

**Curriculum Outline and Notes for  
THE WORLD IS OUR HOME: A COLLECTION OF SHORT STORIES  
VOLUMES 1-4**

**Books & Beyond: An International Service Project of Indiana University  
(Bloomington, IN, USA), Kabwende Primary School (Kinigi, Rwanda), and TEAM  
Schools (Newark, NJ, USA)**

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## **About Books & Beyond**

These curriculum notes are companion materials for *The World is Our Home, Volumes 1-4*, Books & Beyond's annual compilations of short stories written by students from Kabwende Primary School (Kinigi, Rwanda) and TEAM Schools (Newark, NJ, USA), with assistance from undergraduates at Indiana University Bloomington's Global Village Living Learning Center. Books & Beyond was established in 2009 as a collaborative service-learning project that would bring students together from three different schools and two different countries. The stories are written by school children in Rwanda and the United States to share their respective cultures and traditions with each other.

The compilations are available online. The first volume can be downloaded free-of-charge from the Indiana University Scholarworks website (<https://scholarworks.iu.edu/>). The remaining volumes are available in a variety of digital formats. The proceeds from the sales support the project and make it possible for more students to benefit from authoring and mentoring across cultures.

For more information about the Books & Beyond project, please visit:

Website: <http://www.iub.edu/~booksb>

Blog: <http://booksnbeyond.wordpress.com>

YouTube: <http://www.youtube.com/iuglobalvillage>

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## **Teaching Critical Thinking**

The purpose of these curriculum notes is to support professional development for teachers who intend to incorporate the stories into their English or reading instruction. The notes also support further curriculum development, as they are deliberately

designed to be flexible and adaptable to student needs. This curriculum outline is designed to help teachers as they plan lessons by providing sample questions and activity suggestions that follow Bloom's taxonomy of cognitive skills (Bloom, 1956). These questions and activities progress from simple retention of facts to application, analysis, synthesis and evaluation helps to provide a framework for thinking about each story.

### **Show What You Know**

Questions that simply ask students to remember information are the most common kind of question, especially at early levels of language learning. These questions often require simple yes/no questions or the answer may be embedded in the question. Drawings, pictures and realia can help beginning students understand and answer the questions.

*For example:*

- Point to a picture of a zebra. How many zebras can you find? (The Zoo, Vol. 1)
- Find some pictures of flowers and trees in the story. (Our Earth, Vol. 2)
- What did the boy find in the field? What did he find in the forest? In the river? (The Dream, Vol. 2)
- What did Anne like to eat? (Anne and the Hen, Vol. 2)
- What color is Keanna's scarf? Why did she wear it? What happened to Keanna's scarf? (Keanna and the Purple Scarf, Vol. 3)
- What kinds of problems does Samir's community (Newark) have? What was Samir's special homework? (Be the Change, Vol. 3)
- What was the name of Jada's teacher? (Jada's Homework Dilemma, Vol. 3)
- Where does Joe go to school? What do Joe's friends need? (Joe the Teacher, Vol. 4)

### **Show What You Understand**

At this level, students show that they have comprehended the story. The questions ask student to clarify, compare, contrast and describe. Graphic organizers such as t-charts and Venn diagrams help students to organize their thinking.

*For example:*

- What difficult decision did Angelica face? Why was the decision difficult to make? (Angelica's Big Decision, Vol. 1)
- What was the forest like before Lee cut the trees? What was it like after he cut the trees? What was it like after he planted new trees? (Lee's Trees, Vol. 2)
- Why do the parents want to punish their two sons? Make a drawing to show how rich the two sons were. (Be Merciful, Vol. 2)
- Draw a picture showing Tommy and his home. Why does Tommy need to find a new home again and again? (Tommy the Bird, Vol. 2)

- What happened to Nyirakanyana? Why did her parents say, “She who doesn’t obey her parents will obey the cricket.” (We Must Obey, Vol. 2)
- Make lists of the American foods, sports, holidays, special places and famous American people that you find in this story. (A-Z: Alphabet Journey, Vol. 3)
- Why did Victor’s parents move from Nigeria to New Jersey? (English as a Second Language, Vol. 3)
- Why did the fruits and vegetables decide that they must respect each other? (They are Complementary, Vol. 3)
- Why was the caterpillar unhappy? What would you say to him, if you could? (The Caterpillar that Wanted to Change, Vol. 4)

### Apply & Analyze What You Know

Students learn to solve problems by using previously learned facts in new and different ways. Questions should ask student to choose, construct, develop, organize, plan, select, solve, analyze, and identify.

*For example:*

- *Think-Pair-Share:* Tell about a time when you were afraid of doing something new. What did you do? (Naomi Goes to Summer Camp, Vol. 1)
- What crops do you grow in Rwanda? Describe the weather in your area today. Create a chart showing the weather patterns every day for a week. (Sun and Rain, Vol. 2)
- Make a list of the things that Rwandans do that might make Shine and Cloudy angry. (The Lesson of the Earth, Vol. 2)
- List the activities that the children did to help the earth. Add three more activities that you can do. Why is turning off the television important for taking care of the earth? (Helping, Vol. 2)
- According to the story, how can we build a beautiful land? (A Beautiful Land, Vol. 2)
- What are some ways that you can help to save the environment in your community? (Let Us Save Our Environment, Vol. 3)
- List the sequence of events in this story. (Jada’s Homework Dilemma, Vol. 3)
- Draw a series of pictures showing what Zaire does before, during and after school each day. (Life in School, Vol. 3)
- List the sequence of events in this story. What happened to the child first? Second? Third? (Bad Parents and the Benefactors, Vol. 3)
- What does Joseph mean when he says that he is the “*best around*”? (Joseph’s Soccer Story, Vol. 3)
- How is the English alphabet different from the Kinyarwanda alphabet? (Alphabet Book, Vol. 4)

- How are the seasons in North America and Africa different? (Leaves on the Ground, Vol. 4)

### Create Something New

Students can synthesize information to create new patterns or to propose new solutions to problems. Questions need to be carefully worded to help students to choose, combine, create, design, develop, imagine, make up, predict, solve, or change.

*For example:*

- Write and perform a short play about the monkey. (The Lonely Monkey, Vol. 1)
- If your friends from other countries want to visit Rwanda, how do you introduce Rwanda to them? Write a short introduction about your country. (Go Wild, Vol. 2)
- Write your own story: If you were Mother Lizard, what would you do when you found your baby was missing? (Baby Evee's Adventure, Vol. 2)
- Write your own alphabet story about your class. What do you and your classmates like to do everyday? Draw pictures to go with your story. (Ms. Nagle's ABC, Vol. 3)
- Write a letter to international tourists telling them how to care for Rwanda's environment during their visit to the Volcanoes National Park. (Let Us Protect Our Environment, Vol. 2)
- Create a poster to hang on the walls of your classroom explaining the important steps for protecting the soil. (Soil Protection, Vol. 3)
- Create your own story about a princess or a prince. What makes them sad, and how do they overcome their problems? Who encourages them? (Learning to Fly, Vol. 4)

### Evaluate and Critique

Students can learn to give their opinions, make judgments about the action in a story and evaluate the work of an author.

*For example:*

- *Write in your journal:* How can the story have a happier ending? (Lux and Estelle, Vol. 1)
- *Think-Pair-Share:* What does the Gorilla Naming Ceremony mean to you? (The Beauty of Rwanda and its Development, Vol. 2)
- What is the main idea of this story? (The Importance of Agriculture, Vol. 2)
- What do you like best about this ABC story? Choose your favorite picture. What can you learn about American children's lives by studying the pictures in this story? (Alphabet Day, Vol. 3)
- How are Kinigi's problems and Newark's problems similar? How are they different? (Be the Change, Vol. 3)
- *Think-Pair-Share:* State the main message of this story in a single sentence. (Learning to Leap, Vol. 4)



## NOTES FOR *THE WORLD IS OUR HOME*, VOLUME 1 (2009)

### A-Z Trip to the Zoo (Vol. 1, p. 4-12)

- Remember* Recite the alphabet. Write the alphabet in capital letters. In small letters.
- Understand* What letter comes after P, after R, after D? etc.  
Can you think of a word that starts with each letter? "A is for animal. B is for book. C is for \_\_\_? etc."
- Apply & Analyze* The Letter Game: My name is Andrew, I live in Australia, my friend's name is Angela.  
Make a list of different kinds animals. Place them in categories according to what they eat or where they live.
- Create* Create your own alphabet story using animals and insects found around your home and school.
- Evaluate* *Think-Pair-Share*: What do you think of this story? Do you like it? What is your favorite animal?

### Home Is (Vol. 1, p. 12-19)

- Remember* Name three animals that are found in the story. What did Charlie do in the garden?
- Understand* Why was Charlie's family not at home?
- Apply & Analyze* What would you do if you returned and did not find anyone at home?  
What would you do if you were lost and couldn't find your way home?  
Retell the story, but give it a different ending.  
Write a Rwandan version of the story. What animals would you choose?
- Create* Perform a *short play* of the story or of your version of the story.  
Perform this story using *Reader's Theater*.
- Evaluate* *Think-Pair-Share*: Why do you think the writer of the story gave a human name to a rabbit?

### The Zoo (Vol. 1, p. 20-28)

- Remember* Name three of the different animals in the story. Where do the animals live?  
Point to a picture of a zebra. How many zebras can you find?
- Understand* Why did the animals need to know each other? Why did the animals live in a zoo?
- Apply & Analyze* Write a short description of an animal found in your area. What does it look like? What does it eat?  
Create a table with the name of each animal, its country of origin, the food the animal eats, and any other details provided in the story.

What other animals might be found in a zoo?

*Create* Create a plan to build a zoo in Rwanda. What animals should live there?  
Draw a picture of your favorite animal.

*Evaluate* *Think-Pair-Share:* If you were to write this story, what animals would you write about?

### **A Day in the Neighborhood (Vol. 1, p. 28-35)**

*Remember* What are the names of all the people in the story? Describe each one. Point to a picture of each person.

*Understand* How did the friends enjoy the day together?

*Apply & Analyze* Discuss the ways that Bobby's neighborhood is different from your neighborhood.

Name in sequence the people Bobby talked to in the story.

Study the rooms in the houses. How are they similar or different from the rooms in your house?

*Create* Write a story about the people in your neighborhood and a day in the life of your neighborhood.

*Evaluate* *Think-Pair-Share:* What did you like or not like about this story?

### **Home for the Holidays (Vol. 1, p. 36-43)**

*Remember* Name five of the holidays talked about in the story. Which holiday did you like the best?

*Understand* Draw a one-year calendar (12 squares) and write in the name of each month. Then write the names of the Rwandan holidays in the correct month.

*Apply &* Why do people celebrate holidays?

*Analyze* Why is it important to respect all holidays?

Write the U.S. holidays in your calendar. Compare with the Rwandan holidays.

Do you celebrate the same holidays in Rwanda? Which ones? How do you celebrate?

*Create* Write stories about your holidays. What did you do to celebrate each one?

*Evaluate* *Think-Pair-Share:* Discuss what you liked the most about the story.

Are there any holidays missing from this story that should be included?

Describe them.

### Angelica's Big Decision (Vol. 1, p. 44-51)

- Remember** From whom did Angelica seek advice? What did she ask them? What did Angelica's mother say? What did Angelica decide to do? Was Angelica happy?
- Understand** What difficult decision did Angelica face? Why was the decision difficult to make?
- Apply & Analyze** *Write in your journal:* Write about a time you had to make a difficult decision. Did you seek advice from others? Why was it important for Angelica to seek the advice of her mother? Summarize the story in your own words. Write the following sentences in the right order:
- ✓ Angelica spoke with her teacher?
  - ✓ Her mother said that she wanted the best for Angelica.
  - ✓ She decided to go to the best school.
  - ✓ Angelica had a big decision to make.
- Create** Write a story about a big decision that you or someone else made.
- Evaluate** *Think-Pair-Share:* What do you think of this story? What is your favorite part?

### Naomi goes to Summer Camp (Vol. 1, p. 52-59)

- Remember** Where was Naomi going? What did Naomi do at camp? What questions did Naomi have about camp?
- Understand** Why was Naomi afraid of going to summer camp?
- Apply & Analyze** *Think-Pair-Share:* Tell about a time when you were afraid of doing something new. What did you do?
- Create** Form a group of three students and act out the different parts of the story. Perform a *Reader's Theater* reading of this story.
- Evaluate** *Think-Pair-Share:* Can you think of anything that could be done to improve the story?

### John's Dream (Vol. 1, p. 60-67)

- Remember** Name all the people in this story. What was John's problem? What was he doing wrong?
- Understand** Why does John go see his parents at night? How do you think the headmaster felt when John went to him after having the dream? What do you think the headmaster said to John?
- Apply & Analyze** What should you do if you have done something wrong? What was the meaning of John's dream?

- Create* Draw a picture of John's dream.
- Evaluate* *Think-Pair-Share:* What lesson of this story?  
If you were to re-write this story, what would you change?

### **The Lonely Monkey (Vol. 1, p. 68-75)**

- Remember* Name the different places the monkey went. What did the monkey want to find?
- Understand* Why did the monkey decide to run away from home?
- Apply & Analyze* Why do some people want to run away from home? What can happen to them?  
*Write in your journal:* Have you ever wanted to run away from home? How did you feel?
- Create* Write a story about someone who ran away from home.  
Write and perform a short play about the monkey.
- Evaluate* *Think-Pair-Share:* What do you think is the lesson of this story?

### **Wishing Upon a Star (Vol. 1, p. 76-81)**

- Remember* How old is Tashi? What does Tashi want? What does Tashi wish upon? How does her wish come true?
- Understand* Why does Tashi want to be adopted? Why does Tashi wish upon a star?
- Apply & Analyze* *Think-Pair-Share:* What is one thing you really wish for?  
What happens to children who live in orphanages?
- Create* Imagine and write a short story about Tashi and her "new" mum.  
Write letters to children in an orphanage and ask them to write back to you.
- Evaluate* *Write in your journal:* What is your favorite part of this story?

### **Lux and Estelle (Vol. 1, p. 82-89)**

- Remember* Who is Lux? Who is Estelle? Why is Lux lonely? What does Estelle look like?
- Understand* Why does Estelle seek the love of Lux? Are Lux and Estelle separated or together?
- Apply & Analyze* What makes you and your friends different? What makes you the same?  
Does it matter that friends are different from each other?  
What makes people happier? Friendship? Money?
- Create* Write your own story about Lux and Estelle. What happens next?  
Write a letter to Estelle and Lux inviting them to visit your school.  
Create a song or a poem about Lux and Estelle.
- Evaluate* *Write in your journal:* How can the story have a happier ending?

### **The Importance of Family (Vol. 1, p. 90-97)**

*Remember* What game or sport did Adam play?

*Understand* Why did his father fail to attend the matches that Adam played in?  
Why do you think Adam's friends ignored him when he waved? How do you think he felt?

*Apply & Analyze* *Write in your journal:* Write about a time when you felt ignored by your friends or by a friend? Or about a time when you ignored a friend.  
Summarize the story in your own words.  
What sports are most popular in Rwanda? Which ones are your favorites?  
When you play team sports, how do you decide who will play on each team?

*Create* Write about a time when you felt like an adult ignored your "dream."

*Evaluate* *Think-Pair-Share:* Do you think Adam ever believed that his dad did not love him? Explain your answer.

### **Good Things Come to Those Who Wait (Vol. 1, p. 98-104)**

*Remember* What did the children want? What did the mother say to the children when she refused to buy the game they wanted? What did the children do after their mother said no?

*Understand* Why did they want to return the money they had stolen back to their mother?

*Apply & Analyze* If you were the mother or father, what would you do if your children came to tell you that they had taken your money and they decided to give it back?

Have you ever had to say you were sorry for something you did? Why should people apologize? How did you feel before saying you were sorry? How did you feel after saying you were sorry?

*Create* Make a list of ways that children can be respectful to their parents. Create a poster and hang it on the wall of your classroom.

*Evaluate* *Think-Pair-Share:* What is the lesson taught by the story?

*Think-Pair-Share:* If you were one of the children in the story and your brother or sister asked you to steal from your mother, what would you do?

### **A House is Not a Home! (Vol. 1, p. 105-108)**

*Remember* Who are the members of Hermani's family? Does Hermani's father live with her family?

*Understand* Why is Hermani's room her home?

- Apply & Analyze* What is your home like? What makes it home for you?  
*Think-Pair-Share:* What is the difference between a house and a home?  
 What can you do to make your house feel more like a home?
- Create* Write a poem about your home, or someplace that you really like a lot.  
 Create a song about Hermani and her home.
- Evaluate* *Think-Pair-Share:* What do you think of Hermani's poem?

## **NOTES FOR *THE WORLD IS OUR HOME*, VOLUME 2 (2010)**

### **Our Earth (Vol. 2, p. 5-7)**

- Remember* Find some pictures of flowers and trees in the story.  
 What do we need to do for the Earth?
- Understand* What are some things you see in your world?
- Apply & Analyze* Draw a picture of something that you saw in the story [e.g. flowers, trees]  
 What can you do to take care of the earth in Rwanda?  
 Why is the earth our home?
- Create* *Think-Pair-Share:* Describe your community and how you take care of the world there.
- Evaluate* What is your favorite picture in this story?

### **Helping (Vol. 2, p. 8-12)**

- Remember* Name three pairs of opposites in the story [e.g. dirty vs. clean].  
 Who are the children helping?
- Understand* How can the children help the earth?
- Apply & Analyze* How do you help the earth in your daily life?  
 List the activities that the children did to help the earth. Add three more activities that you can do. Why is turning off the television important for taking care of the earth?  
*Think-Pair-Share:* What do you do to help take care of the earth?
- Create* Write a song to remind people to take care of the earth.  
 Plant a tree in your school yard.
- Evaluate* What would you like to do to help the earth?

### **A Beautiful Land (Vol. 2, p. 13-14)**

- Remember* What does Anna want? What does she do?
- Understand* Why does Anna cry? Why is she sad? Why do the plants start to grow?
- Apply & Analyze* According to the story, how can we build a beautiful land?  
 Make a list of things that you and your classmate can do to help build a beautiful land.

- Create* Plant some flowers in your schoolyard.  
*Think-Pair-Share:* Write about a time when you planted trees and flowers, or about a time when you admired a flower or a garden.  
 Share more ideas for building a beautiful land.
- Evaluate* Why did Anna's town have no trees and flowers? Why did this make Anna so sad?

### **The Dream (Vol. 2, p. 15-18)**

- Remember* What did the boy find in the field? In the forest? In the river?  
 What does the boy do after he wakes up from his dream?
- Understand* What causes pollution?  
 Why was the boy upset about finding pollution in his area?
- Apply & Analyze* Take a walk in your community. Describe the pollution that you see in the fields, forests, air and water.  
 List the sequence of events in the story. Which parts of the story are a dream and which parts are a reality? How can you tell the difference?  
 What are other pollution problems in Rwanda? What is the responsibility of everyone toward environmental issues?
- Create* Rewrite the story with a different ending.
- Evaluate* *Write in your journal:* Why did the boy say that what he saw wasn't only a dream? What would you do to improve your environment?

### **Sun and Rain (Vol. 2, p. 19)**

- Remember* What are the best levels of sun and rain for growing plants in Rwanda?
- Understand* What is the harvest? What is erosion?
- Apply & Analyze* What crops do you grow in Rwanda? Describe the weather in your region right now. Create chart tracking the weather patterns everyday for a week.  
 What is your favorite crop? Describe how it is cultivated.  
 Describe Rwanda's weather cycle. What are the differences between the seasons in Rwanda? When does Rwanda have the moderate rain and sun?  
 When is the weather good for growing potatoes and corn? For growing other crops?
- Create* Create a poster that shows Rwanda's climate and growing seasons.
- Evaluate* *Think-Pair-Share:* How are people dependent on weather? Why did the author choose weather as a topic for a story?

### **The Lesson of the Earth (Vol. 2, p. 20-23)**

- Remember* Who are Shine and Cloudy? Who is Brownie? Who is Betty? What do they do?

- Understand* Why are Shine and Cloudy mad at Brownie? Why are they angry with Betty?
- Apply & Analyze* Do you see people throwing garbage into the water in your community? Do people chop down trees? Make a list of the things that Rwandans do that might make Shine and Cloudy angry. Why do Shine and Cloudy punish Brownie and Betty?
- Create* If you were Betty and Brownie, how do you help to clean up? Give the concrete examples. Draw a picture or create a storyboard.
- Evaluate* *Write in your journal:* How do you feel when you see people doing things that hurt the earth?

### **Anne and the Hen (Vol. 2, p. 24)**

- Remember* What did Anne like to eat? How did the Hen want to use the eggs?
- Understand* Why did Anne ask hen to lay a lot of eggs? Why did the Hen peck out Anne's eyes?
- Apply & Analyze* Do you have problems with stealing in Rwanda? Give concrete examples to elaborate.  
Why did Anne become so angry? Did she make a good decision?
- Create* Write your own story: If you were the Hen, how would you teach Anne?
- Evaluate* What is the lesson at the end of this story?

### **Lee's Trees (Vol. 2, p. 25-27)**

- Remember* What did Lee do to the trees? What did he use the trees for?
- Understand* What was the forest like before Lee cut the trees? What was it like after he cut the trees? What was it like after he planted new trees?
- Apply & Analyze* What do people use the forest for in your community? How do they help to replace the forest?  
Why is Lee sad? What does he do to make him happy again?  
How do people do recycling in Rwanda?  
What are some ways to build houses that don't require wood? Research some of these ways and how they are used in Rwanda.
- Create* Write a report about how houses are built in your community.
- Evaluate* What is your favorite picture in this story? How did the author use picture and drawings to create the story?

### **Melody Learns to Recycle (Vol. 2, p. 28-31)**

- Remember* What does Mr. Howard teach? What are some things that the children can recycle?
- Understand* What other things that can be recycled? What are some ways to recycle?



- Apply & Analyze* Have you ever reused the trash to make the trash useful in other ways? How would you persuade your family the importance of recycling? What do you already recycle or reuse in your community?
- Create* *Project:* Identify a commodity in your community that can be recycled (e.g. plastic bottles) and create a plan for collecting the items. What can you make from them?
- Evaluate* *Think-Pair-Share:* Why do you think some people might not want to recycle?

### **Let's Protect Our Environment (Vol. 2, p. 32-33)**

- Remember* What did the father and the child kill? Why did they kill it?
- Understand* What helps Rwanda develop? Do you think that it is ever ok to hunt wild animals?
- Apply & Analyze* Have you ever hunted wild animals? Does hunting hurt the environment? How can animals help the local community without being killed for food?
- Create* Create a poster warning people not to kill certain animals (e.g. gorillas).
- Evaluate* *Think-Pair-Share:* How can you help to protect the environment in Rwanda?

### **The Importance of Agriculture (Vol. 2, p. 33-34)**

- Remember* What is the best quality in Rwanda? Where are the most precious things in Rwanda?
- Understand* Why is agriculture so important in Rwanda? Name some common agricultural crops.
- Apply & Analyze* How do you make the land valuable and productive? What would you say to others if you were the elders? Why does the author say that no country can be developed without elders?
- Create* Create a short guide to agriculture in your community. What do you grow? What are the growing seasons? Give a presentation in class on how to become an agriculturalist in Rwanda.
- Evaluate* *Think-Pair-Share:* How important is agriculture for your life? Do you plan to work in agriculture when you grow up? What do you plan to do?

### **Belle's Mission to Change the World (Vol. 2, p. 35-40)**

- Remember* Why do Bella's classmates make fun of her?
- Understand* Why is Bella so sad that she left the classroom?

- Apply & Analyze* Do you recycle in your home? How do you recycle?  
 Why do we need to do recycling?
- Create* If you were the teacher in Rwanda, how would you deal with this situation?
- Evaluate* *Write in your journal:* What do you want to do to change the world?

### **The Beauty of Rwanda and Its Development (Vol. 2, p. 41)**

SEE NOTES FOR IBIRUNGA (VOLCANOES) NATIONAL PARK BELOW

### **Ibirunga (Volcanoes) National Park (Vol. 2, p. 42-43)**

- Remember* Name three of the animals in Rwanda. Name the animals that appear in the story. What are the names of the national parks the author visited?
- Understand* When is the special day in the story? Who organizes the Naming Ceremony for gorillas?
- Apply & Analyze* What do you do to celebrate the Gorilla Naming Ceremony?  
 Have you been to the Ibirunga (Virunga) National Park or Akagera National Park before? Tell about your experiences.  
 Why are gorillas so important in Rwanda? Do gorillas have feelings similar to humans?
- Create* Create a brochure or poster about the Ibirunga (Virunga) National Park Naming Ceremony to attract tourists to visit.
- Evaluate* *Think-Pair-Share:* What does the Gorilla Naming Ceremony mean to you?

### **The Forest Fairy (Vol. 2, p. 44-51)**

- Remember* What is the secret of forest? Name three of the animals that appear in the story.
- Understand* Why haven't other animals seen an owl? Why does the mayor want to destroy the forest? Draw a picture of the forest before and after.
- Apply & Analyze* Have you seen or heard of destruction of the forest in Rwanda? Describe what you have seen and heard?  
 List the sequence of events in the forest and in the city.
- Create* Write your own story about a magical creature that saves the earth in your community.
- Evaluate* *Write in your journal:* How can we strike a balance between economic interests and environmental concerns?

### **I Will Be Famous (Vol. 2, p. 52-53)**

- Remember* What does Moharo want to become? Who helped her to achieve her dream? What did Moharo win?

- Understand* Does Moharo's family support her dream? Why or why not?
- Apply &* *Write in your journal:* What is your dream?
- Analyze* Why does Moharo's family discourage her to play football?
- Create* If you were Moharo, what would you do to persuade your family to support your dream?
- Evaluate* What's the main idea of this story?

### **My Life (Vol. 2, p. 54-55)**

- Remember* When did the author start primary school?
- Understand* Who helped the author improve his English?
- Apply &* Do you also help your parents look after your siblings? Describe your responsibilities.
- Analyze* Why did the author start to work on his English? What can you do to improve your English?
- Create* Write a story about what you do to learn English.
- Evaluate* *Think-Pair-Share:* What can you do to invite foreigners to come to visit your country?

### **A Friend in Need Is A Friend Indeed (Vol. 2, p. 56-57)**

- Remember* What is a big problem for the author?
- What is the proverb at the end of the story (and in the title)?
- Understand* What does the author do to help the pregnant woman?
- Apply &* Have you ever helped others in need?
- Analyze* Why does the author want to help others?
- Create* Write a story about helping someone in need.
- Evaluate* Can you think of similar proverbs about friendship? See "A Friend Indeed" in Volume 4 for more ideas.

### **Baby Eevee's Adventure (Vol. 2, p. 57-61)**

- Remember* Name three of the animals that appear in the story. What is your favorite animal? Who helped Mother Lizard find Baby Eevee?
- Understand* What happened to Baby Eevee? Why couldn't she call for help?
- Apply &* Do you pick up the waste or trash in Rwanda? Why or why not?
- Analyze* Who should be responsible for Baby Eevee's suffering? Why?
- Create* Write your own story: If you were Mother Lizard, what would you do when you found your baby was missing?
- Evaluate* What does the author want to communicate about taking care of the environment?

### **A Dog and a Sheep (Vol. 2, p. 62)**

- Remember* What did the dog and the sheep talk about?
- Understand* How do people treat the dog and the sheep?
- Apply &* Do you have animals? How do you treat them?
- Analyze* Why does the author say we shouldn't treat living beings as things?
- Create* If you were the dog or the sheep, what would you want to say to your master? Write a story.
- Evaluate* What is the moral of this story? Can you think of proverbs that have a similar meaning?

### **Lying is Bad (Vol. 2, p. 63)**

- Remember* What does the toad's skin look like?
- Understand* Why does the rooster's skin look so shiny and clean?  
Why does the toad's wife say it is dangerous to heat oil?  
Why doesn't toad talk to rooster anymore?
- Apply &* If you were the toad's wife, how would you dissuade your husband?
- Analyze* Create a *storyboard* for the main events in the story.  
*Write in your journal:* Can you think of other dangers of lying?
- Create* Do you know any similar stories? Write one of these stories and draw a picture.
- Evaluate* *Think-pair-share:* What does this story teach about friendship? Can you think of a proverb that has a similar meaning?

### **Peter's Wish for Clean Fish (Vol. 2, p. 64-68)**

- Remember* Where does Peter live? What do Peter and his friends like to eat?  
Count all of the fish in the pictures.
- Understand* What do Peter and his friends protect fish? Why do Peter and his friends protect fish?
- Apply &* How is clean water important to you and your family? How can you  
*Analyze* protect water quality in Rwanda? Give a presentation in class on how to protect water quality in Rwanda.  
Find the Arctic Circle on a map of the world.
- Create* What are some other animals that live in the Arctic Circle? What other Arctic animals rely on the fish as well?
- Evaluate* *Think-pair-share:* What does this story teach about taking care of the earth?

### **Everybody is Wise in Her Own Way (Vol. 2, p. 69)**

- Remember* Name two of the animals that appear in the story. Point to pictures of each.

- Understand* Why does the hare say that he's wiser than the cat?
- Apply & Analyze* Write in your journal: Can you think of another animal story about wisdom?  
Do you think that the hare is really wiser?
- Create* Write a story and draw a picture to go with it.
- Evaluate* Think-pair-share: What does this story teach about getting along with others?

### **The Lion and the Cow (Vol. 2, p. 70-71)**

- Remember* Name three of the animals in the story. What does the lion want to do to the calf?
- Understand* Why does the lion want to take revenge? Why is the cow a friend of humans?
- Apply & Analyze* Do you know of similar stories in Rwanda?  
Summarize the story in your own words.
- Create* If you were the lion, would you take the revenge?
- Evaluate* Think-Pair-Share: Why does the author say that cow is the friend of human beings?  
Did you enjoy this story? Explain why or why not.

### **The Lion and the Leopard (Vol. 2, p. 72)**

- Remember* Name three of the animals in the story. What does the lion want get from the leopard?
- Understand* What was the source of the dispute between the lion and leopard?
- Apply & Analyze* Do you know of similar stories in Rwanda?  
Summarize the story in your own words.
- Create* Write a different ending for this story.
- Evaluate* Think-pair-share: What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Bakame and the Gorilla Meet in the Forest (Vol. 2, p. 73)**

- Remember* What does Bakame want? Who does Bakame meet in the forest? What does the gorilla eat?
- Understand* Why did the Gorilla's friends bring his food to him? How does Bakame start living a good life?
- Apply & Analyze* Who is Bakame? Why is he important in Rwandan stories?  
Summarize the story in your own words.
- Create* If you were the Bakame, what would you ask the gorilla? Write your own story.

*Evaluate*     *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Recycling for Fun (Vol. 2, p. 74-76)**

*Remember*     Why can't Mindy's class play outside?

Who taught Mindy how to recycle?

*Understand*     Why can Mindy's class go to play outside again?

*Apply &*         Has anyone taught you how to do recycling in Rwanda? Who taught you?

*Analyze*         What did you learn?

*Create*            What are some ways to recycle? Give examples and describe the steps you need to take.

*Evaluate*         *Think-Pair-Share:* Why should each person be responsible for recycling?  
Look at some other stories about recycling (e.g. "Lee's Trees," "Melody Learns to Recycle," and "Belle's Mission to Save the World," Vol 2; "Save Our Home" Vol. 3). What can you learn about recycling from these stories?  
What else do you want to learn?

### **Be a Good Shepherd (Vol. 2, p. 77)**

*Remember*     What does the jackal want to do? What is the name of the shepherd? What does his name mean?

*Understand*     Why does the jackal want to eat the sheep?

*Apply &*         Do you have shepherds in Rwanda? What does a good shepherd do to take  
*Analyze*         care of the sheep?

*Create*            Write a report: Explain how to be a good shepherd, a good farmer, or a good parent. If you can, interview people in your community to get more information.

*Evaluate*         *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Rwamahe and Bwiza (Vol. 2, p. 78-79)**

*Remember*     What happened to Rwamahe's and Bwiza's parents? What chores do Rwamahe and Bwiza have to do?

*Understand*     Why do Rwamahe and Bwiza have a disagreement? How do they solve it?  
What do they learn by exchanging jobs? What happened to Bwiza when she went to take care of the cows?

*Apply &*         What kind of duties do you do in your family? How about your siblings?

*Analyze*         Whose job is more difficult to you?

*Create*            Rewrite the story telling what you think happens to Rwamahe when he tries to do Bwiza's job. If you were Bwiza, what would you do?

*Evaluate*     *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Miley Is Scared of the Dark (Vol. 2, p. 80-82)**

*Remember*     What is Miley scared of? What do Miley's parents tell Miley?

*Understand*     What is conservation? How can turning off the lights help to conserve resources?

*Apply & Analyze*     Are you afraid of the dark? What do you do when you are afraid of the dark? What can you do to conserve energy and money in Rwanda?  
Why does Miley turn the lights on in every room? Why do Miley's parents have conversation with Miley?

*Create*     Write a paragraph: If you were Miley, what do you do to overcome your fear of sleeping in the dark?

*Evaluate*     *Think-Pair-Share:* What do you think about the conversation between Miley and her parents?

### **The Poor Woman in the Church (Vol. 2, p. 83)**

*Remember*     What do the women do in the church? What does the poor woman see?

*Understand*     Why does the woman go to the church? Why does the woman take francs from Maria?

*Apply &*     Do you know of similar stories in Rwanda?

*Analyze*     Why does the woman take francs from Maria again and again?

*Create*     Write a paragraph: If you could talk to the woman in the church, what would you say to her?

*Evaluate*     *Think-pair-share:* Why is this story funny?

### **It's Good to Be Handsome (Vol. 2, p. 84-85)**

*Remember*     Who are our brothers according to the author?

*Understand*     What are some characteristics to be handsome?

*Apply &*     Do you know of similar stories in Rwanda?

*Analyze*     Why shouldn't we gossip?

*Create*     What else should we do to be handsome?

*Evaluate*     *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Humor (Vol. 2, p. 86)**

*Remember*     What does the husband want to test? What does he learn about her? What food do they eat together?

*Understand*     How does the husband test his wife?

- Apply & Analyze* Do you know of similar stories in Rwanda?
- Analyze* What are some other ways to test friendship or love?
- Create* Retell this story: What would you to change the ending of this story?
- Evaluate* *Think-pair-share:* Do you think it is fair to test someone's love?  
*Think-pair-share:* What do you think is the moral or lesson of this story?  
 Can you think of a proverb that has a similar meaning?  
 Did you enjoy this story? Explain why or why not.

### **Micomyiza and Serugi (Vol. 2, p. 87-89)**

- Remember* What does Micomyiza do? Where did Serugi live? How does Micomyiza help Serugi? What happens when Micomyiza's stepmother finds Serugi?
- Understand* What is the relationship between Micomyiza and Serugi? How does Micomyiza's father make peace in the end?
- Apply & Analyze* Do you know of similar stories in Rwanda?  
Summarize the story in chronological order.
- Create* Retell this story: If you were Serugi, how would you to change the ending of this story?
- Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Conversation (Vol. 2, p. 90-91)**

- Remember* What is the big problem in the story?
- Understand* Why does the worker want to dig a hole? Why is this story humorous?
- Apply & Analyze* Do you know of similar stories in Rwanda?  
Summarize the story in chronological order.
- Create* Create a storyboard depicting the events in this story.
- Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Fight Against Dirtiness (Vol. 2, p. 91-92)**

- Remember* What does Bwiza fear? What did she tell her teacher?
- Understand* Why does the Bwiza go to school so dirty? Why is going to school without washing a problem?
- Apply & Analyze* *Think-pair-share:* Why do you think Bwiza was afraid of water?  
Do you know of similar stories in Rwanda?  
Summarize the story in chronological order.
- Create* Rewrite the story. If you were the teacher, what would you do?  
Create a poster warning about the skin conditions mentioned in the story (ringworm, jiggers). Hang the posters on the wall in your classroom.



*Evaluate*     *Think-pair-share:* Besides skin problems, what are some other problems associated with uncleanliness.

### **No Woman Can Eat Goat Meat in Rwanda (Vol. 2, p. 93-94)**

*Remember*     What happened to this couple?

*Understand*     Why do they need to eat goat meat?

*Apply &*         Summarize the story in your own words.

*Analyze*         What is a taboo? Do you know of other taboos in your community?

*Create*             Retell this story: If you were the wife, how would the story end differently?

*Evaluate*         *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **We Must Obey (Vol. 2, p. 95)**

*Remember*     What did Nyirakanyana's parents tell her NOT to do? Why did she go to the forest with her friends?

*Understand*     What happened to Nyirakanyana? Why did her parents say, "She who doesn't obey her parents will obey the cricket."

*Apply &*         Have you ever disobeyed your parents? Tell about what happened.

*Analyze*         Summarize the events of the story in chronological order.

*Create*             Retell the story with a new ending.

*Evaluate*         *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **The Death of a Disobedient Girl (Vol. 2, p. 96-99)**

*Remember*     How do Nyriamwiza's parents treat her? What does Nyriamwiza do?

*Understand*     Why don't Nyriamwiza's parents want her to go outside?

*Apply &*         Write in your journal: Do you listen to your parents? What happens when you don't obey?

*Analyze*         Summarize the story in chronological order.

*Create*             If you were Nyriamwiza, would you go out with friends?

*Evaluate*         *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Tommy the Bird (Vol. 2, p. 100-104)**

*Remember*     Where did Tommy look for a place to live? How many trees did Dill and his friends plant? Where did Tommy live first?

*Understand*     Why does Tommy need to find a new home again and again?

- Apply & Analyze* Draw a picture showing Tommy and his new home.  
Do you see birds in the trees in your neighborhood? Describe them and what you know about how they live.
- Create* If you were Dill, how would you help the birds to find their new homes?  
Project plan: Research some ways that you can provide homes for birds in your community (e.g. building nestboxes or leaving brushpiles).
- Evaluate* *Write in your journal:* What is the value of planting a tree?

### **A Story (Vol. 2, p. 105-107)**

- Remember* What can't the wife eat?
- Understand* Why does the wife replace the old jug with the new one?
- Apply & Analyze* Do women in Rwanda eat meat? Why or why not? Look at the other story about taboos, "No Woman Can Eat Goat Meat in Rwanda."  
Ask some older members of your community about taboos and give a presentation to your class.
- Create* Retell the story: If you were the husband, how would the story end differently?
- Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **The King's Servant (Vol. 2, p. 107-109)**

- Remember* What does the boy do?
- Understand* Why doesn't the king want this boy anymore?
- Apply & Analyze* Do you obey your parents? Why or why not?  
Summarize the story in chronological order.
- Create* Retell the story: If you were the king, how would the story end differently?  
OR Retell the story: If you were one of the parents, how would the story end differently?
- Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?

### **Go Wild (Vol. 2, p. 110-113)**

- Remember* What did Jack's father tell him?
- Understand* Why did Jack get in trouble in college?
- Apply & Analyze* *Think-Pair-Share:* Do you know any foreigners in Rwanda? What are they like?  
Why does Jack need to tuck his pants into his socks?  
Summarize the story in your own words.
- Create* If your friends from other countries want to visit Rwanda, how do you

introduce Rwanda to them? Write a short introduction about your country.

*Evaluate* *Think-pair-share:* What do you think about Jack? Do you admire him? What do you want to do to help your community when you grow up?

### **The Dreams of a Poor Man (Vol. 2, p. 114-115)**

*Remember* What do people call this poor man?

*Understand* Who appears when the poor man falls asleep?

*Apply &* Do you make a wish before? What do you make?

*Analyze* Why does the poor man make this kind of wish?

*Create* Retell the story: If you were the poor man, what wish would you make?

*Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story? Can you think of a proverb that has a similar meaning?

### **Murorunkwere and Nyiramihigo (Vol. 2, p. 116-119)**

*Remember* What is the name of the girl? What is the name of the boy? What did the father do to his children? What did the traveler give to the children?

*Understand* Why does the father marry a new wife? Why did the servants refuse to kill the children?

*Apply &* Have you heard similar stories in Rwanda?

*Analyze* Why does the stepmother want to kick the children out of the house? Was the father a good man? What evidence can you find in the story?

*Create* Retell the story: If you were the children, what would you do?

*Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story? Can you think of a proverb that has a similar meaning? Did you enjoy this story? Explain why or why not.

### **Be Merciful (Vol. 2, p. 120-124)**

*Remember* How many children did the parents have?  
What did the parents do to help their children get good education?  
What did the two sons forget?

*Understand* Why do the parents want to punish their two sons?  
How did the father and mother trick their sons?

*Apply &* *Think-Pair-Share:* What similar stories have you heard?

*Analyze* Why do the parents want to punish their children? Why should grown-up children take care of their parents?

Make a drawing to show how rich the two sons were.

What should you do if someone apologizes to you?

*Create* Retell the story: If you were the parents of these two boys, what would

you do? Write a short story telling what you would do.

- Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story?  
Can you think of a proverb that has a similar meaning?  
Did you enjoy this story? Explain why or why not.

### **Water Changes Everything: The Story of Charity: Water (Vol. 2, p. 125-131)**

- Remember* What does Scott build in villages around the world? How many Rwandan villages have new water wells? Who did Scott care for when he was a little boy?
- Understand* Describe the life of a Rwandan girl before and after her village receives a new water-well.
- Apply & Analyze* Are there enough water wells in your community? Draw a map showing all of the existing water sources. Mark the spots where you want to build more wells.  
*Think-pair-share:* What is compassion? How can you show compassion for others?  
Why is clean water important? What are some other resources that are important needs in your community? How can you help supply these needs?
- Create* Write a short report telling about something you did to help someone else.
- Evaluate* *Think-pair-share:* What do you think is the moral or lesson of this story?  
Did you enjoy this story? Explain why or why not.

### **NOTES FOR THE WORLD IS OUR HOME, VOLUME 3 (2011)**

The theme for Volume 3 was a continuation of “Conservation and Environmentalism” from 2010. Many of the stories add elements of aspiration as well, as children write about their dreams for making their world a better place.

### **Alphabet Day (Vol. 3, p. 5-9)**

- Remember* Say the ABCs. Sing an alphabet song. Can you find pictures of a monkey, an elephant, and a pencil? Others?
- Understand* This ABC story is about daily routines. What are some things American children do everyday? How do American children get ready for school?  
What do American children do at school everyday?
- Apply & Analyze* What are some things you do everyday? How do you get ready for school?  
What do you do at school everyday?  
What does the girl in the story like to draw?  
How is the English alphabet different from the Kinyarwanda alphabet?  
Which letter is not in the Kinyarwanda alphabet?

- Create*      *Think-Pair-Share:* Describe your daily routine. How do you get ready for school? How do you go to school? What do you eat for breakfast? What do you like to do best at school? Draw pictures to go with your story.
- Evaluate*      What do you like best about this ABC story? Choose your favorite picture. What can you learn about American children's lives by studying the pictures in this story?

### **Ms. Nagle's ABC Book (Vol. 3, p. 10-15)**

- Remember*      Say the ABCs. Sing an alphabet song. Point to the letter that starts your own name.

Can you find pictures of (1) a bird; (2) a horse; (3) an owl? Others?  
This ABC story is about Ms. Nagle's class. What are the names of her students?

- Understand*      This ABC story is about Ms. Nagle's class. What are the names of her students?

- Apply &*      What are the names of the students in your class?

- Analyze*      List the activities that the students do in this ABC story (e.g. eat, watch, say, own). Find all of the verbs in the story.

Find all of the common nouns (e.g. apple, bird, cheetah).

Find all of the proper nouns (e.g. Amber, Bob, Chelsea).

Find Indiana, Newark, Rwanda and the U.S.A. on a world map.

- Create*      Write sentence using the letter that starts your name.

Write your own alphabet story about your class. What do you and your classmates like to do everyday? Draw pictures to go with your story.

- Evaluate*      What do you like best about this ABC story? Choose your favorite picture. Do you understand all of the pictures? Point to the pictures you don't understand.

What can you learn about American children's lives by studying the pictures in this story?

### **A-Z: Alphabet Journey (Vol. 3, p. 16-19)**

- Remember*      Say the ABCs. Sing an alphabet song. Can you find pictures of (1) something to eat; (2) something to keep you warm; (3) a musical instrument? Others?

- Understand*      This alphabet story is about a journey through the United States. The authors want to tell about foods, sports, holidays, special places and famous people. Make lists of the American foods, sports, holidays, special places and famous American people that you find in this story.

- Apply & Analyze* Make lists of Rwandan foods, sports, holidays, special places and famous Rwandan people.  
 What can you learn about holidays in the U.S.A.? [hint: see J & V]  
 What can you learn about the American flag? [hint: see A & S]  
 What can you learn about favorite activities? [hint: see B, K, P, T & Z]  
 What can you learn about favorite American foods? [hint: see D & I]  
 On a map of the U.S., mark the following: Indiana; New Jersey; Michigan; Lake Michigan; New York City; Pacific Ocean; Mississippi River; Washington, DC; U.S.A. and Yellowstone National Park [see L, M, N, O, R, U, W, Y]
- Create* Write an alphabet story about Rwanda. What are some famous places in Rwanda? What are some holidays, favorite activities or favorite activities? Create a map of Rwanda and mark some of the interesting places, including provinces, cities, rivers, lakes and parks.
- Evaluate* If you had a chance to visit the U.S.A., what would you like to do first? Where would you like to go first?  
 Name one fact from this alphabet story that you would like to explore further. For instance, would you like to learn more about George Washington (letter G) or about eagles (letter E)? Ask your teacher to help you research these topics.  
 What can you learn about American children's lives by studying the pictures in this story?

### **Keanna and the Purple Scarf (Vol. 3, p. 20-22)**

- Remember* What color is Keanna's scarf? Why did she wear it? What happened to Keanna's scarf? What is the name of Keanna's friend? What did Lee tell Keanna to do? Where did Keanna find her scarf?
- Understand* Why are the leaves falling from the trees? What is the lesson (motto or proverb) of this story? [hint: look in the author box on page 22 in the book]
- Apply & Analyze* Draw a picture of a scarf and color it. What color will you make your scarf? Tell about a time when you lost something that you really liked.  
 List the sequence of events in the story. What happened first second, third, etc.?  
 Find all of the words that are connected with sadness (e.g. *sad, cry, tears, wipe tears*).  
 Find all of the words in the story that are connected with happiness (e.g. *smile, dance, happy*)

- Create* Rewrite this story with a different ending.  
Write a story about the time you lost something you really liked.  
This story is written in present tense. To practice your grammar, try rewriting the story in the past tense.
- Evaluate* Did you enjoy this story? Explain why or why not.

### English as a Second Language (Vol. 3, p. 23-25)

- Remember* How old are Victor and Hannah? Where does Victor live? Where does Hannah live? How are New Jersey and Nigeria different? What does Hannah plan to do when she goes home to Nigeria?
- Understand* Find New Jersey and Nigeria on a world map.  
Why did Victor's parents move from Nigeria to New Jersey?
- Apply & Analyze* If you could visit Jessica Odoom in Newark, what would you like to do there? Would you like Jessica to teach you English?  
Do you know anyone who is living and working outside of Rwanda?  
On p. 25, the authors wrote: "Hannah's English is *as good as* Victor's English by the end of the summer." What does *as good as* mean? Can you use *as good as* to make a new sentence? e.g. "My English is \_\_\_\_\_ your English."  
Summarize the story in your own words.
- Create* *Write in your journal:* What is your dream? Where would you like to live and work when you grow up?
- Evaluate* Did you enjoy this story? Explain why or why not.

### A Friend for Yve (Vol. 3, p. 26-29)

- Remember* How old is Rose? What are her friends' names? Where does the new student, Yve, come from? What are some things that Yve likes to do?
- Understand* What is the lesson (moral) of this story?
- Apply & Analyze* American students say, "Don't judge a book by its cover." Explain what this means and think of a Rwandan proverb that teaches a similar lesson.
- Create* Define the adjective "mean" (p. 27). Use it in a new sentence: e.g. "Some students were mean to Yve."  
An American student enrolls at your school. Write a story about how you would make the new student feel welcome.
- Evaluate* *Write in your journal:* Why are the students unfriendly to Yve? Do you know of a similar situation at your school?  
*Think-Pair-Share:* Why are people suspicious of other people who are unfamiliar?

### They are Complementary (Vol. 3, p. 30-32)

- Remember* What did Mr. Kizito find in his garden? What are the pineapple and the orange doing? Why are the pineapple and the orange arguing? What does the whole garden decide?
- Understand* Why did the fruits and vegetables decide that they must respect each other?  
How is the orange useful? How is the pineapple useful?  
What is the lesson (moral) of this story?
- Apply & Analyze* What are some ways that you and your classmates are different? What are some ways that you and your classmates are similar? What are some ways that you can show respect to each other? Name all of the fruits in this story. (pineapple, orange, pawpaw) Name the vegetable in this story. (cabbage)  
Summarize the story in your own words.
- Create* Write a story using your favorite fruits and vegetables as characters.
- Evaluate* Why did the author of this story use garden fruits and vegetables to teach an important lesson?  
Did you enjoy this story? Explain why or why not.

### Joseph's Soccer Story (Vol. 3, p. 33-34)

- Remember* How did Joseph break his leg? Why was Joseph's heart broken? What did Joseph decide to do? Was he successful?
- Understand* Draw a picture of Joseph with a cast on his leg. What is the name of the Rwandan football team? Draw a picture of Joseph as the star player for the New York Red Bulls. Americans use the word 'soccer' to describe a popular Rwandan sport. What is it?
- Apply & Analyze* What is your favorite sport?  
If you play sports, have you ever been injured? Tell about it.  
Have you ever had to stop doing something that you loved?  
What does Joseph mean when he says that he is the "best around"? (p. 33)
- Create* *Write in your journal:* Write about a time when you couldn't do something that you loved to do. How did you feel?
- Evaluate* What is the main message of this story?  
Did you enjoy this story? Explain why or why not.  
What do you think about Joseph?

### My Dream (Vol. 3, p. 35-37)

- Remember* What happened in Emmanuel's dream? What did Emmanuel find along the



road? How did Emmanuel lose the money he had found? How long was Emmanuel in jail?

*Understand* What mistakes did Emmanuel make in his dream? How did Emmanuel feel when he woke up? Why did Emmanuel decide to avoid lying? Was Emmanuel's dream a good one or a bad one? What is the lesson of this story?

*Apply &* Tell about a dream you have had recently.

*Analyze* Tell about a time when you told a lie and had to pay the consequences. Can you think of a proverb that explains the lesson of this story? Find the lies in this story.

List the sequence of events in the story. Which parts of the story are a dream and which parts are reality? How can you tell the difference?

*Create* Write a short story telling about a dream that you have had.

*Evaluate* Did you enjoy this story? Explain why or why not.

What do you think about Emmanuel's dream?

Do you have any questions for Emmanuel? Write them down and ask your teacher to send them to him.

### **What Happened to Me (Vol. 3, p. 38-40)**

*Remember* What did Angelique's mother ask her to do? What did Angelique do instead? Did Angelique tell a lie? What happened to Angelique's bag?

*Understand* Angelique doesn't tell us what her parents did when she lost the bag. What do you think happened? What is the lesson that this story teaches? Explain what this proverb means: "It is impossible for a hyena to follow two paths at the same time."

*Apply &* Think of another Rwandan proverb that teaches a similar lesson.

*Analyze* When your parent asks you to do a chore, what should you do?

List the sequence of events in the story. What happened first, second and third? What happened last?

Summarize the story in your own words.

*Create* If you were Angelique's parents, what would you do? Write a short story telling what you would do.

*Evaluate* Did you enjoy this story? Explain why or why not.

What do you think about Angelique's story?

Do you have any questions for Angelique? Write them down and ask your teacher to send them to her.

### **Let Us Save Our Environment (Vol. 3, p. 41-42)**

*Remember* Why do visitors from abroad visit Volcanoes National Park? What do the

people of Rwanda want to do with their environment? Why are the mountain gorillas special?

- Understand* What is the lesson (motto) of this story? What do you think is the difference between a proverb and a motto?
- Apply & Analyze* What are some ways that you can help to save the environment in your community?
- How can visitors to the Volcanoes National Park help to save its environment?
- List the requests that Julienne makes to the people of America.
- Compare this story to other stories in the book that address caring for the environment.
- Create* Write a letter to the students at TEAM Schools telling them why it is important to save Rwanda's environment.
- Evaluate* Did you enjoy this story? Explain why or why not.

### **My Big Strong House (Vol. 3, p. 42-46)**

- Remember* Where does Ke'son feel safe? What do Ke'son's parents make him do?
- Where does Ke'son go when he runs away?
- Understand* Why did Ke'son run away? Why did he decide to come home again? Why did Ke'son choose to write about his house?
- Apply & Analyze* Do you have lots of chores to do after school?
- Do you have a place where you feel safe? Describe it.
- Create* This poem has words that rhyme at the end of each line. Read the poem out loud and find the rhyming words. (e.g. bad, sad; Dad, mad; day, play; study, everybody...)
- Write a story or a poem about a place where you feel safe.
- Evaluate* Why do you think Ke'son decided to write a poem instead of a story?
- Discuss any parts of the poem that are not clear to you.
- Did you enjoy this story? Explain why or why not.
- Do you have any questions for Ke'son? Write them down and ask your teacher to send them to him.

### **How We Get Clean Water (Vol. 3, p. 47-48)**

- Remember* What was Honorine's chore? What were the other children doing to the water? For what purposes do we use the water? What did the sector leader speak about in the meeting?
- Understand* Why is clean water important? Why should people boil their water before using it? What is the lesson of this story?

- Apply & Analyze* Name some ways you can protect the environment in Rwanda.  
List some important uses for water.
- Create* *Write in your journal:* What do you do to help take care of the earth?  
Write a letter to the people in your community listing some suggestions for keeping the water supply clean.
- Evaluate* What is the main idea that the author wants to communicate with the readers?  
Did you enjoy this story? Explain why or why not.  
Do you have any questions for Honorine? Write them down and ask your teacher to send them to her.

### **Autobiography (Vol. 3, p. 49-51)**

- Remember* Where did Alliance see gorillas? What is a silverback? What did Alliance say to the children who were cutting sticks? What was Alliance's chore? What were the boys at the spring doing to the potato and prim plants? Is Alliance a good example for other students?
- Understand* What is the lesson of this story? Why is important to not waste food for people and for animals?
- Apply & Analyze* What can you do to avoid wasting food for people and for animals?  
What are your favorite foods? Where do you get them?  
Name some ways that you can be a good example like Alliance.  
Describe two things that Alliance did that were a good example for other children. Add two more things that you can do to be a good example as well.
- Create* Find out what gorillas like to eat. You will need to ask your teachers or other adults. Write a short story explaining why it important to protect the plants gorillas like to eat.
- Evaluate* Do you agree with Alliance that she is a good example to follow?  
Did you enjoy this story? Explain why or why not.  
Do you have any questions for Alliance? Write them down and ask your teacher to send them to her.

### **Above It All (Vol. 3, p. 52-56)**

- Remember* Where does Michael live? Why did Michael have a bad month? What happened to him?
- Understand* What did Michael learn from his bad luck? Was he grateful or not? What do you think "Above it all" means?

- Apply & Analyze* Find Queens, New York, on a map.  
Can you think of a time when you faced a lot of bad luck? What did you learn from this experience?  
List the sequence of events in this story. What happened to Michael first? Second? Third? Last? How did he resolve his problems?
- Create* Write a story about some problems you faced and how you were able to rise above them.  
Write a letter to Michael telling him what you think of his story.
- Evaluate* Did you enjoy this story? Explain why or why not.  
What do you think of Michael?  
Do you have any questions for Michael? Write them down and ask your teacher to send them to him.

### **Let Us Protect Our Environment (Vol. 3, p. 57-58)**

- Remember* Describe the environment around the Volcanoes National Park.  
What kinds of animals live on Mount Sabinyo? What kinds of shrubs and trees grow there?
- Understand* Why do we need to protect the environment?
- Apply & Analyze* Compare this story to other stories in the book that address caring for the environment.  
List the important ways that the environment benefits people and animals.
- Create* *Write in your journal:* Describe your community and what you do to take care of the environment there.  
Write a letter to international tourists telling them how to care for Rwanda's environment during their visit to the Volcanoes National Park.
- Evaluate* What is the main idea of this story? Who are the audience?  
Did you enjoy this story? Explain why or why not.

### **Bad Parents and the Benefactors (Vol. 3, p. 59-61)**

- Remember* How was the mother mean to the child? What did the child hear in the forest? What did the child meet later in the forest? What did the child grow up to become?
- Understand* Why did the child want to run away? Why did the monster let the child go?
- Apply & Analyze* Do you know people who don't recognize the talent of their children or their students?  
List the sequence of events in this story. What happened to the child first? Second? Third?
- Create* Write your own story: If you were the child in this story, what would you

do if your stepmother mistreated you?

*Evaluate* *Think-Pair-Share:* If you were a doctor, would you help your stepmother if she became sick?

What do you think of the monster?

Did you enjoy this story? Explain why or why not.

### **Don't Pick Up Everything You See (Vol. 3, p. 62-64)**

*Remember* What did the family find on the ground? How did the family plan to test the potatoes? What did the child say to the parents? What did the parents say when they thought they were going to die?

*Understand* Why did they pick up the potatoes? Why did they test the potatoes on the dog first? Describe the attitudes of the parents before and after they learned that the dog had died. Why did the child lie to his parents about the dog's death? What is the main lesson of this story?

*Apply &* What should you do when you see food lying on the ground?

*Analyze* Can you think of a proverb that explains the lesson of this story?

Create a storyboard showing each event in this story.

*Create* Rewrite the story with a different ending.

*Evaluate* What is the main message of this story?

Did you enjoy this story? Explain why or why not.

### **Save Our Home (Vol. 3, p. 65-68)**

*Remember* How old is Khafeon? Where does she live? How many people live in Newark? What are some ways we can recycle trash?

*Understand* What are some important concerns about saving the environment in Newark?

What does it mean to REDUCE, REUSE, RECYCLE?

*Apply &* How many people live in your community?

*Analyze* What are some important concerns about saving the environment in your community? How are they different from the concerns that Khafeon shares?

Some of the pictures in this story may be unfamiliar to you. Study them and ask your teacher to help you understand anything that you don't recognize.

Look at the symbol on page 66 in the book. Draw a copy of this symbol and explain how it can be applied in your community. Hang the symbol on the wall in your classroom.

*Create* Make a poster with a list of ideas that people in your community can

follow to protect the environment. Hang the poster on the wall in your classroom.

The tourists who visit the Volcanoes National Park leave behind garbage. Make a list of ideas for ways that this garbage can be reused or recycled.

*Evaluate* Khafeon is sharing ideas for recycling that are common in the U.S.A. What do Rwandans do to reduce the amount of trash they throw away?

Recycling is not as common as in Rwanda as in the United States. What are some reasons for this?

Did you enjoy this story? Explain why or why not.

Do you have any questions for Khafeon? Write them down and ask your teacher to send them to her.

### **Emma's College Adventure (Vol. 3, p. 69-72)**

*Remember* What is the name of Emma's university? Where did she go to high school (secondary)?

Where is Emma going to live while she is at Indiana University? What is the name of Emma's friend? What do Emma and Alisa do together for the rest of the day? [name the activities] What is Alisa's favorite food?

*Understand* Why did Emma travel to Indiana with her family? Why did her family leave her there?

Create a map of Emma's trip from Newark, NJ, to Indiana University.

*Apply &* Do you dream of going to university? What would you like to study?

*Analyze* Create a map of your community and your school.

List the steps that Emma took when she first arrived at Indiana University.

Write a story about your first day of school at Kabwende.

Write a letter to your parents or your teachers explaining how you would like to go to university.

*Create* Did you enjoy this story? Explain why or why not.

*Think-Pair-Share:* What do you think of Emma? What do you think of Indiana University and the Global Village Living-Learning Center?

*Evaluate* How would you change this story?

### **Soil Protection (Vol. 3, p. 73-75)**

*Remember* What kinds of crops do Rwandan farmers grow? How is natural fertilizer made? What will a good harvest help us to do? What is Roger's favorite crop? What game does he like to play?

*Understand* Explain the differences and similarities between Irish potatoes and sweet potatoes. Create a Venn diagram to illustrate. How can we protect the soil?

- Why is it important to protect the soil?
- Apply & Analyze* Do you help your parents take care of their farm? What jobs do you do?  
Which are your favorite potatoes, Irish or sweet?  
Do you ever play the game that Roger describes?  
Study the pictures Roger has drawn. What steps of soil preparation do you see? Draw your own pictures of the important steps for preparing and protecting the soil.
- Create* Create a poster to hang on the walls of your classroom explaining the important steps for protecting the soil.
- Evaluate* What do you think of Roger's story? Is there anything you would like to add or correct?  
Do you have any questions for Roger? Write them down and ask your teacher to send them to him.

### **Life in School (Vol. 3, p. 76-79)**

- Remember* How does Zaire get ready for school each day? What time does school start? What class does Zaire have just before lunch? What does Zaire eat for lunch? What is Zaire's favorite sport?
- Understand* Why does Zaire say "Each day might appear similar, but each day brings something new"?
- Apply & Analyze* What is Zaire's class schedule? Write it out.  
Compare Zaire's class schedule to yours. How are they similar or different?  
Draw pictures showing what Zaire does before, during and after school each day.  
Write out your class schedule in your notebook.
- Create* *Write in your journal:* What is one new thing that has happened to you today? What is one thing that happens every day?
- Evaluate* What do you think of Zaire's class schedule?  
What do you think of Zaire?  
Do you have any questions for Zaire? Write them down and ask your teacher to send them to him.

### **Uwiringiye's Friend (Vol. 3, p. 80-82)**

- Remember* How did Uwiringiye's stepmother treat her? Who heard her complaints and repeated them in a song? What did the bird do when it heard Uwiringiye complaining?
- Understand* Why did Uwiringiye complain a lot? Why did Uwiringiye feel that she had found a friend?  
How did the bird help Uwiringiye? When did Uwiringiye finally feel safe at

home.

- Apply & Analyze* What is the lesson of this story?  
Study the picture on p. 81. Draw additional pictures showing the events of the story.
- Create* *Write in your journal:* Do you feel safe at home? Why or why not?  
Rewrite this story with a different ending.
- Evaluate* What is the main message of this story?  
Did you enjoy this story? Explain why or why not.

### **Jada's Homework Dilemma (Vol. 3, p. 83-88)**

- Remember* What was Jada's teacher's name? What did Jada forget at home? What rule did she break?
- Understand* What was Jada's problem? Why did Jada break the rule?
- Apply & Analyze* Have you ever forgotten your homework? If yes, what happened when your teacher learned about it?  
Do you have a similar rule at your school? What are some other school rules?  
List the sequence of events in this story.
- Create* Write your own story: If you were Jada, what would you do if you forgot your homework at home?
- Evaluate* Did you enjoy this story? Explain why or why not.

### **A Bad Advisor (Vol. 3, p. 89-92)**

- Remember* What kind of work did the poor man do? What did he find in the garden one day? How did the man and his wife become wealthy? What was the wife's advice to her husband?
- Understand* Who is the bad advisor? Why was the wife a bad advisor? Explain the meaning of the proverb on p. 92. What is the main lesson of this story?
- Apply & Analyze* Do you have any experience with giving or getting bad advice?  
Do you have any experience with giving or getting good advice?  
Create a t-chart in which you list the bad advice the poor man received on one side and the good advice that you would give instead on the other side.
- Create* Write your own story: If you were the poor man, what would you do if someone gave you bad advice?  
Rewrite this story with a happy ending.  
*Think-Pair-Share:* How can you recognize bad advice?
- Evaluate* What is the main message of this story?



How would you change the ending of this story?  
Did you enjoy this story? Explain why or why not.

### **Be the Change (Vol. 3, p. 93-96)**

*Remember* What kinds of problems does Samir’s community (Newark) have?  
What was Samir’s special homework?

*Understand* Describe the three things that Samir did to fix the problems in Newark (picking up trash, being a peacemaker, keeping friends from joining gangs).

What is the lesson of this story?

What did Samir learn from his project?

*Apply &* What opportunities for positive change do you see in your community?

*Analyze* Draw a series of pictures showing how you can be the change in your own community.

Create a *t-chart* in which you list the challenges facing Newark on one side and the challenges facing Kinigi on the other side.

Create a second chart comparing the strengths of both communities.

*Create* Who was Mahatma Gandhi? Research his life and give a report in class.

*Evaluate* Did you enjoy this story? Explain why or why not.

What kinds of problems does Kinigi have? How are Kinigi’s problems and Newark’s problems similar? How are they different?

Do you have any questions for Samir? Write them down and ask your teacher to send them to him.

### **NOTES FOR THE WORLD IS OUR HOME, VOLUME 4 (2012)**

One of the major themes for this volume was “Dreams for my Future.” Many of the stories are very similar, and have been grouped together under the same category in the “Cutting Themes” section (starting on page 58). Each story has its own “Remember” and “Understand” sections, but all share a single collection of ideas for “Apply & Analyze,” “Create,” and “Evaluate.”

The teachers and students at Kabwende Primary School also select three of their favorite stories from this collection to be used as subjects for in-depth lesson plans. These lesson plans follow this section, and they include a template that can be used for planning new lessons.

### **Alphabet Book (Vol. 4, p. 10-12)**

*Remember* Say the alphabet. Sing the alphabet song. What is the sound that each letter represents?

- Understand* Write the alphabet and think of a word that starts with each letter
- Apply &* Point to a picture that you don't understand. Ask for help.
- Analyze* How is the English alphabet different from the Kinyarwanda alphabet?
- Create* Make a poster of the Alphabet of Kinigi or your community (use pictures or drawings of people, places, or things from your community)
- Evaluate* Point to your favorite picture.

### **When I Grow Up (Vol. 4, p. 13-14)**

- Remember* Name three careers or occupations in this story.
- Understand* Are there any careers that are unfamiliar to you? Ask for help.  
What would you like to do when you grow up?
- See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **Simba's Mane (Vol. 4, p. 15-18)**

- Remember* What does Simba's father have?  
Point to the pictures of Simba's mane. How does it change?
- Understand* Why was Simba happy at the end of the story? Why is Simba's father proud?
- Apply &* *Write in your journal:* Do you want to be like an adult that you admire?
- Analyze*
- Create* Draw a picture of Simba and his father.
- Evaluate* What is your favorite picture in this story?

### **Joe the Teacher (Vol. 4, p. 19-20)**

- Remember* Where does Joe go to school? What do Joe's friends need?
- Understand* Why is Joe's teacher proud? What does Joe learn from helping his friends to read?
- Apply &* What can you do when your friends are having trouble with schoolwork?
- Analyze* What will you learn from helping your friends?
- Create* *Write in your journal:* Tell about a time when you helped a friend. How did you feel?
- Evaluate* *Think-Pair-Share:* What is the moral of this story?

### **Practice Makes Perfect (Vol. 4, p. 21-24)**

- Remember* What does Mark love to play? What can't he play his favorite sport? What happened at the game?
- Understand* How did Mark achieve his dream?
- Apply &* List the correct sequence of events for this story:
- Analyze*
- ✓ Mark scored the final point.
  - ✓ Mark trained and trained.

- ✓ Mark's brother hurt his arm.
- ✓ Mark's family has a game today.
- ✓ Mark's family thinks he is too small to play basketball.

*Create* Write a paragraph describing your favorite sport. How do you train to play it?  
*Think-Pair-Share:* Think of a time when you were not allowed to do something you wanted very much.

*Evaluate* What would have happened if Mark hadn't trained to play basketball?

### **Russell's Dream (Vol. 4, p. 25—27)**

*Remember* Where does Russell live? What does he want to do? What did Russell do in school?

*Understand* Why did Russell go to college?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **Protect the Environment (Vol. 4, p. 28-29)**

\*A sample lesson plan for this reading can be found on page 48.

*Remember* What does Habimana's brother do? What kind of wild animals live in Rwanda's forests? What were some of the important questions on the test? What is an environmentalist?

*Understand* How did Habimanas' brother become a Local Defense Officer? Why did he have to take a test?

*Apply & Analyze* Identify the steps necessary for becoming an environmentalist. Interview a Local Defense Officer if possible.

*Create* Give a presentation in class on how to become an environmentalist in Rwanda.

*Evaluate* *Write in your journal:* What do you want to be when you grow up? Do you know what you can do now to help you achieve your goal?

### **Leaves On the Ground (Vol. 4, p. 30-33)**

*Remember* Where does Myla live? What does she like to do in the autumn?

*Understand* How does Myla like to play in the autumn?

*Apply &* What fun things do you like to do?

*Analyze* How are the seasons in North America and Africa different?  
 Why do the leaves fall off the trees in autumn in North America?

*Create* Think about your favorite activity. Write a short story or draw a picture about it.

*Evaluate* What is your favorite part of this story?

### **The Caterpillar that Wanted to Change (Vol. 4, p. 34-37)**

*Remember* What did the caterpillar want to do? Whom did he ask to help him?

*Understand* Why was the caterpillar unhappy? What would you say to him, if you could?

Why were the other animals unhappy with themselves? What would you say to them?

*Apply & Analyze* Why did the caterpillar turn into a butterfly?

*Create* Create a small poster or bookmark that expresses the message of this story.

*Evaluate* *Write in your journal:* Tell about a time when you wanted to change something about yourself.

### **My Dreams (Vol. 4, p. 38-39)**

*Remember* What does John want to be when he grows up? What good advice does the story give at the end?

*Understand* How did John's parents help him to achieve his dream?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **A Friend Indeed (Vol. 4, p. 40-41)**

*Remember* What grade is Jane in this year? How did Jane's pen pal help her?

*Understand* Why was Jane's American pen pal important for her future?

*Apply & Analyze* Please explain the national examination. What happens, and why is it important?

Do students in Newark, NJ, have a national examination?

*Create* Write a letter to students in Newark asking them to explain their national exams.

*Evaluate* *Think-Pair-Share:* What advice can you offer to students who want to study abroad?

### **I Shall Be a Celebrated Man (Vol. 4, p. 42-43)**

*Remember* What does Oliver want to do when he grows up?

*Understand* What inspired Oliver to become a journalist?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **Be Confident (Vol. 4, p. 44-45)**

*Remember* What does Patrick want to be when he grows up? How did Patrick thank his supporters?

*Understand* Why does Patrick want to be a pilot? What does this story say about achieving our goals?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **Kalisa's Friend (Vol. 4, p. 46-47)**

*Remember* What happened to Kalisa's father? Who helped Kalisa pay for his father's hospital bills?

*Understand* Why was Kalisa chosen to be a leader of his community? Why was Kalisa a good person?

*Apply & Analyze* What does a leader of your community need to be like?

*Create* Make a list of things that you and your classmates can do now to be leaders in your community.

*Evaluate* Think-Pair-Share: What are some necessary qualities for community leaders?

### **Uwineza's Wishes (Vol. 4, p. 48-50)**

*Remember* What work does Uwineza's mother do? Does Uwineza admire her mother?

*Understand* How does Uwineza reach her goal of becoming a doctor? How does she set a good example?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **The Amazing Happiness (Vol. 4, p. 51-53)**

*Remember* What does the boy want to become when he grows up? What does he decide to do to reach his goal?

*Understand* What made it possible for the boy to achieve his goals?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **I Will Be President (Vol. 4, p. 54-56)**

*Remember* What made Eric decide to become president when he grew up? What steps did he take to achieve his goal?

*Understand* Why did Eric want to become president of his country?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **I Want to Become an Intelligent Woman of Science (Vol. 4, p. 57-59)**

*Remember* Describe Denyse. What did she see on her walk in the mountains? What were the cowboys doing?

*Understand* Was Denyse able to achieve her goal? How did her experiences help her?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **Mary's Son (Vol. 4, p. 60-61)**

*Remember* How old was Mary's son when he began school? What was his dream?

*Understand* How did Mary's son achieve his goals?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **Be Conscious of What You Choose to Become (Vol. 4, p. 62-64)**

*Remember* What were some of Big Jury's favorite activities? What was his career when he grew up? What is the name of the group he joined? How did Big Jury get in

trouble?

*Understand* Why did Big Jury drop out of school?

What did Big Jury do wrong? Why did the judge liberate him?

*Apply & Analyze* Do you think it is a good idea to drop out of school? What would have happened to Big Jury if he had stayed in school to study music?

Do you admire Big Jury's life?

*Create* Research the life of your favorite singer or artist and write a report.

*Evaluate* This story does not end with moral or proverb. Write one for this story.

### **Everyone Has His Talent (Vol. 4, p. 65-67)**

*Remember* Why was Kalisa's teacher happy? In the picture of Kalisa, what is he carrying? What did Kalisa become when he grew up?

*Understand* Why was Kalisa a good teacher and a high-achiever?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **A Trip with Grandpa Chip (Vol. 4, p. 68-71)**

*Remember* What are the names of the zebras in this story? Where do they live? Why doesn't Grandpa Chip want to go on a journey? What happened to them on their trip?

*Understand* Why were Grandpa Chip and Peter able to reach the top of the mountain?

*Apply &* Why do you think that the grandfather zebra is called Grandpa Chip?

*Analyze* How does Peter inspire Grandpa Chip to keep going?

What might have happened if Grandpa Chip had gone on the journey alone?

*Create* *Write in your journal:* Tell about a time when someone inspired you to keep going until you achieved your goal.

*Evaluate* *Think-Pair-Share:* Explain how you can encourage someone to keep going to achieve his or her goals and dreams.

### **Accept What God Has Chosen for You and Be Merciful (Vol. 4, p.72-73)**

*Remember* What does Ntaganda's name mean? What kind of a student was he? What happened to him when he grew up? Why was Ntaganda discouraged?

*Understand* Do you think that Ntaganda was able to be brave after the school headmaster spoke with him?

*Apply &* What happens when people are not able to achieve their dreams?

*Analyze* Do you know anyone who has been discouraged about not achieving his or her dreams?

*Create* Draw a picture to illustrate Ntaganda's life.

Create a poster or bookmark depicting the main message of this story.

*Evaluate* *Think-Pair-Share:* What is the main message of this story?

### **Amy's Dream (Vol. 4, p. 74-77)**

*Remember* What happened to Amy when she was little? What was her dream?

*Understand* What did Amy have to do to achieve her dream?

See notes on "Don't Fail to Try" (p. 47) for ideas for "Apply & Analyze," "Create" and "Evaluate."

### **Learning to Leap (Vol. 4, p. 78-81)**

*Remember* Who is Fred? What are the names of his friends?

*Understand* What was Fred's problem? How did Fred's friends help him?

*Apply & Analyze* How did Lilly and Joe encourage Fred? How did Fred encourage himself to keep going?

*Create* *Write in your journal:* Tell about a time when a friend encouraged you to keep going until you achieved your goal.

*Evaluate* *Think-Pair-Share:* State the main message of this story in a single sentence.

### **Don't Fail to Try (Vol. 4, p. 82-84)**

\*A sample lesson plan for this reading can be found on page 51.

*Remember* What is Yvette's dream? What obstacles to achieving her dream did she face?

*Understand* Why did the mechanics tell Yvette that she couldn't be a mechanic?

What problems did Yvette encounter because she was a girl? How did she overcome them? Why did Yvette decide to go to school?

THE FOLLOWING IDEAS CAN BE APPLIED TO ANY OF THE STORIES ABOUT "DREAMS FOR THE FUTURE."

*Apply & Analyze* Choose a career and research it: What training do you need? What kind of work do you do? What kind of person is best suited to the career (e.g. athletic, friendly, caring, smart)?

What are the most popular careers in your community?

What is your dream? What steps can you take to make it come true?

Do you think it is important to take your parents' advice? Your teachers' advice?

Compare all of the stories that share ideas about "Dreams for our Future" (See Cross-Cutting Themes). What similarities do they share? What patterns do you see across stories?

*Create* Write a report about the career that you have researched.

Draw a picture of yourself doing the career that you have chosen.

Write a story about yourself in which you achieve your dream for the future.

Write a letter to a person who has a career you want to explore (e.g. doctor, teacher, pilot, journalist), asking for information. If possible, invite the person to visit your school and speak to your class.

What general advice can you give to people who have big dreams for the future?

*Evaluate* *Think-Pair-Share:* Besides working hard in school, what else might someone

have to do to go to college?

*Think-Pair-Share:* What are some popular dreams for the future?

*Write in your journal:* Many of the stories in this book end with some advice, such as “When you are confident and work hard, you can reach your goal” (From “Be Confident”). What is your favorite piece of advice?

### **Roger’s Space Adventure (Vol. 4, p. 85-88)**

*Remember* Who is the hero of the story? What is his favorite sport? Where did he go on his space journey?

*Understand* What is Roger searching for? How did Roger become friends with Ebe? Why did he have trouble finding a place to play soccer?

*Apply & Analyze* This story actually contains two stories. Describe both of them (Roger is in his classroom, reading a story that he has written).

*Create* Write your own story about a space journey. Draw pictures to go with it.

*Evaluate* Why are stories about space (*science fiction*) are appealing?

### **Learning to Fly (Vol. 4, p. 89-93)**

\*A sample lesson plan for this reading can be found on page 54.

*Remember* Why is Princess Miyah sad? What is her story? Where does she live? Why is the bluebird sad?

*Understand* How do Princess Miyah and the bluebird encourage each other? How do they each achieve their dreams?

*Apply &* Explain why Princess Miyah decided not to marry the prince.

*Analyze* Explain why the little bluebird wasn’t just talking about himself when he said, “You only get one life.”

Summarize the story in your own words.

*Create* Create your own story about a princess or a prince. What makes them sad, and how do they overcome their problems? Who encourages them?

*Evaluate* *Write in your journal:* Please explain what these sentences mean to you: “You only get one life” and “Everyone deserves to be happy and free.”

### **Write Your Own (Vol. 4, p. 94-96)**

After you have written your story, write some simple questions about it. Practice reading it out loud, and be sure to read it to your family.

### **Sample Lesson Plan: Protect the Environment (Vol. 4, p. 28-29)**

#### **Content Objectives:**

Describe the basic requirements for becoming a forest guide or environmentalist.

Describe the local environment (in and around the Volcanoes National Park).



Explain environmental problems that can threaten the local environment.

*Evaluation:* Demonstrate comprehension by answering who/what/where questions about the story.

*Evaluation:* Write a journal entry describing the local environment and what students can do to take care of it.

**Language Objectives:**

Write simple interview questions using appropriate question format:

What/who/where?

Write a simple letter of invitation using appropriate modal verbs.

*Evaluation:* Write a letter inviting a forester working at the Volcanoes National Park to visit and speak to the class about working as a guide and as an environmentalist.

**Learning Strategy Objectives:**

Use mnemonic associations to help remember new vocabulary words.

*Evaluation:* Explain how to remember a selected word by making a sound association, drawing a picture of it, etc.

Use a word wall to support vocabulary learning.

**Materials:**

Book with story

3-4 multiple choice, true/false or short-answer questions [to copy onto blackboard]

Paper and crayons for creating a word wall; prepare ahead of class

Sample invitation letter

**Preparation:**

Explain that this story is about caring for the environment. There have been many other stories in the Books & Beyond books on this topic. Ask the students if they can remember any of them [e.g. "Let Us Protect Our Environment," "How We Get Clean Water," or "Soil Protection," all from Volume 3]. Ask students what they know about things they can do to protect the local environment. Write their answers on the blackboard and encourage them to take notes in their notebooks.

Explain the word wall. Display the vocabulary words on the word wall [e.g. focus, pollution, carbon dioxide, oxygen, environmentalist, wild, and other words that you will choose from the story that you think the students might not know]. Ask the students to identify the words that are familiar to them. Then ask them to identify the unfamiliar words. Explain the meanings of the unfamiliar words, using Kinyarwanda translation as needed. Encourage students to use the word wall as a reference when they forget words or want to know how to write them. Leave the word wall up throughout the unit, adding words to it as needed.

*Evaluation:* Have the students write the words on the word wall in their notebooks.

Have students select one word that was new to them and think of a way to remember it

(e.g. draw a picture, make an association, link it to a Kinyarwanda word, write a definition). You must model this by explaining some of your ideas. For instance, for the word “leaf,” I might draw a picture of a leaf. Or for the word “test,” I remember it because I associate the sound of the word with the sound ‘sssss’ in ‘sad’ or ‘stress.’ These associations may be very personal and individual, so don’t critically assess the ideas that the students share. The important factor is that they are finding mnemonic links to help them to remember new words. Ask students to share their idea with the class. Students should be able to report their idea in the language of their choosing.

### **Lesson Presentation:**

Ask students to look at the title of the story and the name of the author. Write the title and author name on the blackboard. Ask students if they know the author or members of her family.

Write several simple comprehension questions on the board. You can choose multiple choice, true/false or short-answer questions. Here are some possible questions [or you can devise your own]:

What does Habimana want to be? [a. an environmentalist; b. a gorilla tracker; c. a tailor]

Name some of the wild animals that live in the forest. Which ones have you seen?

Who was an inspiration for Habimana? [a. his mother; b. his uncle; c. his brother]

Air pollution is a threat to the forest environment. [T/F]

A forest guide doesn’t need to know about water pollution. [T/F]

Read through the questions without giving the answers. Ask the students to listen for the answers as they read the story, following along as you read out loud.

Read the story out loud.

Ask the students to work in their groups to copy the questions into their notebooks and answer them. Check with each group and answer their questions.

*Evaluation:* Go over the answers to the questions with the whole class. Write their responses on the blackboard.

Ask the students what the lesson or the moral of the story might be. Encourage the students to state the lesson in their own words and write several responses on the board.

### **Practice:**

Explain that the class is going to write a letter to a forest guide in the Volcano National Park, asking him/her to visit the class and speak about his/her job.

If possible, have a student type the letter. Or the teacher can type the letter.

Handwritten letters are acceptable, so typing is not necessary.

As a class, prepare several questions to ask the forest guide during his/her visit.

### **Extension:**

Here are some possible extension activities.

Write a letter to the students at TEAM Schools telling them what foresters do to help protect Rwanda's environment. Tell them about ways that visitors to Kinigi can help to save the environment surrounding the community.

*Think-Pair-Share:* Describe your community and what you do to take care of the environment there.

### **Sample Lesson Plan: Don't Fail to Try (Vol. 4, p. 82-84)**

#### **Content Objectives:**

Identify popular professions in the community.

Discuss the importance of schooling for achieving career goals and dreams.

Describe a common profession in the community and the schooling or training needed to achieve it

*Evaluation:* Demonstrate comprehension by answering who/what/where questions about the story.

#### **Language Objectives:**

Develop vocabulary for discussing career goals and dreams.

Write simple interview questions using appropriate question format:

What/who/where?

#### **Learning Strategy Objectives:**

Collaboratively write a summary of the story.

*Evaluation:* Complete a short summary describing an interview with an adult in the community.

#### **Materials:**

Book with story

3-4 multiple choice, true/false or short-answer questions [to copy onto blackboard]

#### **Preparation:**

Ask students what kinds of professions people do in their community. Some possible answers might be teacher, nurse, police officer, headmaster/mistress, tailor, businessperson, driver, farmer, and homemaker. Write their responses in a list on the blackboard.

Ask the students to open their books to p. 82-84 and look at the illustrations. Ask them what kind of profession is the subject of this story. Add this profession to the list, or circle it if it has already been suggested. Ask a few students what they want to be when they finish school. Write the following sentence frame on the blackboard, then have students complete the following sentence and write it in their notebooks:

“When I finish school, I want to be a \_\_\_\_\_.”

Write the vocabulary words on the board [illiterate, expert, benefactor, and other words

that you will choose from the story that you think the students might not know]. Ask the students to identify the words that are familiar to them. Then ask them to identify the unfamiliar words. Explain the meanings of the unfamiliar words, using Kinyarwanda translation as needed.

*Evaluation:* Have the students write the words on the blackboard in their notebooks and write a paragraph using as many of these words as possible. Ask students to share what they have written with the class.

### **Lesson Presentation:**

Ask students to look at the title of the story and the names of the authors. Write the title and author names on the blackboard. Ask students to predict what the title of the story might mean. Write their predictions on the blackboard. Ask students if they know the author or members of her family.

Write 3-4 simple comprehension questions on the board. Read through the questions together without answering them and ask the students to listen for the answers as they hear you read the story. You can choose multiple choice, true/false or short-answer questions. Here are some possible questions [or you can devise your own]:

What does Yvette want to be? [a. a farmer; b. a doctor; c. a mechanic]

What do mechanics fix? [a. automobiles; b. buildings; c. computers]

Girls are as capable as boys. [T/F]

We should avoid judging people according to their sex. [T/F]

Yvette was not able to achieve her dream. [T/F]

What did the mechanics say to Yvette?

Read the story out loud to the students.

Have students work in small groups to copy the questions into their notebooks, reread the story, and answer the questions. Visit each group to answer any comprehension questions that they may have.

*Evaluation:* Go over the answers to the simple comprehension questions with the whole class. Write the correct responses on the blackboard.

Explain that the whole class is going to work together to write a summary of the story. Ask students for suggestions for sentences to retell the story in their own words. Write their sentences on the board, leaving room for making changes. When they have suggested 3-4 sentences, ask the group if there are any main points or activities in the story that should be included in the summary. When the whole class is finish, ask the students to write the summary in their notebooks.

Ask students to look back at the title of the story again and review their predictions about its meaning. Discuss the lesson of the story with the whole class.

Ask students to interview an adult family or community member about his/her profession and what he/she had to learn in order to do it.

Review question frames in English and write them on the board: What do you \_\_\_\_\_? Where did you \_\_\_\_\_? What is \_\_\_\_\_? How long did you \_\_\_\_\_?

As a class, brainstorm possible interview questions. Write the questions on the board and translate them into Kinyarwanda. Some possible questions may be: What is your profession? How long did you go to school? What did you have to learn? What advice can you give to a young person who wants to pursue your profession?

Explain to the students that they should write the questions in their notebooks. They can ask the questions in English or Kinyarwanda. They should write the answers in their notebooks in either language as well. Note: Students can complete the interviews and summaries individually or in small groups.

The following day, when the students return to school with the answers to their questions, ask for reports. Answer any questions they may have from the interviews. As students report on their results, write the main ideas on the blackboard. Discuss the kinds of jobs that adults in their community do. Are there adults who were not able to achieve their dreams? For what reasons? What advice did they offer? What kinds of jobs did women do? What kinds of jobs did the men do? Emphasize the many professions that don't require schooling still require learning (e.g. farmers learn their professions from older family members and must know a great deal about plants and animals in order to do well).

*Evaluation:* Students write a short summary describing their interview: what the adult does for a profession, the schooling needed, and any advice the adult offered to the student.

**Extension:**

Here are some possible extension activities.

Write a short story about what you want to be when you finish school. What steps do you need to follow in order to achieve your goal? Draw a picture illustrating the profession you have chosen.

Invite an adult from the community to speak to the class about their profession and their schooling.

Work in groups to compile the information you learned in your interviews. For instance, several students who all interviewed nurses can work together to create a small poster illustrating what they learned from the nurses. These posters can be displayed on the walls in the classroom.

## **Sample Lesson Plan: Learning to Fly (Vol. 4, p. 89-93)**

### **Content Objectives:**

Identify the characteristics of a fantasy story.

Analyze a story and identify the elements that could be reality or fantasy.

*Evaluation:* Demonstrate comprehension by answering who/what/where questions about the story.

### **Language Objectives:**

Develop vocabulary for discussing literature (reality, fantasy).

Read and comprehend a fantasy story.

*Evaluation:* Write a short essay retelling the story and explaining the lesson of the story.

### **Learning Strategy Objectives:**

Demonstrate understanding that people use fantasy stories to communicate their hopes and dreams for the future.

Apply selective attention reading strategy while reading the story.

*Evaluation:* Complete a t-chart showing elements of the story that could be reality or fantasy.

### **Materials:**

Book with story

3-4 multiple choice, true/false or short-answer questions [to copy onto blackboard]

Sample t-chart graphic organizer with reality/fantasy [to copy onto blackboard]

### **Preparation:**

Ask the students to open their books to p. 89 and look at the illustration. Ask them to describe what they see. Write what they know on the blackboard. Some questions you can ask them include: Have you ever seen a castle? Who do you think lives in this castle? What do you see in the tree? What color is the bird? What is the girl wearing on her head? Why do you think she is crying?

Introduce the story, "Learning to Fly." Explain that the story is a fantasy story that has parts that could be real and parts that are fantasy, and that it shares a lesson about the importance of following one's own dreams for the future. Explain that other stories in the Books & Beyond books are fantasy stories in which animals or plants can talk or things happen that couldn't happen in real life (e.g. They are "Complementary" [2011]; "Lux and Estelle" [2009]). Ask the students if they can remember any other stories from the Books & Beyond books that are fantasy stories.

Write the vocabulary words on the board [e.g. reality, fantasy, and other words that you will choose from the story that you think the students might not know]. Ask the students to identify the words that are familiar to them. Then ask them to identify the unfamiliar words. Explain the meanings of the unfamiliar words, using Kinyarwanda translation as needed.

*Evaluation:* Have the students write the words on the blackboard in their notebooks and write a paragraph using as many of these words as possible. Ask students to share what they have written with the class.

**Lesson Presentation:**

Ask students to look at the title of the story and the names of the authors. Write the title and author names on the blackboard.

Ask students to predict why the title of the story is “Learning to Fly.” Ask the students to look at the illustration on p. 92 as well to help with their predictions. Write their predictions on the blackboard and ask the students to copy the predictions into their notebooks.

Read the first two sentences of the story out loud to the class.

Explain that you are going to use selective attention as you read the rest of the story out loud. Explain that this means you are going to focus on parts of the story as you read it. You will look for parts that could be real and parts that could not be real.

Model this strategy by reading the rest of the story, stopping occasionally to focus on part of the story that could be reality and parts that could not be reality. For instance, you could say, “ ‘Once upon a time, there was a princess named Miyah.’ Oh, I think that could be true in real life. She lives in a big, stone castle. That could be true, too, although there aren’t any big stone castles in Rwanda.” And “the voice came from a bluebird sitting in a nest? I don’t think that is really possible. This must be part of the fantasy in the story.” And “I wonder why the little bluebird cannot fly. There might be real reasons for that, or it could be part of the fantasy in the story.”

After completing the story, ask the students to re-read the story in small groups and identify the elements of fantasy and reality. Check with each group and answer their questions.

**Practice:**

Write several simple comprehension questions on the board. Ask the students to work in their groups to copy the questions into their notebooks and answer them. You can choose multiple choice, true/false, or short-answer questions. Here are some possible questions [or you can devise your own]:

Where does Princess Miyah live? [a. in a city; b. in a house; c. in a castle]

What do Princess Miyah’s parents want her to do? [a. go to school; b. marry a prince; c. become a teacher]

Princess Miyah was not very kind or beautiful. [T/F]

The bluebird knows how to fly. [T/F]

Princess Miyah is sad because she doesn’t want to get married. [T/F]

Princess Miyah decides to marry the prince. [T/F]

What is Princess Miyah's dream?  
Does the bluebird learn how to fly?  
What does Princess Miyah decide to do?

*Evaluation:* Go over the answers to the questions with the whole class. Write their responses on the blackboard.

Ask the students what the lesson or the moral of the story might be. Encourage the students to state the lesson in their own words and write several responses on the board. Copy the t-chart graphic organizer on the blackboard and ask the students to copy it into their notebooks (see example below). Complete the first part of the organizer as a whole class. Read each statement out loud and decide if it is fantasy or reality. Model the second part of the graphic organizer, and then ask the student to complete the rest independently.

*Evaluation:* Collect their work to evaluate their progress.

After the students have completed the graphic organizer independently and you have evaluated their work, complete the t-chart together as a class.

Ask students to look back at the predictions they made about the story. Review their predictions. Ask if Princess Miyah also learned how to fly when she decided to follow her dreams instead of marrying the prince. Some other questions you can ask might include: Do you agree with Princess Miyah's decision? Why or why not? Discuss the lesson of the story.

*Evaluation:* Ask students to write several paragraphs retelling the story in their own words and explaining the lesson of the story. Ask students to share what they have written. Collect these stories to evaluate their comprehension.

**Extension:**

Here are some possible extension activities.

Working in small groups, write a short play about the story of Princess Miyah and the bluebird. Create roles for the parents, the prince, Miyah and the bluebird. Practice and perform your plays for the class. If possible, perform your plays for students in other grades in your school.

Write a short essay on this statement: "Everyone deserves to be happy and free."

Write a fantasy story about a Rwandan princess.

**Fantasy or Reality?**

Part 1. Read each sentence from the story and decide if it could be reality (R) or fantasy (F). Mark each sentence with F or R.

\_\_\_ My mother and father found a prince for me to marry.



\_\_ The bluebird flew around happily, spreading his little blue wings as the wind lightly touched his pretty feathers.

\_\_ “Everyone deserves to be happy and free, Princess Miyah,” the little bird said to her.

Part 2. Copy each sentence from Part 1 into the correct column. Then look through the story to find three more sentences. Decide if they could be reality or fantasy, and then copy them into the correct columns of the *t-chart*.

Reality	Fantasy

## **Lesson Plan Template**

### **Content Objectives:**

### **Language Objectives:**

### **Learning Strategy Objectives:**

### **Materials:**

### **Preparation:**

### **Lesson Presentation:**

### **Practice:**

### **Evaluation:**

### **Extension:**

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### Cross-cutting Themes

**ABC Stories**      *Vol. 1:* A-Z Trip to the Zoo. *Vol. 3:* Alphabet Day; Ms. Nagle's ABC Book; A-Z Alphabet Journey. *Vol. 4:* The Alphabet Book.

**Stories for Emergent Readers**      *Vol. 1:* Home is ... *Vol. 2:* Our Earth; Helping; A Beautiful Land; The Dream. *Vol. 3:* Ms. Nagle's ABC Book. *Vol. 4:* When I Grow Up; Simba's Mane; Joe the Teacher; Practice Makes Perfect; Russell's Dream; Write Your Own.

**Daily Life/ Going to School**      *Vol. 1:* Angelica's Big Decision. *Vol. 2:* My Life. *Vol. 3:* Alphabet Day; Ms. Nagle's ABC; Life In School; Jada's Homework Dilemma; Uwiringiye's Friend.

**Learning about the United States**      *Vol. 1:* The Zoo; A Day in the Neighborhood; Home for the Holidays; Good Things Come to Those Who Wait. *Vol. 2:* A Beautiful Land; Lee's Trees; Melody Learns to Recycle; Belle's Mission to Change the World. *Vol. 3:* A-Z: Alphabet Journey; English as a Second Language; My Big Strong House; Above It All; Emma's College Adventure; Life In School; Save Our Home; Jada's Homework Dilemma; Be the Change. *Vol. 4:* Practice Makes Perfect; Russell's Dream; Leaves on the Ground.

**Learning about Rwanda**      *Vol. 2:* Sun and Rain; The Beauty of Rwanda and Its Development; Ibirunga (Virunga) National Park; A Dog and Sheep; Everybody is Wise in Her Own Way; The Lion and the Cow; The Lion and the Leopard; Bakame and the Gorilla Meet in the Forest; Be a Good Shepherd; Rwamahe and Bwiza; The Poor Woman in the Church; It's Good to Be Handsome; Humor; Micomyiza and Serugi; Conversation; Fight Against Dirtiness; No Woman Can Eat Goat Meat in Rwanda; We Must Obey;

The Death of a Disobedient Girl; A Story; The King's Servant; The Dreams of a Poor Man; Murorunkwere and Nyiramihigo; Be Merciful. **Vol. 3:** What Happened to Me; Autobiography; Let Us Save Our Environment; How We Get Clean Water; Let Us Protect Our Environment; Bad Parents and the Benefactor; Don't Pick Up Everything You See; Soil Protection; Uwiringiye's Friend; A Bad Advisor. **Vol. 4:** My Dreams; I Shall be a Celebrated Man; Kalisa's Friend; Uwineza's Wishes; The Amazing Happiness; I Will Be President; I Want to Become an Intelligent Woman of Science; Mary's Son; Everyone has His Talent; Don't Fail to Try.

**Importance of Friendship** **Vol. 1:** Lux and Estelle. **Vol. 2:** A Friend in Need Is A Friend Indeed; A Dog and a Sheep; The Lion and the Cow; Micomyiza and Serugi. **Vol. 3:** Keanna and the Purple Scarf, English as a Second Language; A Friend for Yve; They are Complementary; Emma's College Adventure; Be the Change. **Vol. 4:** Joe the Teacher; A Friend Indeed; Roger's Space Adventure; Learning to Leap; Learning to Fly.

**Importance of Family** **Vol. 1:** Angelica's Big Decision; The Importance of Family; Good Things Come to Those Who Wait. **Vol. 2:** Baby Eevee's Adventure; Humor; The King's Servant. **Vol. 4:** Simba's Mane; A Trip with Grandpa Chip.

**Honesty** **Vol. 1:** Anne and the Hen; Lying is Bad. **Vol. 2:** Fight Against the Dirtiness. **Vol. 3:** My Dream; What Happened to Me; Don't Pick Up Everything You See; Jada's Homework Dilemma.

**Our Dreams for the Future** **Vol. 1:** John's Dream; Wishing Upon a Star. **Vol. 2:** The Dream; I Will be Famous. **Vol. 3:** Joseph's Soccer Story; My Dream; Above It All; Be the Change. **Vol. 4:** When I Grow Up; Russell's Dream; Practice Makes Perfect; My Dreams; I Shall be a Celebrated Man; Kalisa's Friend; Uwineza's Wishes; The Amazing Happiness; I Will Be President; I Want to Become an Intelligent Woman of Science; Mary's Son; Everyone has His Talent; Amy's Dream; Don't Fail to Try; Learning to Fly.

**Taking Care of Our World** **Vol. 2:** A Beautiful Land; The Lesson of the Earth; Sun and Rain; Lee's Trees; Melody Learns to Recycle; Let's Protect Our Environment; The Importance of Agriculture; Baby Eevee's Adventure; The Forest Fairy; Belle's Mission to Change the World; Peter's Wish for Clean Fish;

Recycling for Fun; Miley is Scared of the Dark; Go Wild; Water Changes Everything. **Vol. 3:** Let Us Save Our Environment; How We Get Clean Water; Let Us Protect Our Environment; Save Our Home; Soil Protection; Be the Change. **Vol. 4:** Protect the Environment.

**Safety and Security** **Vol. 1:** Naomi Goes to Summer Camp; The Lonely Monkey; A House is Not a Home; Tommy the Bird. **Vol. 2:** Miley is Scared of the Dark. **Vol. 3:** My Big Strong House; Bad Parents and the Benefactors; Don't Pick Up Everything You See; Emma's College Adventure; Be the Change.

**Growing Up** **Vol. 1:** Naomi's Goes to Summer Camp; Good Things Come to Those Who Wait. **Vol. 4:** The Caterpillar that Wanted to Change; Be Conscious of What You Choose to Become; Accept What God has Chosen for You and Be Merciful; Learning to Leap; Learning to Fly.

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