**Kindergarten & Standards 1 and 2**

There is no English taught in the school curriculum for students in Kindergarten through Standard 2. When there are volunteers on site during the school year, they are often assigned to work in the schools and assist the students with basic English. This provides the younger students with exposure to English and helps prepare them for the English instruction that will occur as part of the curriculum in Standard 3. Exposing the students to English is essential to preparing them for formal English instruction.

**Overall Learning Objectives** *(as requested by the teachers in Ipalamwa and Mkalanga)*

1. Letters of the alphabet – Name and write, sing the ABC song

2. Numbers – Name and write

3. Colors – Name the color, pronounce the color correctly, identify colors in objects

4. Label common objects – animals, clothing, school supplies, etc.

5. Body parts – identify and name

6. Spell and print first name

7. Shapes – identify and name

8. Count – 1-10, 11-20 (English and Kiswahili)

9. Number to quantity correspondence

Included in the volunteer binder is the *“Working with Beginning Students”* section from the *Conversational Guide to Teaching English* authored by Global Volunteers.

In this section, you will find additional ideas and the words to numerous songs.

**The following ideas and activities are not an exhaustive list but rather some ideas to help volunteers get started. Once you know how many students you might be working with; the ages and learning needs of the students; the context in which you will teach (outdoors, classrooms); and how many fellow volunteers or high school students might be teaching with you, it will be easier to plan the most effective activities. Use your imagination and your knowledge to offer assistance to the students. No matter what you do…they will be happy to be involved and will be very enthusiastic learners!**

**(If you are teaching outside during the colder months, we have found it helpful to involve the students in active learning in the mornings as many children do not have adequate warm clothing and activity helps them stay warmer. Once it warms up, they are ready for more stationary activities. However, it is advisable that you alternate between stationary activities and giving them time to get**

**their “wiggles out”. (Have children do activities like run in place, act like an animal that you suggest, jump in place, do jumping jacks, windmill their arms, etc.)**

**Familiarity with English**

Students in Ukwega Ward have few opportunities to hear English spoken from native English language speakers. To assist the students with increasing their familiarity with sounds, pronunciation, words, etc. it is very helpful to engage in the following activities:

1. talk to the children

2. show them pictures on your smartphones and label objects in the pictures

3. sing songs

4. share books by reading to students, allowing them to hold the book, turn pages, look at the pictures, look at the words. (There are many books in the

 volunteer materials that you can use.)

5. play games using instructions in English

**Letters of the Alphabet**

Students will formally learn the letters of the alphabet starting in Standard 3

(approximately 9 years old). Introducing the letters of the alphabet earlier will be

advantageous for them to facilitate their readiness.

1. If you are teaching outside, it has worked well to give each student an unsharpened pencil and have them practice writing letters in the dirt. You can say the letter, have the students say the letter, write the letter on your

 dry erase board and have the students copy your letter by writing it in the dirt. (Some children will need hand over hand guidance to form letters.)

2. Sing the A-B-C song

3. Beach ball toss – Inflate the alphabet beachball. Have students sit/stand in

 a circle. Throw the beach ball to a student. Have them point to one letter and name the later

4. There are many materials in the volunteer supply area that will assist you in teaching the alphabet: flashcards, ABC books, paper/pencils, dry erase board and markers, etc.

**Writing and Saying Numbers**

1. If you happen to be teaching during a rainy period, students can use the moist dirt to make coils and form numbers with coils!

2. If you are teaching outside, it has worked well to give each student an unsharpened pencil and have them practice writing numbers in the dirt. You can say the number, have the students say the number, write the number on a dry erase board and have the students copy your number by writing it in the dirt. (Some children will need hand over hand guidance to form numbers.)

3. If there are available dry erase boards and markers, have students share boards and markers and practice writing numbers 1-10 or 11-20. Have then point to each number and name the number.

4. Write numbers on slips of paper. Put the slips of paper in a bag. Have each

child draw a number. When every child has drawn a number, go around the circle and ask students to name their number.

5. Write numbers on index cards. Scatter the number cards over a small area of ground or the classroom floor. Send students one at a time or in pairs to find a certain number. If it is not the correct number, they much put it back.

6. There are many number flashcards that can be used for recognizing and naming numbers.

**Counting**

***(Practice counting numbers in both English and Kiswahili)***

1. There are many objects that can be used as manipulatives for counting in the volunteer supplies. Give each child 10 manipulatives. Have them put the manipulatives in a row and in unison, count each object by putting their finger on it as they count.

2. Have children line up in groups of 10 or 20 (depending on their counting proficiency. Ask the first child in each line to count the number of children in the line. Make sure they either start or end with themselves. Have that child go to the back of the line and ask the first child to count the children in the line. Repeat until all children have gotten a turn.

3. Have the children line up in a horizontal line. Tell them they must listen for direction as to the number of steps (jumps, hops, leaps, baby steps, etc.)

 they must take.

4. Write numbers on index cards. “Scatter” the number cards around a small

area of the ground or the classroom floor. Go on a number hunt in which the children have to look for numbers in order. They can only pick up the number card if it is the next number in order.

5. There are many number flashcards that can be used to show a number and then the objects on the card. Students can count the objects on each card.

6. Explain to the children that they will need to listen very carefully as you clap your hands so that they can count the claps. Clap a certain number of times

 and ask students to count as you slowly clap. Once you have finished, ask students how many times you clapped.

**Number to Quantity Correspondence**

1. Have student sit in a circle. Ask one student to walk around the circle while tapping each child on the head one time. As the child taps, have the other children count. Each child’s head tap can only be counted once.

2. Have children help distribute materials. For example, “give each child one crayon”, “give each child one flashcard”, give each child two number cards, etc.

3. Give students 4-5 manipulatives. Ask them to put all of the manipulatives in a designated place in front of them. Give them a direction to “put 1

 Objects further in front of themselves. Next, tell them to add 2 more objects. Ask the students to count the objects in the new pile. Prompt them to touch each object as they count. Have children return all of the objects to their original pile. Start with a new sequence.

4. Hold up a number card, ask the students to tell you the number and then

 make the corresponding number of circles (tally marks, check marks, etc.) in the dirt with their finger or an unsharpened pencil.

5. Hold up a number card, ask the student to tell you the number and then hold

 up that many fingers.

**Colors**

***Students will formally be introduced to colors in Standard 3. They will be***

***expected to know the following 8 colors:***

red nyekundu

 blue bluu

 black nyeusi

 yellow njano

 green kijani

 brown kahawia

purple zambarau

pink pink

orange machungwa

white nyeupe

grey kijivu

1. Start with introducing common colors (the colors of school uniforms are green and blue; the colors in the Tanzanian flag are green, blue, and black).

 Point to an object and ask students to name the color. Ask them to point to an object and have other students name the color. Name the color in both

 English and Kiswahili but make sure they say the English word.

2. There are many flashcards that can be used to teach and review colors.

3. Make an 8-page book from a single sheet of paper (see directions).

 Select 5 colors and have sets of crayons in those 5 colors.

 Have the students write their name on the front page. On each page have them write the color word using the corresponding color of crayon. Once they write the word, they can draw something in the same color. When all

 Children have returned their crayon to the volunteer, they can be told the next color and retrieve that color of crayon. If students finish within the

 timeframe, they could draw a picture of their choice on the blank page.

4. Go on a “Color Walk”. Walk around the field or the school and have students point out and name colors that they see.

**Shapes**

1. Introduce the following shapes to students: square, circle, rectangle,

 star, triangle. Use the large poster on shapes to introduce these shapes.

 (This is also a good time to incorporate colors and ask the students to identify the color of each shape.)

2. Use the shape flashcards. Give each student a flashcard. Go around the circle and ask them to name the shape. Ask them to trade flashcards. Repeat the same process.

3. Give each student a flashcard. Ask them to walk around looking at other student’s flashcard until they find one that is the same. When they find a pair, ask the children to sit down. When all children are seated, review the shapes.

4. Make a 8 page book from a single sheet of paper. (see directions) Volunteers will wat pre-make the books and add the title:

 “My Shape Book”. Leave a space for the students to write their name on the first page. On each page, instruct the students to draw one shape. If necessary, help the students write the name of the shape. Model what you want them to do using your completed premade book as an example.

5. Go on a shape walk. See if students can identify and correctly label shapes in their environment.

6. Using “air writing”, ask the student to use their finger to make each shape in the air.

**Label Common Objects**

1. Use the environment to find and label common objects. Start with kids sitting in a circle and label parts of their clothing, their shoes, items that the volunteer has (e.g. backpack, pen, hat, nametag).

2. Go on an object walk and label objects as you walk. Have the children repeat the name of the object several times before you move to the next object.

3. Collect a variety of common objects from the volunteer shelves (e.g. ball, stuffed animal, jump rope, frisbee, crayon, book, pencil, marker, scissors)

 Collect enough objects that all children or that each pair of children can have one object. Have the students sit in a circle. Give each student or pair of students an object. Go around the circle and ask each student/pair of students to name the object. Have student switch their object with others and repeat the process.

4. Have students think of common objects that are in their home; their

 classroom; their church; their community. Try to get each child to give the name of one object. It is okay for children to repeat object names – that also gives them good practice!!

**Print First Name**

***(This can be a difficult learning objective as depending on the age of the child,***

***He/she may not be able to spell their first name so that you can assist them in***

***writing it.) If you are teaching during the school year, your GV teaching liaison***

***can help you obtain the children’s names***

1. Use the plastic page protectors as a white board. Insert a piece of primary

 script paper (with lines). Write the child’s name on the first line with a dry erase marker. Ask them to copy it on the other lines. If needed, write it again on the second line and have the child trace it.

2. If students have a school notebook, help the practice writing their name in their school notebook.

**Learn Names of Animals**

1. Look through the volunteer supplies to find pictures of animals or stuffed animals representing animals. Hold up the animal and ask the student if they know it’s name in English. If students do not know the name, provide it and ask them to repeat it several times. Ask the students to tell you the name in Kiswahili. Try to pronounce the name in Kiswahili – they children enjoy that you are making an effort to learn their language and are willing to take a risk to pronounce a word you don’t know.

2. Give each student an animal card or a stuffed animal. Go around the circle and ask each student to give the name of their animal. If a student doesn’t know, suggest that other students give a clue by making a motion that the animal makes or a sound the animal makes.

3. Use pictures of animal and word card of animals. Show the picture of the animal and ask students to locate the word card naming the animal. (You might need to use index card to make the word cards.

**Names of Parts of the Body**

1. Teach the students the song “Heads, Shoulders, Knees, and Toes. The motions as well as the words will assist the students in learning these 4 body parts.

2. Using the laminated flip chart paper, draw a figure of a body and or a picture of the face. Write parts of the body on index cards. (e.g. heads, shoulders, knees, toes, elbows, fingers, hands, feet, neck, eyes, mouth, nose, ears, hair). Tape the word cards next to the appropriate part of the face or body. Point to each one and ask the children to say the word.

3. Go around the circle and ask each student to point to a body part. Ask the rest of the students to say the name. Rotate around the circle.[