**Unit 3: Alphabet**

***Instructional activities and materials available to teach the alphabet:***

1. large alphabet chart displaying upper and lower case

2. many different letter flashcards

3. velcro alphabet book – each page has one letter and 5 pictures starting with that letter. Students could be given 2-3 pages and would practice the correct object with the corresponding letter

4. magnetic letters and magnetic boards

5. white boards to trace letters of the alphabet

6. letter worksheets to insert in plastic sleeves for use with dry erase markers

 (See example of “A” page and “B” page in the volunteer binder)

7. grab bag of letters – students reach in and draw one letter, student says the letter

8. inflatable balls with letters (one has letters and corresponding picture)

 Use to group students in a circle. Throw the ball to one student who looks at the letter under one of their thumbs and names the letter. The student then throws the ball to someone else.

9. ABC books – *Jambo Means Hello: Swahili Alphabet Book; African Animals ABC.* Read the books to students and have them review the letter on each

 page of the book.

10. Sing ABC songs to students

**Unit 4: “Things Around Us”**

***Instructional activities and materials available to teach “Things Around Us”***

1. Use the pictures of animals from the binder. Display 4-5 of the animal pictures and the corresponding 4-5 animal names on the index cards. Ask students to pair the correct name with the animal. Review the alphabet and ask students to name the first letter in each animal word.

2. Read “African Animals ABC”. Ask the students to name the animal and tell what letter it begins with.

3. Use the pictures of scenes in nature from the binder. Many of these pictures will be unfamiliar to the students but they will enjoy looking at them. Ask student to match the word to the picture and then say the word aloud to practice speaking. Mix up the cards and ask them to try again for reinforcement.

4. Classroom flashcards – Hold up each flashcard showing the word and picture. Ask the students to identify the items found in their classrooms.

5. Collect familiar objects from the Volunteer Supply shelves. Ask the students to tell you

 the name of each object. Have the students practice writing the name using lined paper

 inserted into plastic sleeves or on white board. Students will need dry erase markers.

6. Show students pictures of common objects or the objects themselves (e.g spoon, cup,

 pencil, eraser, ball, jump rope). Have students practice saying “This is a \_\_\_\_\_\_\_\_\_\_\_.”

 “That is a \_\_\_\_\_\_\_\_\_\_”.

7. Go on a walk. Identify objects in the environment. Point to the object and ask “What is this?”. Students will respond “This is a school”. Have students repeat the sentence in unison so that everyone gets practice speaking. Vary the use of “This is\_\_\_\_\_ .” and “That is\_\_\_\_\_”

8. Volunteer Postcards – If you brought postcard from home or choose to share pictures from your photo library on your cellphone, you can also locate objects and tell/write the words corresponding to those objects.

**Unit 8: Colors**

***Instructional activities and materials available to teach colors:***

1. Use the clothing of students and volunteer to ask students to name the color. When

 they name the color, have them select the correct color word that have on display.

2. Flashcards- Practice colors with the flashcards. There are a variety of different color

 flashcards to use.

3. Make an 8 page book (see example and directions in binder). Choose 8 of the colors – one for each page. Ask students to write the English word of the color and the Swahili word underneath. If you have find crayons in the eight colors, the students could use those as well.

 red nyekundu

 blue bluu

 black nyeusi

 yellow. njano

 green kijani

 brown kahawia

purple zambarau

pink pink

orange machungwa

white nyeupe

grey kijivu

4. Plastic animal heads (easter eggs in the supply bin) - There are 8 colors represented and are a total of 20 animal eggs. Ask students to work individually or together name the color of their animal. You can also ask them to say aloud: This is a \_\_\_\_\_\_\_\_ elephant; “This is a \_\_\_\_\_\_ monkey”, etc. for further speaking practice. Have the students trade animal eggs and repeat the sequence.

5. Find objects in the volunteer supply shelves (pony beads, plastic chips for counting, crayons, etc.) Put items in a bag and ask each student to reach in and take out one item. That student must name the color and select the correct color word.

6. Make a chart with the 8 colors. Make index cards with the 8 corresponding color words. Ask students to match the correct color and color word.

7. Give students or pairs of students an index card with a color word written on the card. Ask them to find something in the classroom that is the color written on their index card. When they find the corresponding item, ask them to stand by the item.

**Unit 9: Locating Things**

***Instructional activities and materials available to teach “Locating Things”:***

1. Draw pictures on the laminated flip chart or the blackboard showing locations. (under, in, on, behind, in front of). Underneath the pictures, write a sentence. Read the sentence to the students. Ask the students to read the sentence with you. Have students read the sentence without your assistance. Ask volunteer students to read it by themselves.

2. Using the same pictures, write sentences with the location word blank.

 Provide a word bank of the location words. Ask students to fill in the blank in each sentence with the correct location word.

3. Flashcards – Show students the picture first. Ask them where the object is.

 If needed, assist the students with the name of the location word.

 For example, “Where is the ball”. Assist the students with the location word

 “behind”. Model the sentence “The ball is behind the shelf.”

4. Objects – Give students an object from the supply shelves (stuffed animal, pencil, crayon, etc.) Write a location word on a white board, laminated chart paper, or the blackboard. Ask the students to put the object in that location. For example, location word is “under”. The students put their object “under” their hand.

5. Role play with props from the volunteer shelves (e.g. stuffed animal, basket, pencil, book, water bottle) by putting the stuffed animal IN the basket. Ask students to tell you the location of the animal. (Example: The animal is in the basket.) Repeat with a variety of different props. Ask the students to volunteer to role play location and ask their classmates to identify the location of the object.

**Unit 10 – Numbers**

***Instructional activities and materials available to teach numbers and words representing numbers:***

1. many number flashcards that encourage students to count objects and name the number.

2. number spinner for numbers 1-8. Students can take turns spinning the spinner and identifying the number.

3. magnetic numbers and magnetic boards to identify numbers and order numbers in correct order

4. worksheets to use in plastic sleeves with dry erase markers. Worksheets cover numbers 1-10 and expect students to count the object/s; write the number; and write the word representing the number. (See example in the Volunteer Binder)

5. trace numbers on dry erase boards with dry erase markers

6. counting chips to assist students in counting objects and naming the number of objects

7. pony beads and pipe cleaners – give students a set number of beads and ask them to thread them on a pipe cleaner. Bend the ends of the pipe cleaner so the beads do not come off. Hold up a number and ask the students to slide that many beads to one end of the pipe cleaner. Check accuracy and ask students to slide beads together. Repeat the process with a different number.

8. inflatable number cubes (1-6) – have a student “roll” the dice or thrown the dice and have students catch the dice. Ask students to identify correct number.

9. soft, large number dice – have students “roll” the dice and identify the number. Students pass the dice around the circle until all students have had a turn.

10. number word swatting – write words representing numbers on the blackboard or on laminated chart paper. Ask one student at a time to volunteer to swat the correct word. Once you show/say the number, the student scans the board or paper and “swats” the correct number word with the flyswatter.

11. make a number chart (1-30) on the laminated flip chart paper. Leave most numbers blank. Hand out number cards to students. Have them place their number in the correct place on the chart.

**Unit 11: Everyday Activities**

***Instructional Activities and Materials available to teach “Everyday Activities and Days of the Week:***

1. Flashcards - Read the index cards with each day of the week. Have the students read the cards.

2. Sing a song about the Days of the Week (In Tanzania, the first day of the week is Monday, not Sunday!)

3. Flashcards and pocket chart – Ask the students to put the index cards with the days of the week in order in the pocket chart.

4. Ask for 7 volunteers. Give each student a card with one day of the week. Ask the students to put themselves in the correct order from Monday to Sunday.

5. Write each day of the week on the laminated chart paper. Ask the students to describe what they do on each day. You may need to provide prompts.

 e.g. “Do you go to church on Sunday?” “Do you go to school on Monday?”

 “Do you have chores to do on Saturday?”

6. Ask students to draw pictures of what they do each day of the week. Add those to the pocket chart with the days of the week listed in order.

**Unit 12: Months of the Year**

***Instructional activities and materials available to teach months of the year:***

1. Chart – a large wall chart lists the 12 months in order. Review the months

with the children. Cover up one month with a blank index card and ask students to tell you which month is covered up.

2. Show the students the wall chart and ask the students to copy the months of the year in their notebook.

3. Pocket chart and index cards – Ask students to put the index cards in the correct order of the months.

4. Large index cards – Hand out the cards to students – 1 per student. Ask the 12 students to line up in the correct order of the months. Each student will display their month. Ask the other students to determine whether the order is correct. Pass the cards out to 12 different students and repeat the process.

5. Ordinal number cards - Using the index cards of the months, ask the students to match the ordinal number cards with the correct month.

**Unit 13: Requests**

***Instructional activities and materials available to teach “Requests”:***

1. Help the student understand the difference between requests and orders.

 Requests ask and orders tell.

2. Role play with another volunteer the differences between requests and

orders. Have the students identify whether it is a request or an order.

3. Play the game “Mother May I” in which students make a requests and you, the leader of the game say “yes, you may” or “no, you may not”. Play until everyone has had a turn to make a request.

4. Model with another student having a dialogue that involves requests.

5. After the volunteers model a role play using requests, ask the students to role play using requests. Ask the students to give a thumbs up or thumbs down to indicate the correctness of the request examples.

**Unit 14: Give and Respond to Orders**

***Instructional activities and materials available to teach “Give and Respond to Orders”:***

1. Help the student understand the difference between requests and orders.

 Requests ask and orders tell.

2. Make sentence strips that show orders:

 - clap your hands

 - raise your hands

 - open your book

 - pick up your pencil

 - write you name

 - shut the door

 Read the strips to the students and ask them to complete the action.

3. Use the sentence strips and have students copy them in their notebook.

 Ask the students to read the orders aloud.

4. Play Simon Says in which students must listen to the order and comply per

 the rules of the game.

5. Play Red Light/Green Light in which the students can only move when given the correct “order”.

6. Ask students to volunteer giving an order to their classmates. Ask students to give a Thumbs Up or a Thumbs Down to indicate correctness of the “order”.