 'ke' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
 3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the 'e' and ask, "What does this say?"

Point to 'te' and ask, "What does this say?"
 4. Write the fourth column beside the other three on the blackboard.

Point to 'e' and ask, "What does this say?"
Point to the 'ge' and ask, "What does this say?"
 5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.
- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 're' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'rî' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'ke' and ask 'What does this say?'"

Point to 'kî' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'te' and ask, "What does this say?"

Point to 'tî' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'ge' and ask, "What does this say?"

Point to the 'gî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word 'rûreere' since they have encountered all of the syllables individually.

Steps:

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'rûreere' and ask the children to say the syllables quickly as you point to them.

Now point to word 'rûreere' below the syllable row and ask the children to read it...

Do the same for the word 'rûgeege' in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.

- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 8 - pg. 17

In this lesson it is the 'b'. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word:
kabaka. Let's say the word together (kabaka)
 2. Hold your hand or a piece of paper over the first and third syllable of the word so that only the second syllable is being seen. In this lesson it is 'ba'. Tell the pupils,
'This is the part of the word kabaka that says 'ka'.
 3. Write the 'ba' below 'kabaka' exactly as it is done in the book and ask:
'What does it say?'
 4. Hold your book over the 'a' and say:
'This is the part of ba that says 'b'.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'b'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'a' and ask
'What does this say?'
Point to 'ba' and ask "what does this say?" This is what they had just learnt in box 1
2. Write the second column from box 2 on the black board.
Point to 'e' and ask 'What does this say?'

Point to 'be' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the 'i' and ask, "What does this say?"

Point to 'bi' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'u' and ask, "What does this say?"

Point to the 'bu' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'ba' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'ga' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'be' and ask 'What does this say?"

Point to 'ge' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'bi' and ask, "What does this say?"

Point to 'gi' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'bu' and ask, "What does this say?"

Point to the 'gu' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box

3 in their books. Read this box with them column by column just as you did on the blackboard.

- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word ‘kabaka’ since they have encountered all of the syllables individually.

Steps:

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word ‘ka ba ka’ and ask the children to say the syllables quickly as you point to them.

Now point to word ‘kabaka’ below the syllable row and ask the children to read it...

Do the same for the word ‘gikaabû’ in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.
- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 9 – pg. 19

In this lesson it is the ‘mb’. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *mbea. Let’s say the word together (mbea)*
2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is ‘mb’. Tell the pupils,
‘This is the part of the word mbea that says ‘mbe’.
3. Write the ‘mbe’ below ‘mbea’ exactly as it is done in the book and ask: *‘What does it say?’*
4. Hold your book over the ‘mbe’ and say:

‘This is the part of mbe that says ‘mb’.

5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound ‘mb’.

Steps

1. Write the first column from box 2 on the blackboard. Point to ‘e’ and ask ‘What does this say?’

Point to ‘mbe’ and ask “what does this say?” This is what they had just learnt in box 1
 2. Write the second column from box 2 on the black board.

Point to ‘a’ and ask ‘What does this say?’

Point to ‘mba’ and ask “What does this say?”

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
 3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the ‘i’ and ask, “What does this say?”

Point to ‘mbi’ and ask, “What does this say?”
 4. Write the fourth column beside the other three on the blackboard.

Point to ‘î’ and ask, “What does this say?”

Point to the ‘mbî’ and ask, “What does this say?”
 5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.
- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to ‘mbe’ and ask, “What does this say?” This is what they had just learnt in box 1

Point to ‘be’ and ask “what does this say?”
2. Write the second column from box 3 on the black board.

Point to 'mba' and ask 'What does this say?'

Point to 'ba' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'mbi' and ask, "What does this say?"

Point to 'bi' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'mbî' and ask, "What does this say?"

Point to the 'bî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word 'mbea' since they have encountered all of the syllables individually.

Steps:

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'mbi ti' and ask the children to say the syllables quickly as you point to them.

Now point to word 'mbiti' below the syllable row and ask the children to read it...

Do the same for the word 'mbûri' in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.

- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill Lesson 10 – pg. 21

In this lesson it is the 'n'. Here is what you do with each of them:

- **Box 1** – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word:
kaana. Let's say the word together (kaana)
 2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is 'rû'. Tell the pupils,
'This is the part of the word kaana that says 'na'.
 3. Write the na below kaana exactly as it is done in the book and ask:
'What does it say?'
 4. Hold your book over the 'û' and say:
'This is the part of na that says 'n'.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'n'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'a' and ask
'What does this say?'
Point to 'na' and ask "what does this say?" This is what they had just learnt in box 1
2. Write the second column from box 2 on the black board.
Point to 'u' and ask 'What does this say?'"
Point to 'nu' and ask "What does this say?"
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the 'û' and ask, "What does this say?"
Point to 'nû' and ask, "What does this say?"
4. Write the fourth column beside the other three on the blackboard.
Point to 'e' and ask, "What does this say?"

Point to the 'ne' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to " and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'ma' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'nu' and ask 'What does this say?"

Point to 'mu' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'nû' and ask, "What does this say?"

Point to 'mû' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'ne' and ask, "What does this say?"

Point to the 'me' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 4** – This box contains real words. By now children should be able to recognise the syllables that make the word 'kaana' since they have encountered all of the syllables individually.

Steps:

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'kaana' and ask the children to say the syllables quickly as you point to them.

Now point to word 'kaana' below the syllable row and ask the children to read it...

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.
- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 11 – pg. 23

In this lesson it is the 'w'. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *mwembe. Let's say the word together (mwembe)*
 2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is 'mwe'. Tell the pupils,
'This is the part of the word mwembe that says 'mwe'.
 3. Write the 'mwe' below mwembe exactly as it is done in the book and ask:
'What does it say?'
 4. Hold your book over the 'm' and say:
'This is the part of 'mwe' that says 'we'.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'w'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'e' and ask 'What does this say?'

Point to 'mwe' and ask "what does this say?" This is what they had just learnt in box 1

2. Write the second column from box 2 on the black board.

Point to 'a' and ask 'What does this say?'

Point to 'mwa' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 2 beside the other two columns on the blackboard.

Point to the 'i' and ask, "What does this say?"

Point to 'mwi' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'î' and ask, "What does this say?"

Point to the 'mwî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'we' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'mwe' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'wa' and ask 'What does this say?'

Point to 'mwa' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'wi' and ask, "What does this say?"

Point to 'mwi' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'wî' and ask, "What does this say?"

Point to the 'mwî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.
- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word 'mwembe' since they have encountered all of the syllables individually.

Steps

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'mwembe' and ask the children to say the syllables quickly as you point to them.

Now point to word 'mwembe' below the syllable row and ask the children to read it...

Do the same for the word weenu in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.
- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 12 pg. 25

In this lesson it is the 'nd'. Here is what you do with each of them:

- **Box 1** – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word:
ndara. Let's say the word together (ndara)
 2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is 'nda'. Tell the pupils,
'This is the part of the word ndara that says 'ndara'.
 3. Write the 'nda' below ndara exactly as it is done in the book and ask:
'What does it say?'
 4. Hold your book over the 'a' and say:
'This is the part of 'nda' that says 'nd'.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'nd'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'a' and ask
'What does this say?'
Point to 'nda' and ask "what does this say?" This is what they had just learnt in box 1
2. Write the second column from box 2 on the black board.
Point to 'u' and ask 'What does this say?'"
Point to 'ndu' and ask "What does this say?"
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the 'i' and ask, "What does this say?"
Point to 'ndi' and ask, "What does this say?"
4. Write the fourth column beside the other three on the blackboard.
Point to 'û' and ask, "What does this say?"

Point to the 'ndû' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'nda' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'na' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'ndu' and ask 'What does this say?'"

Point to 'nu' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'ndi' and ask, "What does this say?"

Point to 'ni' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'ndû' and ask, "What does this say?"

Point to the 'nû' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 4** – This box contains real words. By now children should be able to recognise the syllables that make the word 'ndara' since they have encountered all of the syllables individually.

Steps

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'ndara' and ask the children to say the syllables quickly as you point to them.

Now point to word 'ndara' below the syllable row and ask the

children to read it...

Do the same for the word *ndûmia* in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.
- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 13 p.27

In this lesson it is the 'c'. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *Cûûcû. Let's say the word together (cûûcû)*
 2. Hold your hand or a piece of paper over the first part of the word so that only the last syllable is being seen. In this lesson it is 'cû'. Tell the pupils, *'This is the part of the word cûûcû that says 'cû'.*
 3. Write the 'cû' below cûûcû exactly as it is done in the book and ask: *'What does it say?'*
 4. Hold your book over the 'û' and say: *'This is the part of 'cû' that says 'û'.*
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'c'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'û' and ask 'What does this say?'

Point to 'cû' and ask "what does this say?" This is what they had just learnt in box 1

2. Write the second column from box 2 on the black board.

Point to 'u' and ask 'What does this say?'

Point to 'cu' and ask. "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 2 beside the other two columns on the blackboard.

Point to the 'a' and ask, "What does this say?"

Point to 'ca' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'e' and ask, "What does this say?"

Point to the 'ce' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'cû' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'tû' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'cu' and ask 'What does this say?'

Point to 'tu' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'ca' and ask, "What does this say?"

Point to 'ta' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'ce' and ask, "What does this say?"

Point to the 'te' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word 'cûûba' since they have encountered all of the syllables individually.

Steps

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'cûûba' and ask the children to say the syllables quickly as you point to them.

Now point to word 'cûûba' below the syllable row and ask the children to read it...

Do the same for the word ûcûrû in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.

- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 14 p. 29

In this lesson it is the 'ny'. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word:

‘nyanya. Let’s say the word together (nyanya)

2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is ‘nya’. Tell the pupils,

‘This is the part of the word nyanya that says ‘nya’. Remember to point out that even the second part says ‘nya’

3. Write the ‘nya’ below nya exactly as it is done in the book and ask:

‘What does it say?’

4. Hold your book over the ‘ny’ and say:
‘This is the part of ‘nya’ that says ‘ny’.
 5. Draw a box around what you have written and ask someone to read the box.
 6. Get the pupils to point to box 1 in their books and read it
- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound ‘ny’.

Steps

1. Write the first column from box 2 on the blackboard. Point to ‘a’ and ask ‘What does this say?’
Point to ‘nya’ and ask “what does this say?” This is what they had just learnt in box 1
2. Write the second column from box 2 on the black board.
Point to ‘û’ and ask ‘What does this say?’
Point to ‘nyû’ and ask. “What does this say?”
(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)
3. Now write the third column of box 2 beside the other two columns on the blackboard.
Point to the ‘i’ and ask, “What does this say?”
Point to ‘nyi’ and ask, “What does this say?”
4. Write the fourth column beside the other three on the blackboard.
Point to ‘î’ and ask, “What does this say?”
Point to the ‘nyî’ and ask, “What does this say?”
5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did

on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'nya' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'nda' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'nyû' and ask 'What does this say?'

Point to 'ndû' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'nyi' and ask, "What does this say?"

Point to 'ndi' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'nyî' and ask, "What does this say?"

Point to the 'ndî' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 4** – This box contains real words. By now children should be able to recognise the syllables that make the word 'nyani' since they have encountered all of the syllables individually.

Steps

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'nyani' and ask the children to say the syllables quickly as you point to them.

Now point to word 'nyani' below the syllable row and ask the children to read it...

Do the same for the word nyama in box 4

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books.

Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.

- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Drill lesson 15 pg. 31

In this lesson it is the 'th'. Here is what you do with each of them:

- Box 1 – this box teaches the pupils how to break down the key word and how to recognise the sounds that make up the word. Especially the new sound that is being taught.

Steps

1. Write the first line of the box on the blackboard and say the word: *ûthithi. Let's say the word together (ûthithi)*
2. Hold your hand or a piece of paper over the second part of the word so that only the first syllable is being seen. In this lesson it is 'thi'. Tell the pupils,

'This is the part of the word ûthithi that says 'thi'.

3. Write the 'thi' below ûthithi exactly as it is done in the book and ask:
'What does it say?'
4. Hold your book over the 'i' and say:
'This is the part of 'thi' that says 'th'.
5. Draw a box around what you have written and ask someone to read the box.
6. Get the pupils to point to box 1 in their books and read it

- **Box 2** –this box teaches the pupils to put the new sound together with other sounds that have already been taught (in this particular case, the vowels). The pupils are learning how to make new syllables using the new sound 'th'.

Steps

1. Write the first column from box 2 on the blackboard. Point to 'i' and ask 'What does this say?'

Point to 'thi' and ask "what does this say?" This is what they had just learnt in box 1

2. Write the second column from box 2 on the black board.

Point to 'î' and ask 'What does this say?'

Point to 'thî' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 2 beside the other two columns on the blackboard.

Point to the 'e' and ask, "What does this say?"

Point to 'the' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'a' and ask, "What does this say?"

Point to the 'tha' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box two on the blackboard. Ask the pupils to find box 2 in their books. Read this box with them column by column just as you did on the blackboard.

- **Box 3** – this box comprises long and short syllables. The first syllable in each column is exactly the same as the lower syllables in box 2. It is hoped that children will be able to recognise these syllables.

Steps:

1. Write the first column from box 3 on the blackboard. Point to 'the' and ask, "What does this say?" This is what they had just learnt in box 1

Point to 'ti' and ask "what does this say?"

2. Write the second column from box 3 on the black board.

Point to 'thî' and ask 'What does this say?'

Point to 'tî' and ask "What does this say?"

(Encourage pupils to try to work out this for themselves. Once they have learned the idea of making syllables, they will be able to make new syllables easily)

3. Now write the third column of box 3 beside the other two columns on the blackboard.

Point to the 'the' and ask, "What does this say?"

Point to 'te' and ask, "What does this say?"

4. Write the fourth column beside the other three on the blackboard.

Point to 'tha' and ask, "What does this say?"

Point to the 'ta' and ask, "What does this say?"

5. Draw lines around the four columns of syllables you have written. You should now have box three on the blackboard. Ask the pupils to find box 3 in their books. Read this box with them column by column just as you did on the blackboard.
- Box 4 – This box contains real words. By now children should be able to recognise the syllables that make the word 'kathetiini' since they have encountered all of the syllables individually.

Steps

- a. Write the first row of box 4 on the blackboard.

Point to the syllables making the word 'kathetiini' and ask the children to say the syllables quickly as you point to them.

Now point to word 'kathetiini' below the syllable row and ask the children to read it...

- b. Draw lines around the contents of box 4. You should now have box four on the blackboard. Ask the pupils to find box 4 in their books. Read this box with them row after row ... ensure that they read they know these are real words and should be read faster than the separate syllables.
- Box 5 – this box helps the learners to read grammatical elements. Some of them look quite similar from others, yet if the learners do not read them correctly, the meaning of the sentence will not be the same.

Steps:

- a. Write the first row of box 5 on the blackboard
- b. Run hand under the words as the children read the sentence
- c. Write the second row on the blackboard and repeat what you did with row one
- d. Ask the children to read the sentences together and individually
- e. Have some learners come to the blackboard and read the words out to the rest of the class

Lesson 3 – Reading lesson

Rûrû i rûrara. Rûrara rûrî ûrîrî. Rûrara
rûûra! Rûrî aara ûrîrî.

Steps:

1. Write down the story on the chalkboard
2. Read through the story while the learners listen.
3. Read through the story a second time and learners repeat after the teacher
4. Ask individual learners to read specific sentences in the story
5. Ask individual learners to read the whole story on the board
6. Ask individual learners to read the whole story from their books
7. Ask whole class to read the whole story from their books

Some of the steps e.g. reading the story for the learners and having them repeat after the teacher, may only apply for the first few lessons when the learners are still learning to read. When they have learnt to read, allow them opportunity to try to read without help of the teacher in order to build their confidence.

Lesson 4 – Grammar lesson / writing lesson

Some of the grammatical elements making up the grammar lessons have been derived from lesson 3 (the reading lesson). [Other grammatical aspects can be driven from box 5 of the drills.](#)

The different grammatical aspects to be taught in each lesson have been outlined for you [on pgs 45-46 of this teachers' guide.](#)

NB: You may come across other grammatical elements in the stories as you read them and prepare for your lessons. Do not feel restricted to what has been pointed out in the teachers' guide only. You are free to teach those additional grammatical lessons that you come across in the stories.

In this lesson for example, the grammatical element being taught is demonstratives (this, that). You can also add (these and those) to the lesson and do a role play in class where learners pick different items / objects around the class and use the demonstratives to say what they are holding.

Also play the language game using flashcards with sentences that have been constructed using demonstratives and let learners say what the sentences mean or do role plays.

At the end of the lesson, the learners should write the sentence below the story e.g

r R Rûrara rûrî ûrîrî.

Children can copy this sentence into their exercise book. You could also lengthen this to make it a creative writing exercise where you ask children to add to more sentences to complete the story. This can increase to three or more sentences as children advance in their writing skills.

Lesson 5: Word formation / writing lesson

This is a puzzle lesson where children try forming words from the tables at the back of their books. One puzzle can be used on two consecutive Fridays. Children can at times form the words in groups (compete among the groups) or they could do it as individuals. Children could also write the words they have formed in their books. Other than puzzles, lesson five can also be a revision lesson especially if the teacher feels that children have not grasped the content of the week very well. Lesson five can also be used for riddling, story telling etc in cases where the teacher feels that they have exhausted the word puzzle in the first lesson and need not be revised.

Part 1: Lesson Plans for Pupils' Book, Section 1

Objectives

The pupils will be able to:

1. revise the key words and the stories from 'Tûthoomeeni Kîtharaka: Îbuku rîa Kîraci Kîa Bîîrî.
2. read all the stories in this section.

Lesson plan

1. Instruct the pupils to turn to page 2 in their books.
2. Talk about the picture with the pupils. Ask them some questions. For example,

- a. What do they see in the picture?
 - b. What is he doing?
 - c. What else do you see?
3. Tell the class to read the story silently by themselves. Walk around the class and help the pupils who are having difficulty.
4. When they have had plenty of time to read the story, ask a few questions about it to see if they have understood what they read.
5. Choose a few pupils to read a sentence each while the others follow in their books.
6. Read the story together as a class several times. Get the pupils to point to the words as they read.
7. Choose a few pupils to ask others questions about the story.
8. Write the story (or some of the story) on the blackboard.
9. Match the flash cards to the story on the blackboard.
10. Find the words from the blackboard in their books.
11. Read the story from the blackboard.
12. Where applicable, let the pupils dramatise the story.

Part 2: Lesson Plans for Pupils' book, Section 2

Objectives

The pupils will be able to:

1. Read the new key words and sight words that are introduced
2. Recognise, read and write the new letters that are introduced in each lesson
3. Read the grammatical items and know why they are used
4. Read the stories

1. Overview of part 2 – key/sight word and letter sound

<i>Less on num ber</i>	<i>Key word</i>	<i>New letter sound</i>
1	Rûrara	-r
2	Karûkû	K
3	Mûrîmi	M
4	Mûruruku	U
5	Gîkuru	g-
6	Tûtî	T
7	Rûreere	-e-
8	Kabaka	-ba-
9	Mbea	-mb-
10	Kaana	Na-
11	Mwembe	Mw
12	Ndara	-nd-
13	Cûûcû	-c-
14	Nyanya	-ny-
15	ûthithi-	-th-
16	Mîgono	-o-
17	ng'ombe	-ng'-
18	Mpempe	-mp-
19	Kayaû	-y-
20	Njoka	-nj-
21	Kwanda	-kw-
22	Rweria	-rw-
23	Îcwe	-cw-
24	Mbwe	-mbw-
25	Nkûngûgû	-nk
26	Ngûkû	-ng-
27	Nkwayî	-nkw-
28	Ntara	-nt-
29	Nthwana	-nthw-
30	ndwano	-ndw-

Overview of part 3: Reading lesson

This is a story that uses the key word- refer to part two for the key words used in each of the lessons.

Overview of part 4: Grammar Lessons:

Lesson 1 – demonstratives (rûru-this, rûûra - that), ndwano
cia kwandîka (punctuation marks-commas, fullstops). 3

Lesson 2 - diminutive ka, punctuations- question marks,
full stops and capital letters 5

Lesson 3 – short and long vowels (ûra, ûûra, aamaama)
..... 7

Lesson 4 - emphatic repetition(rîlka rîlka
..... 9

Lesson 5 – small versus big (gakuru, gîkuru)..... 11

Lesson 6- negative ‘ti’(tura, tiga gûtura) 13

Lesson 7 – past tense (immediate past tense- akûûraga,
rûkûrûma, agûûkia, agûûkîra) 15

Lesson 8 – this (gaka- near the 1st person) gaku- near
the 2nd person, kaara- away from 1st and 2nd person but
visible, kara- know to 1st and 2nd person but not within
sight tense(present continuous tense- igakûrîa),
immediate past tense (gakûbaa), akugaiga 17

Lesson 9 – Revision (immediate past tense
(îgûtûra, îkûrîa) 19

Lesson 10 – possessives (kabaka ka, mbaka ya
..... 21

Lesson 11 –General grammar revision (possessives (weenu,
Weetû, wao), Adjectives (ûmûnene), 23

Lesson 12 – Negative ‘ti’ (ndakaa- ntikaa), tense future- agakaa, ndaakaa)	25
Lesson 13 – locative ‘ni’ – to show location – cûûbaani	27
Lesson 14 – possessives – cietû (many or big), geetû (one or small)	29
Lesson 15 – locative ‘ni’ to show location – kathetiini, mûthithiini	31
Lesson 16 – tense (future tense – agaacooka, arîcooka	33
Lesson 17 – Singular vs plural (ng’ondu îmbega- ng’ondu imbega ng’ombe îrî- Ng’ombe îrî	35
Lesson 18 - Revision (Locative ‘ni’ – mpandooni, mpong’ini.....	37
Lesson 19 – possessives (of – ka, ga, : and – na)	39
Lesson 20 – Negatives and positives – îrî – îtirî	41
Lesson 21 - Negatives and positives (nakwenda – atikwenda, i – ti)	43
Lesson 22 – passive vs active voices (kûgarûrania ûra akûrûtha ûntû bûna na ûra akûrthîrwa ûntû bûna ndeeni ya centenci (naandire-rwandirwe)	45
Lesson 23 – pronouns (it – Kaboro nîgûcwa, she- Gacwe nagûcwa)	47
Lesson 24 – Pronouns (it – mbwe îrî, he- mbwe arî.....	49
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4. TEACHER AND LEARNER ACTIVITY FOR EVERY LESSON

Reading exercises

- Reading aloud
- Answering question orally or written
- dramatising

Grammar exercises

- reading the story
- asking and answering questions
- Explaining the vocabularies used if any
- sentence construction using flashcards and new words
- word puzzles

Writing

- filling in blanks
- Copying words and sentences
- writing on chalkboard

Schemes of work

WEEK	DAY	Topic	Sub-topic	PAGE
1	Monday	Picture reading	- picture and key word -word attack	1
	Tuesday	Teaching reading	Syllable / word drills	2
	Wednesday	Reading	Reading patterns	3
	Thursday	Grammar lesson 1	Demonstratives	2
	Friday	Writing puzzle	Word formation	62
2	Monday –	Picture reading	- picture and key word -word attack	4
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 2	Diminutive ka and punctuation marks	
	Friday	Writing puzzle	Word formation	
3	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 3	Long and short vowels	
	Friday	Writing puzzle	Word formation	
4	Monday –	Picture reading	- picture and key word -word attack	

	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 4	Emphatic repetition	
	Friday	Writing puzzle	Word formation	
5	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 5	Small/little vs big	
	Friday	Writing puzzle	Word formation	
6	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 6	Negatives	
	Friday	Writing puzzle	Word formation	
7	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	

	Thursday	Grammar lesson 7	Immediate past tense	
	Friday	Writing puzzle	Word formation	
8	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 8	Demonstratives	
	Friday	Writing puzzle	Word formation	
9	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 9	Immediate past tense	
	Friday	Writing puzzle	Word formation	
10	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 10	Possessives	
	Friday	Word puzzle	Word formation	
11	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	

	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 11	Possessive and adjectives	
	Friday	Writing puzzle	Word formation	
12	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 12	Negatives	
	Friday	Writing puzzle	Word formation	
13	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 13	Locative ni	
	Friday	Writing puzzle	Word formation	
14	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 14	Possessives	
	Friday	Writing puzzle	Word formation	
15	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word	

			drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 15	Locative ni	
	Friday	Writing puzzle	Word formation	
16	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 16	Future tense (agaacooka, arîcooka)	
	Friday	Writing puzzle	Word formation	
17	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Reading	- picture and key word -word attack	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 17	Singular and plural	
	Friday	Writing puzzle	Word formation	
18	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	

	Thursday	Grammar lesson 18	Revision-locative 'ni'	
	Friday	Writing puzzle	Word formation	
19	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 19	Possessives (of-ka, ga: and –na)	
	Friday	Writing puzzle	Word formation	
20	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 20	Negatives and positives (îrî – îtirî)	
	Friday	Writing puzzle	Word formation	
21	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 21	Negatives and positives (nakwenda-atikwenda, i-ti)	

	Friday	Writing puzzle	Word formation	
22	Monday	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 22	Passive vs active voices (kûgarûrania ûra akûrûtha ûntû bûna na ûra akûrûthîrwa ûntû bûna e.g. naandire- rwandirwe)	
	Friday	Writing puzzle	Word formation	
23	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 23	Pronouns (it- kaboro nîgûcwa, she – Gacwe nagûcwa)	
	Friday	Writing puzzle	Word formation	
24	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading	

			patterns	
	Thursday	Grammar lesson 24	Pronouns (it- mbwe îrî, he- mbwe arî)	
	Friday	Writing puzzle	Word formation	
25	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 25	Questions and answers (nkûngûgû nîinene? Nkûngûgû nîinene)	
	Friday	Writing puzzle	Word formation	
26	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 26	pronouns (2 nd person pronouns- nûrîiyaga, 3 rd person pronouns- narîiyaga)	
	Friday	Writing puzzle	Word formation	
27	Monday –	Picture reading	- picture and key word	

			-word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday			
	Friday	Writing puzzle	Word formation	
28	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 28	Pronouns (2 nd person – ngwatia, 3 rd person- mûgwatie)	
	Friday	Writing puzzle	Word formation	
29	Monday –	Picture reading	- picture and key word -word attack	
	Tuesday	Teaching reading	Syllable / word drills	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 29	Negatives vs positives (ndararîa-ntaarîa, irînyaga-îtirînyaga)	
	Friday	Word puzzle	Word formation	
30	Monday –	Picture reading	- picture and key word	

			-word attack	
	Tuesday	Reading	- picture and key word -word attack	
	Wednesday	Reading	Reading patterns	
	Thursday	Grammar lesson 30	Revision (negatives – ti mbega, n'ya and positives – nîmbega, t'ya)	
	Friday	Writing puzzle	Word formation	