



Lesson plans

1. Learning tenses using memorize

Introduction

The teacher could start by introducing the past tense for verbs (irregular and regular), therefore they could use memorize to keep it.

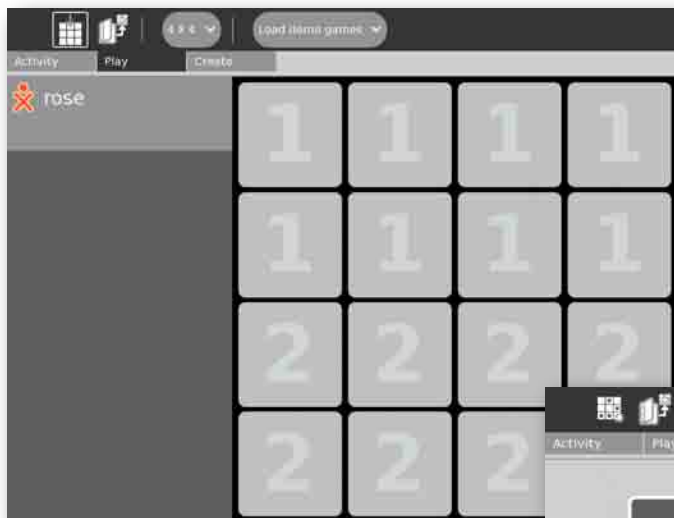
Memorizing may sometimes be difficult to children but the XO Memorize activity comes to make such things easier.

Objectives: By the end of the lesson every student should know:

- How to create his own memorize game
- Memorize the verbs past tense

Contextualization: First, you can give the students a list of the verbs with their respective past tense and even the meaning in Kinyarwanda. After, to help students memorize those verbs, they will create a game using the laptop.

For example: awake - awoke; be - was/were; become - became; begin - began; break - broke; bring - brought; come - came; do - did; eat - ate; forget - forgot; go - went; lose - lost; speak - spoke; think - thought; understand - understood; etc



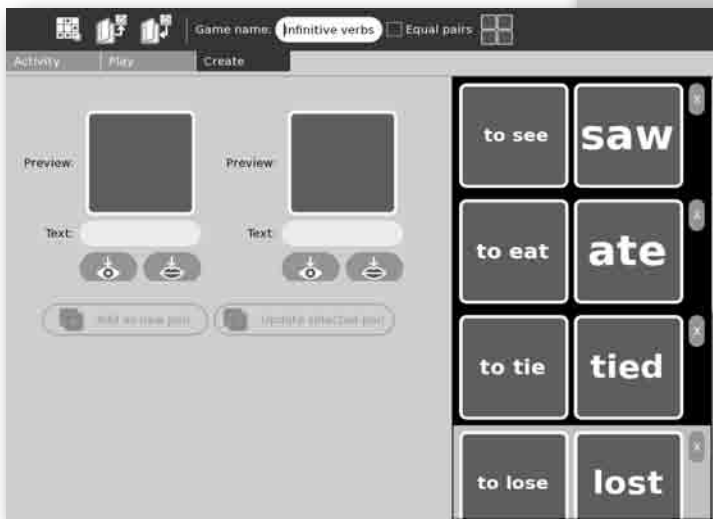
Step 1: from the home view, open the memorize activity



Step 2: Write an infinitive verb in English in the white space on the left.

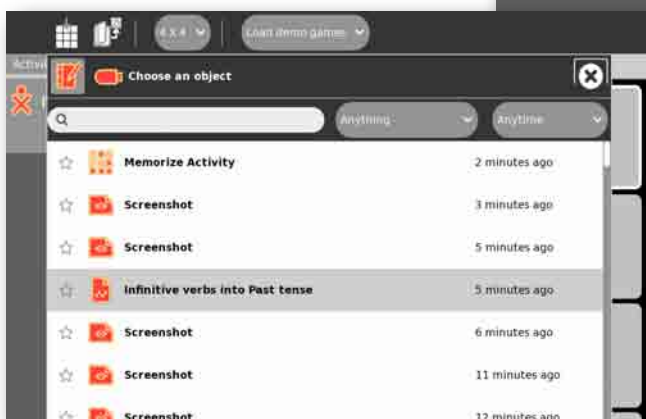
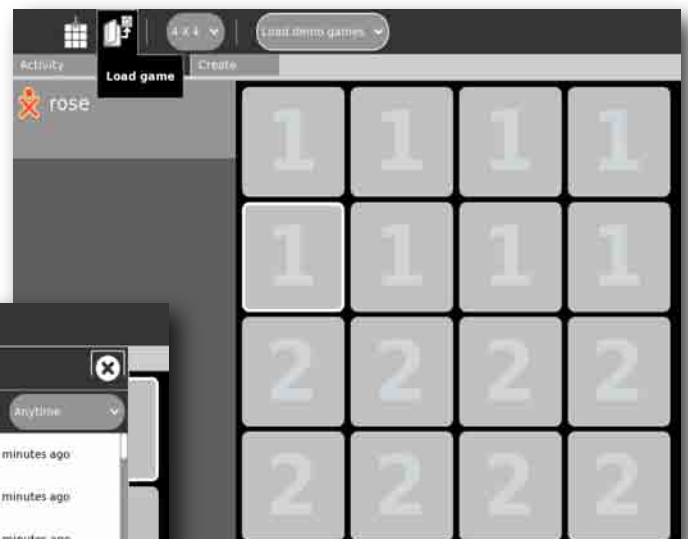


Step 3: Write its corresponding simple past tense in the space on the right.
Step 4: click 'Add as new pair' to preview the pair.

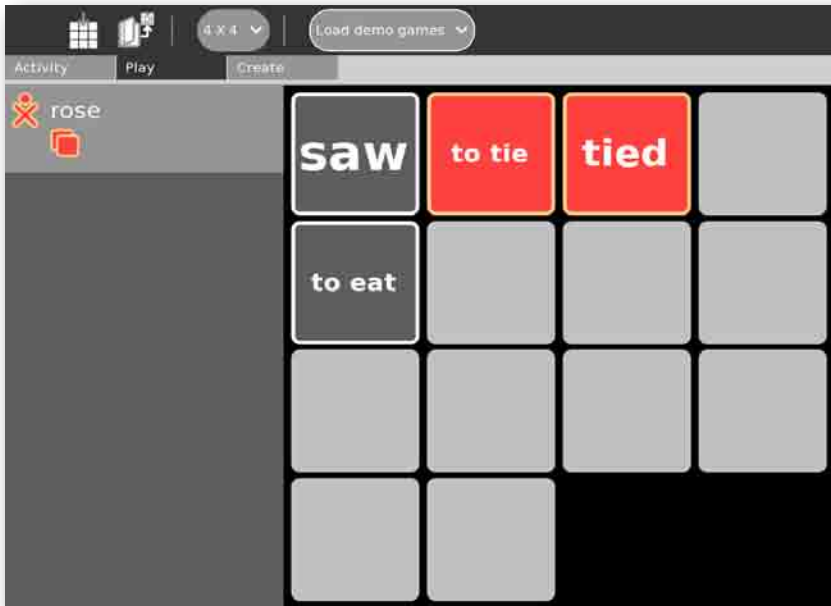


Step 5: enter a name in the white space marked Game name. Click here to save the game.

Step 6: click Play. Then click here to load the game..



Step 7: Click on the name of your game from the list game in the journal



Then, you can start play your created game!!!!

Exercise:

- Geometrical figures and perimeter or square
- Animals' names and its babies' name.

2. Learning parts of the house using Paint activity

Objectives:

By the end of the lesson, pupils will be able to:

- name different parts of a house:
- to draw using paint activity using free hands or
- to draw using geometrical shapes

Introduction:

- The teacher could take kids out to observe the house or a school.
- He/she will ask to list different parts of a house
- They back into classroom.

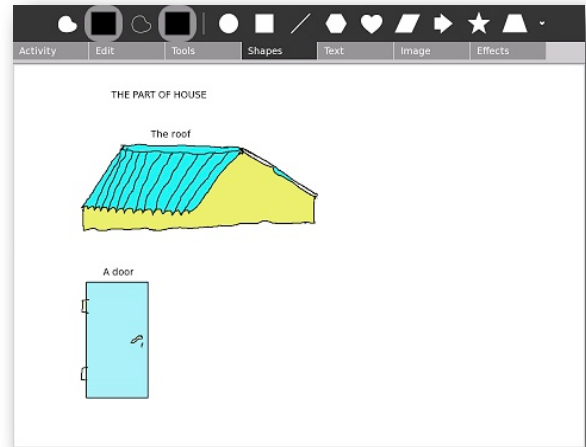
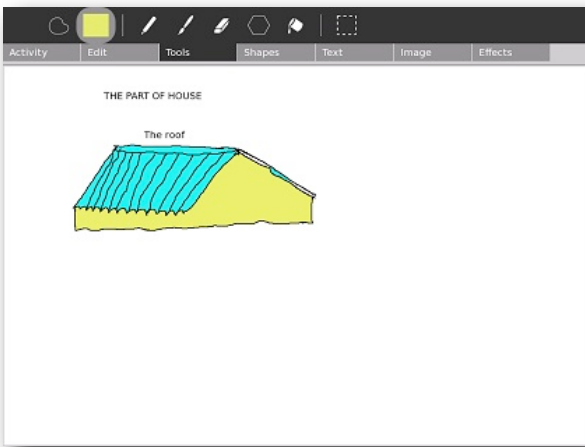
Contextualization:

The teacher will ask them to name the different parts of a house. He/she will ask to draw all parts.

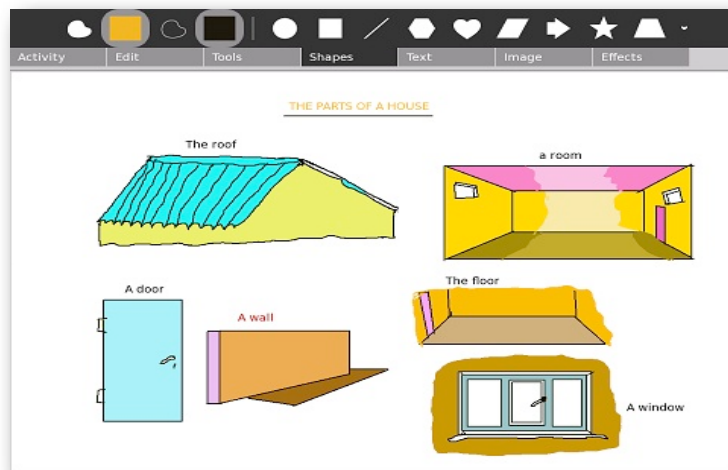


The roof: pupils will use free hands

The door: pupils will use geometrical shapes



Pupils will draw other parts





3. Location of Rwanda using Write and Browse

(Reference: Social studies book of P6, page1)

Objectives:

By the end of the lesson, pupils will be able to:

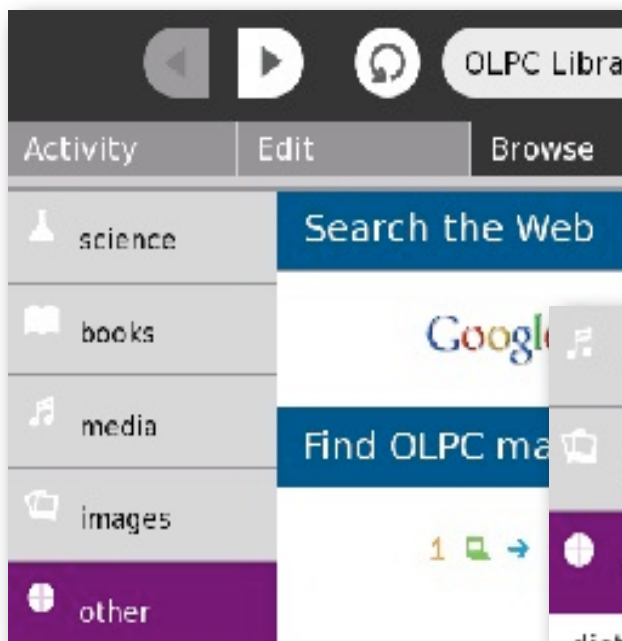
- With Map, to write the location of Rwanda in Africa
- With map, to identify the neighboring countries
- They will learn Provinces and their Districts
- Learn to search a map in XO's, enlarge the part they need to look at it and take a screenshot.
- Learn how to import the screenshot image into Write activity

Introduction:

- The teacher will use Browse activity to let kids look at the Africa map carefully and locate Rwanda.
- He/she will ask the neighboring countries while observing the map.

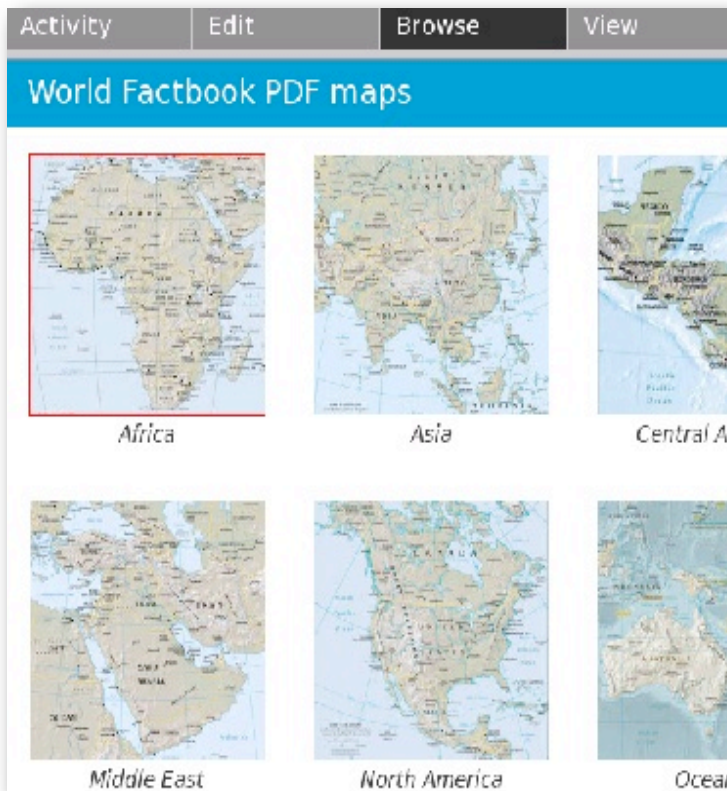
Contextualization:

The teacher will ask them to take note from the observation of the map as the location of Rwanda. they will use the enlarged part of the Africa map where Rwanda and its neighboring countries are shown. The teacher will also ask pupils to create a table showing the Province with its Districts



Step 1: Open the Browse activity. On the left select the option 'other'.

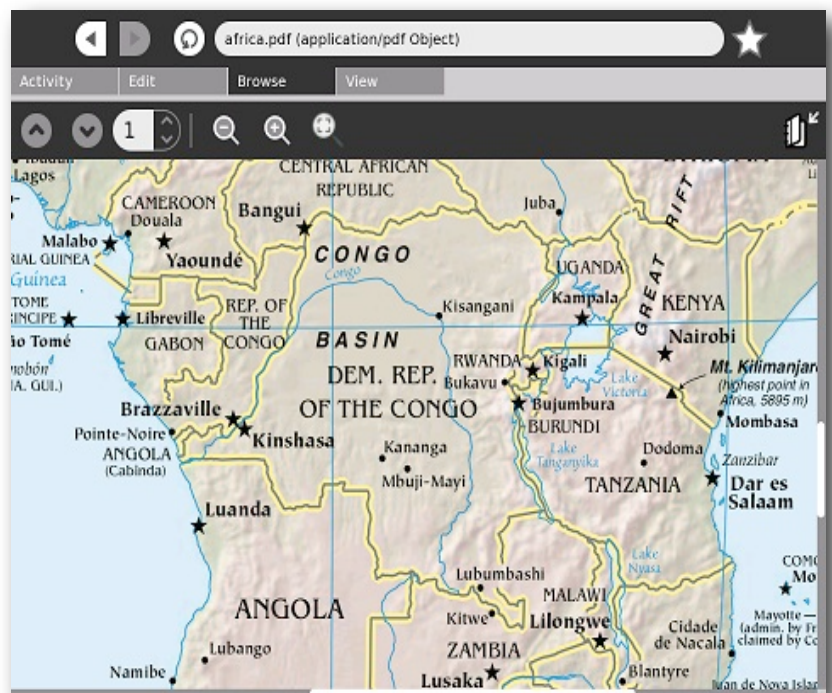
Step 2: Choose the sub-option 'world maps'.



Step 3: from the maps displayed, open only Africa map, making click on it

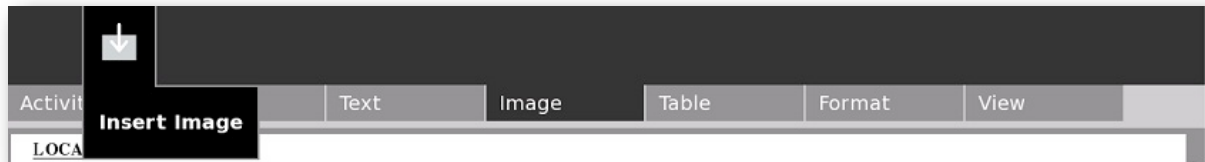
Hint: You can make zoom using the lens with the + sign

Step 4: Now you have to take a screenshot. To take screenshots you need to hold at the same time **ALT+1** on the keyboard. The image displayed on the screen will appear automatically on the Journal

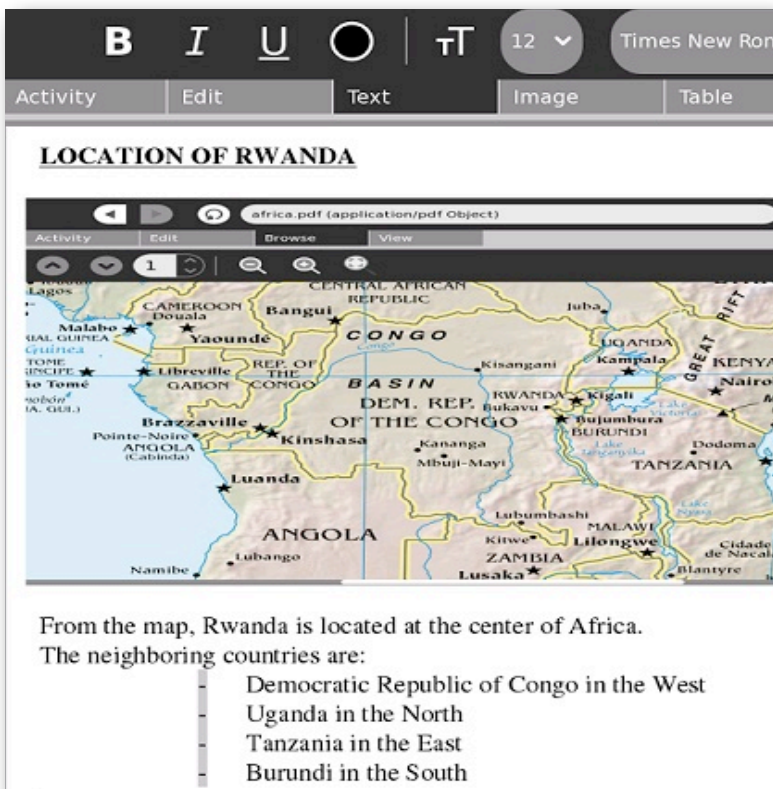
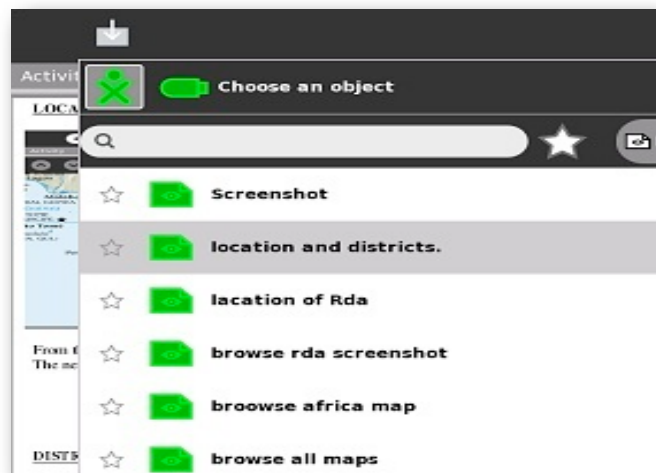




Step 5: Now open the Write activity. Go to the tab named 'image' and click on the option 'insert image' on the left corner of the screen. With this the Journal will be showed and you will be able to select the screenshot that you take.



Step 6: You just have to make click on the screenshot! That way the map will be inserted on the Write activity



Step 7: Now you can start to make some notes about the location of Rwanda, neighboring countries, etc



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Activity Edit Text Image

LOCATION OF RWANDA

From the map, Rwanda is located at the center of Africa.
The neighboring countries are:

- Democratic Republic of Congo in the West
- Uganda in the North
- Tanzania in the East
- Burundi in the South

DISTRICTS OF RWANDA

Province	Districts
Kigali	Gasabo, Kicukiro and Nyarugenge
South	Kamonyi, Muhanga, Ruhango, Nyanza, Huye, Gisagara, Nyamagabe and Nyaruguru
North	Gicumbi, Rulindo, Gakenke, Burera and Musanze
West	Rutsiro, Karongi, Ngororero, Nyabihu, Rubavu, Nyamasheke and Rusizi
East	Bugesera, Rwamagana, Kayanza, Ngoma, Kirche, Gatsibo and Nyagatare

Step 8: You can create a table and add provinces, districts, etc.



3. Straight lines with Turtle blocks

(Reference, Math, P4 on p.97)

VERTICAL, HORIZONTAL AND OBLIQUE STRAIGHT LINES

Introduction:

- A teacher will draw different types of lines (each line will have arrows on ends) on black-board and ask kids to observe them with a purpose of marking the difference between them, taking a reference on their directions.
- After observation, they will mention the difference according to direction. From there, the teacher will explain :
 - a. **Vertical straight line:** is upright
 - b. **Horizontal straight line:** is a left to right straight line
 - c. **Oblique straight line:** is a slope line.

Objective:

At the end of this lesson, kids will be able:

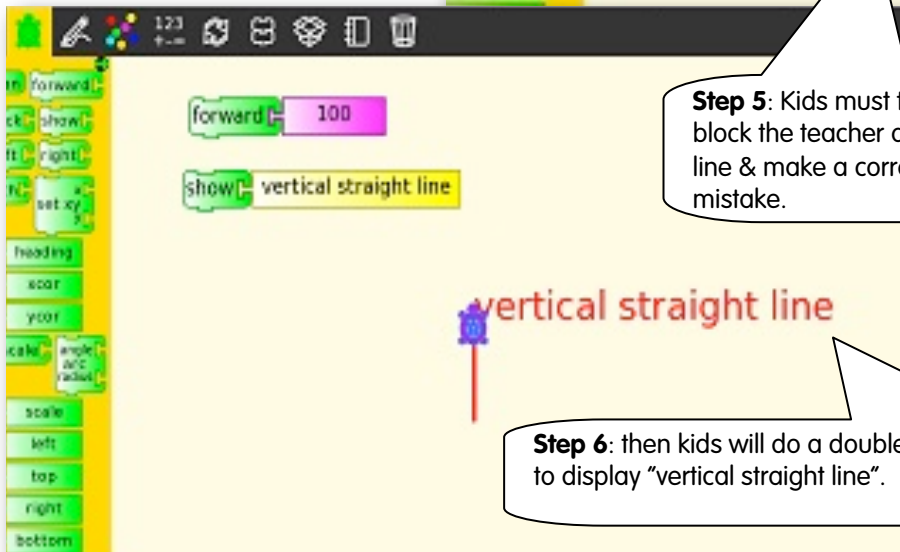
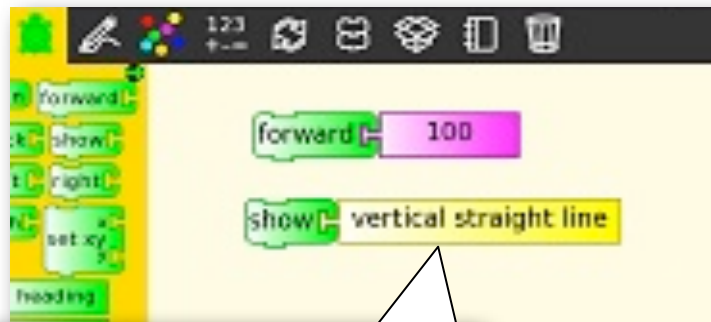
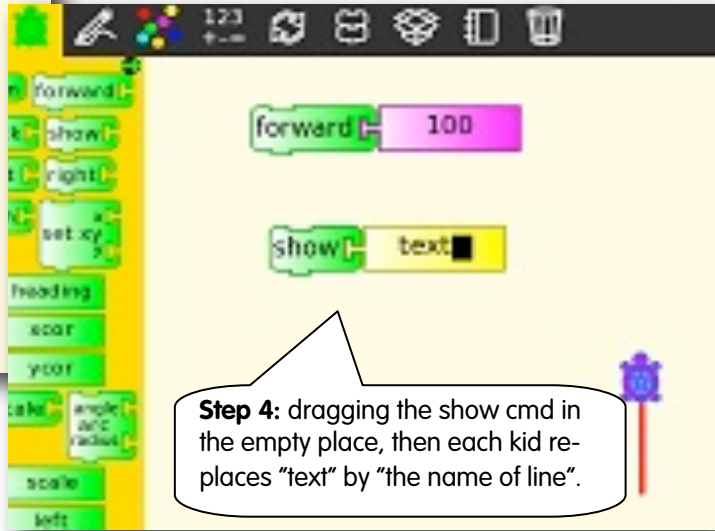
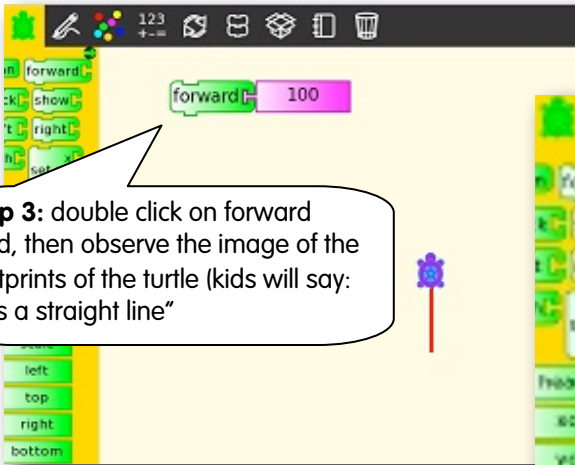
- To identify different types of straight lines
- To understand the concept to use in turtle blocks to draw vertical, horizontal and oblique line
- And they will know also when to use **pen up & pen down** and changing colors of pen.

Contextualization:

a. For Vertical line

The teacher will ask kids to open Turtle blocks activity and performs with kids following activities:

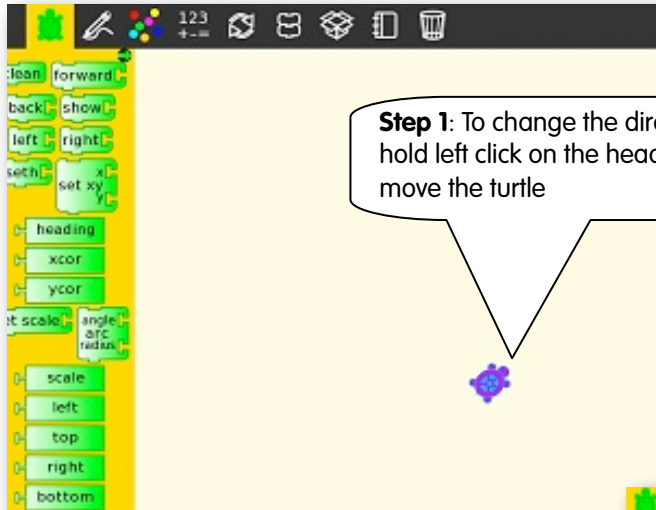
The image shows two screenshots of the Turtle Blocks software interface. The top screenshot shows the 'clean' block selected in the palette, with a speech bubble pointing to the turtle icon on the workspace that says "Step 1: the direction of the turtle (upright)". The bottom screenshot shows the 'forward' block selected in the palette, with a speech bubble pointing to the 'forward' block on the workspace that says "Step 2: dragging the forward command in the empty space". The workspace also shows a 'forward' block with the value '100' entered in its input field.



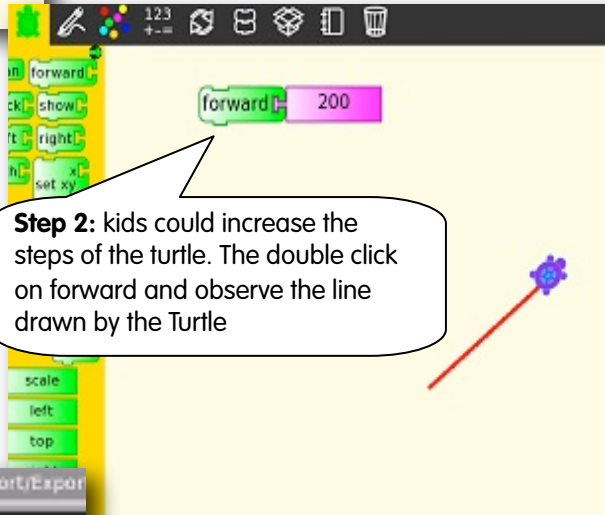


b. Oblique line

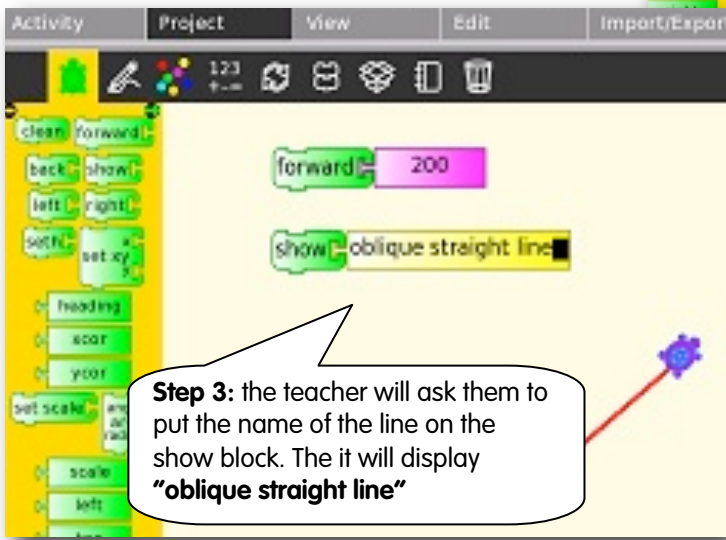
The teacher will perform with kids following steps:



Step 1: To change the direction of the turtle hold left click on the head of the turtle and move the turtle



Step 2: kids could increase the steps of the turtle. The double click on forward and observe the line drawn by the Turtle



Step 3: the teacher will ask them to put the name of the line on the show block. The it will display "oblique straight line"

Horizontal line

The teacher will ask kids to make an horizontal line with turtle and display at the end "horizontal line".

Exercises:

- For teacher: Create a lesson plan for parallel lines and Perpendicular lines
- For kids: draw a parallel lines or Perpendicular lines
- For teachers: Create a lesson plan for different angles.
- For kids: draw obtuse angle (angle $<$ 90°), vertex angle (90° $<$ angle $<$ 180°), right angle (angle=90°), flat angle (angle=180°).



4. Introduction of your colleague

It is important for your students to learn to work together and also to learn about all their peers in your class while learning to use their laptops at the same time. In this lesson, your students will interview each other, in English, to learn more about one another!

STEP 1: (5 minutes)

Have your students get in partners or small groups depending on the size of your classroom.

STEP 2: (25 minutes)

Have your students open the Write Activity. Ask the students to interview one another and record the responses in Write--it is better if they come up with their own questions to ask one another because it allows your students to be creative, but you can give your students some baseline questions, like:

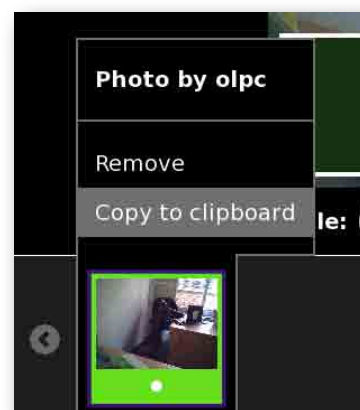
1. Name
2. Age
3. Address
4. Favorite course
5. Physical description

It may be a good idea to ask your students to come up with at least 4 more additional questions, that can be anything--they can be funny!

STEP 3: (15 minutes)

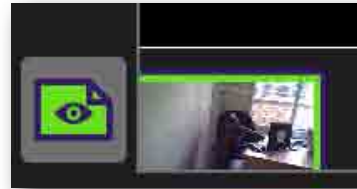
Once the students have finished their interviews, have them open Record Activity and take a picture of the person they interviewed. They take this picture into Write Activity on the same place they are writing their interview by

- 1) Putting their mouse on top of the picture they just took--without clicking--wait a few moments and click "copy to clipboard"

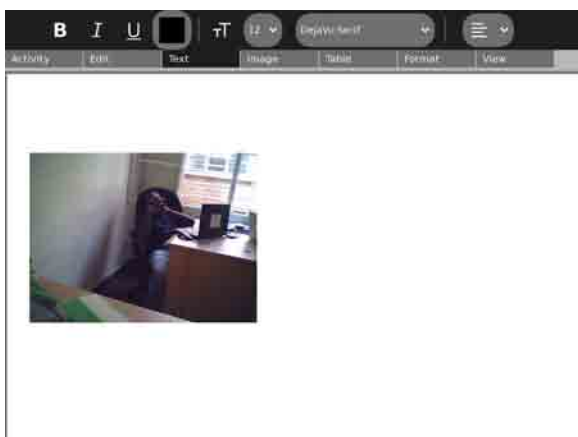
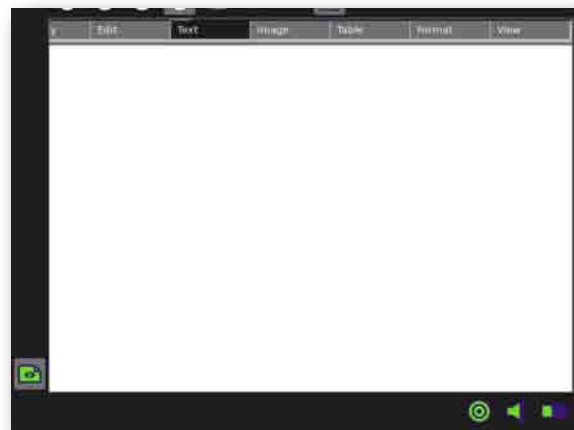




2) Once you click "copy to clipboard" you will see the Record image show up on the frame like this"



3) Then open the Write Activity and click on the frame key to open clipboard (top right of the keyboard), click on the Record image and drag and drop it in to the Write document.



4) Then your picture will appear in the document