

# English

## Primary 1

# Pupil's Daily Reader



**USAID**  
FROM THE AMERICAN PEOPLE

LES Academy



Learning  
transforms  
lives.

LES

# Digital Library

Learn English Steps

**English**  
Primary 1  
**Pupil's Daily Reader**



**LES** Academy

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*This publication is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Education Development Center (EDC) and do not necessarily reflect the views of USAID or the United States Government.*



# Foreword

The present book, “English Primary 1 Pupil’s Daily Reader” was produced in 2015 by Rwanda Education Board (REB) and funded by United States Agency for International Development (USAID) through the Literacy, Language and Learning Initiative (L3). The aim of this book is to enhance the English language culture among Primary 1 children during their lower level of primary education. This will allow them to grow up with the language skills that are fundamental for quality education, including reading, writing, listening and speaking.

This book will help learners acquire the above English language skills, which will be developed progressively through exercises that are found in each lesson. The book was written following an approach that progresses from simple to more complex concepts and vocabulary during the learning process. This approach will help the learner in his/her daily learning activities and situations as he/she develops effective English language skills and knowledge. It is supplemented with audio lessons that will especially enhance the learner’s ability to listen and speak in English.

The book was written based on research carried out in education on effective teaching and learning with learner-centered methodologies that encourage children to actively read, write, listen and speak.

It is hoped that children who will learn using this book and the related audio materials will grow up having basic English language skills and knowledge, which hopefully they will be able to apply in their environment and surroundings.

It is in this regard that people with various English language education capabilities and specialties were involved in the design and development of this book to ensure its success in contributing to teaching and learning inside and outside of the classroom.

We therefore sincerely thank all of the people who have participated in the writing and editing of this book. They are meant to help children to develop English language skills at the early stage of their learning process. We also request people who read this book to give their ideas for its improvement for the eventual benefit of its future users.

**Janvier I. Gasana**

Director General of Rwanda Education Board (REB)



# Supporting your child's learning



## Note to parents and family members

This note provides information to parents and family members about this book. The word “parents” refers to parents, guardians, and caregivers who help children learn to read and write.

Reading with children in the early years encourages a positive attitude towards books and reading. It also provides an opportunity for children to think of themselves as successful readers. You can help your child become a good reader – and enjoy reading – by asking him/her to read out loud to you, to a family member, or to a neighbour. By

doing so, you will show your child that learning to read is important. You will also help him/her to develop his/her reading and writing skills. With regular practice, your child will develop fluency in reading and writing. Reading with your child at home will help him/her in all learning areas at school.

Please insist that your child brings home a reader from school every day. Set aside at least **15 minutes** each day for your child to read the weekly story.

Before reading, talk about the title and the picture and discuss what the book may be about. During reading, discuss what has been read up to that point and predict what might happen next. After you have finished with your child, talk and ask questions about the story and the pictures. If your child comes across a word he/she doesn't know, use the “pause, prompt and praise” technique:

**Pause** – Wait a few seconds and give your child enough time to think. Often he/she will work it out.

**Prompt** – If he/she doesn't know the word, try the following:

- Look at the letters and sounds in the word.
- Look for clues in the pictures.
- Go back to the beginning of the sentence.
- Read the sentence again.





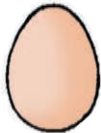


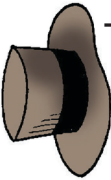
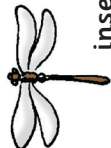









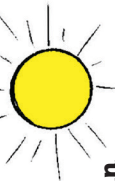
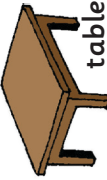






**Praise** – Provide praise for getting the word right and/or trying hard.

In addition, you can help your child complete the activities at the end of each story to check if your child is making progress. Remember everyone learns at a different pace, but everyone will learn. It just takes time, practice and support. Whenever and wherever possible, encourage your child and show that you have confidence in his/her abilities.

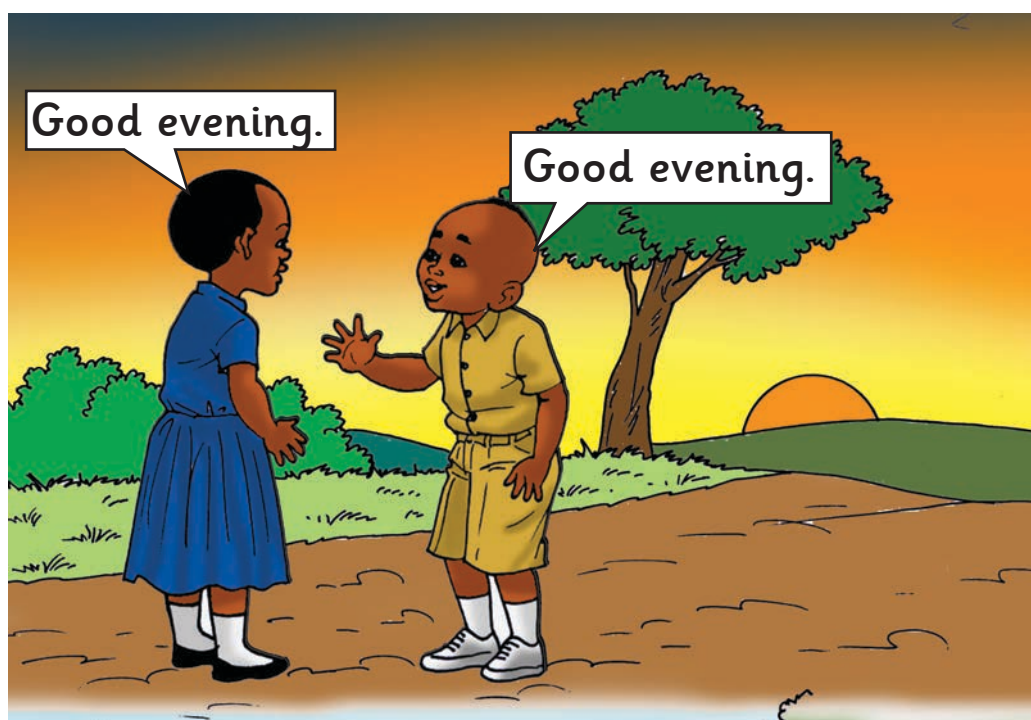
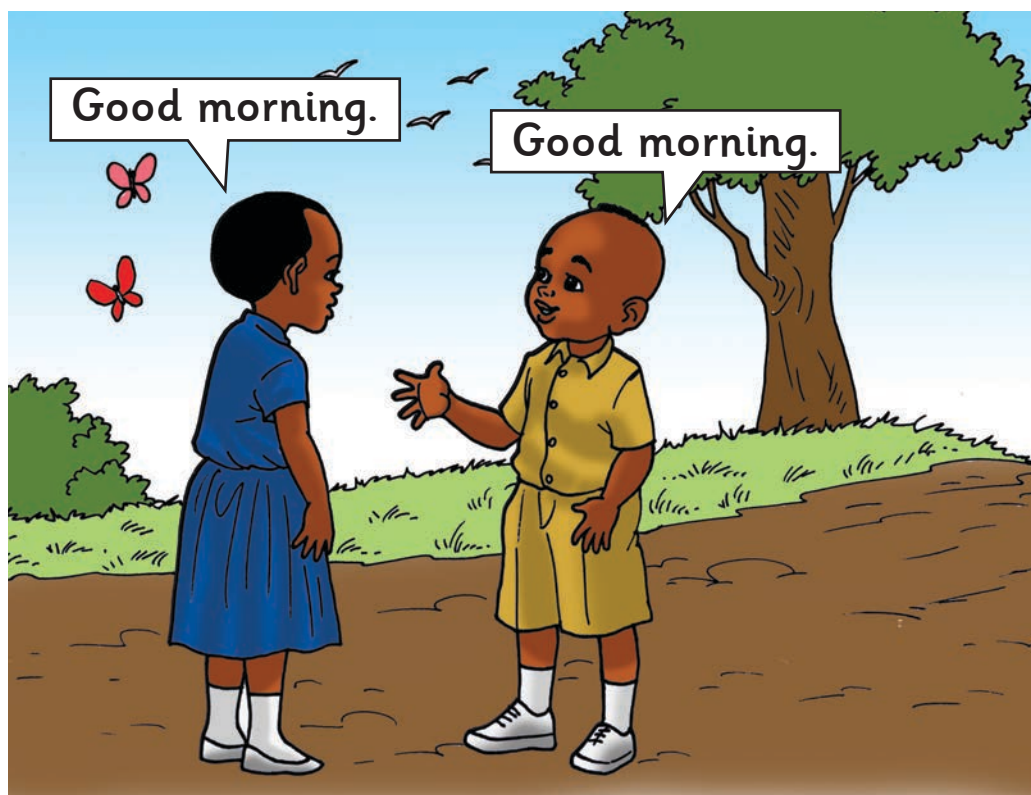
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# Alphabet chart

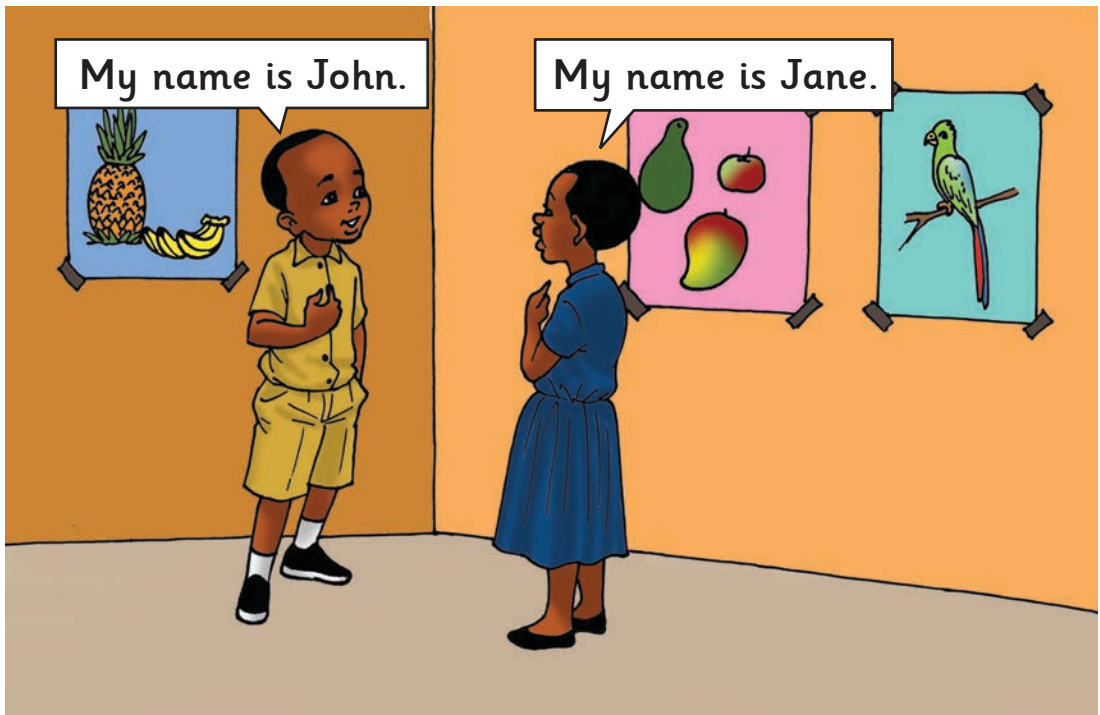
|  |  |  |   |  |  |
|--|--|--|---|--|--|
| <b>A</b><br>a<br><br>ant    | <b>B</b><br>b<br><br>ball   | <b>C</b><br>c<br><br>cat      | <b>D</b><br>d<br><br>dog | <b>E</b><br>e<br><br>egg    | <b>F</b><br>f<br><br>fish   |
| <b>G</b><br>g<br><br>goat   | <b>H</b><br>h<br><br>hat    | <b>I</b><br>i<br><br>insect   | <b>J</b><br>j<br><br>jug | <b>K</b><br>k<br><br>key    | <b>L</b><br>l<br><br>lamp   |
| <b>M</b><br>m<br><br>monkey | <b>N</b><br>n<br><br>nest   | <b>O</b><br>o<br><br>ostrich  | <b>P</b><br>p<br><br>pig | <b>Q</b><br>q<br><br>queen  | <b>R</b><br>r<br><br>rabbit |
| <b>S</b><br>s<br><br>sun    | <b>T</b><br>t<br><br>table  | <b>U</b><br>u<br><br>umbrella | <b>V</b><br>v<br><br>van | <b>W</b><br>w<br><br>window | <b>X</b><br>x<br><br>x-ray  |
| <b>Y</b><br>y<br><br>yam   | <b>Z</b><br>z<br><br>zebra |  |   |  |  |

# Unit 1. Greeting people





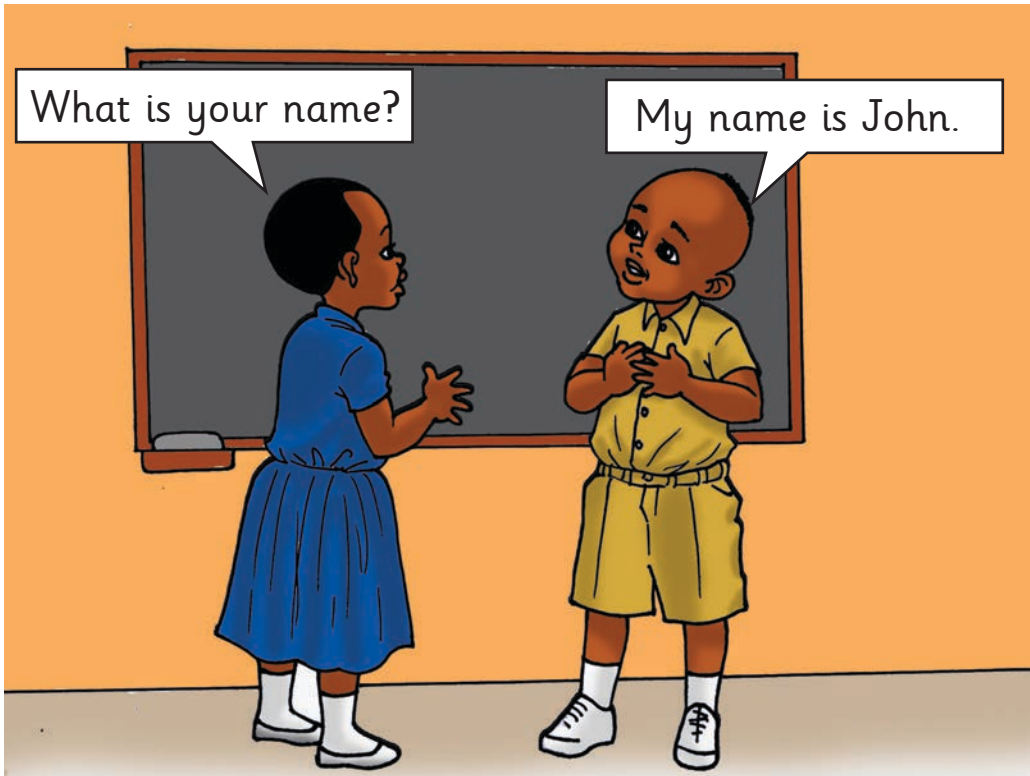
# Introducing oneself and others



# Introducing oneself and others

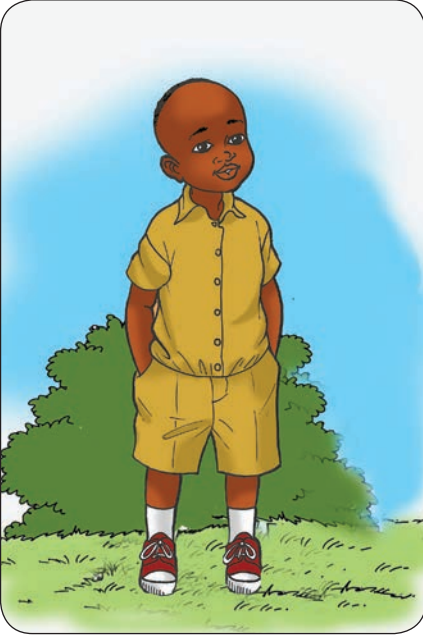


# Introducing oneself and others





# Giving and following instructions



stand



sit

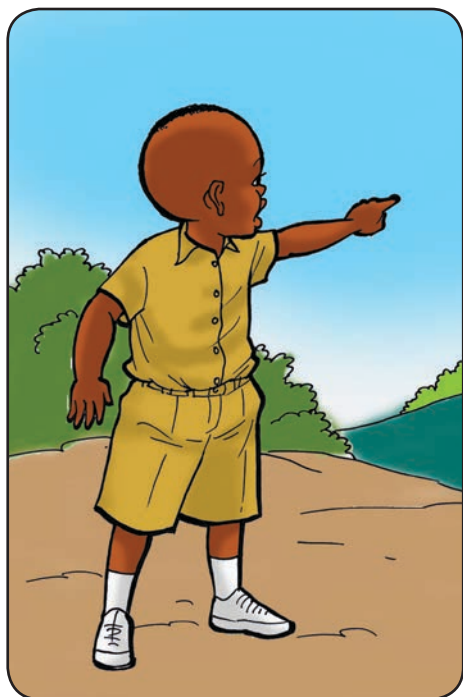


clap



listen

# Giving and following instructions



look



speak

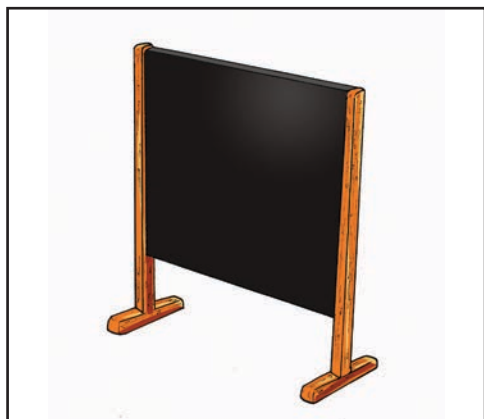


sing

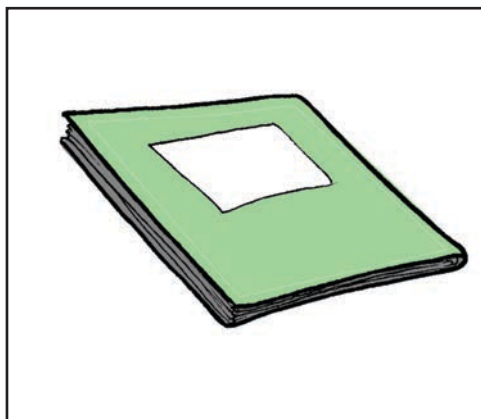


jump

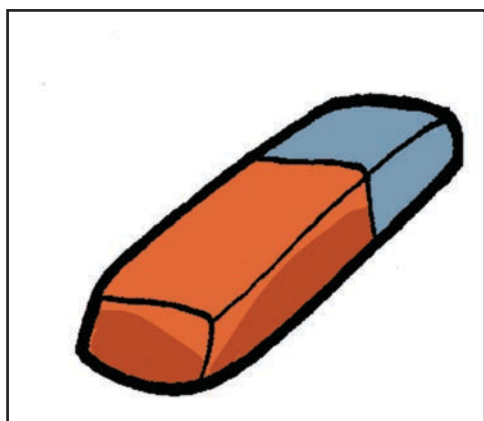
## Unit 2. Describing classroom objects



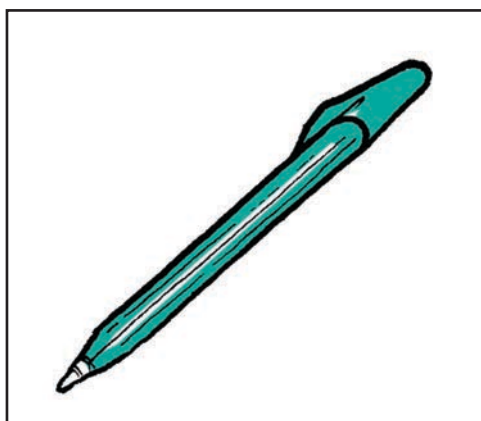
blackboard



notebook



rubber



pen

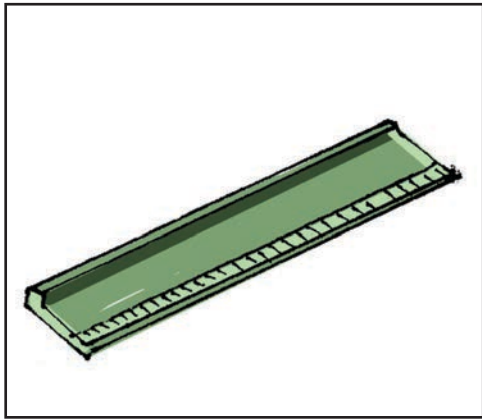


table

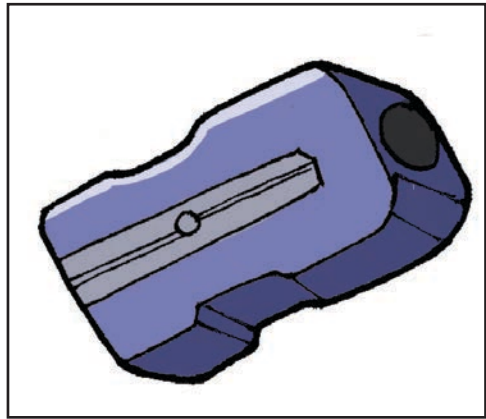


bag

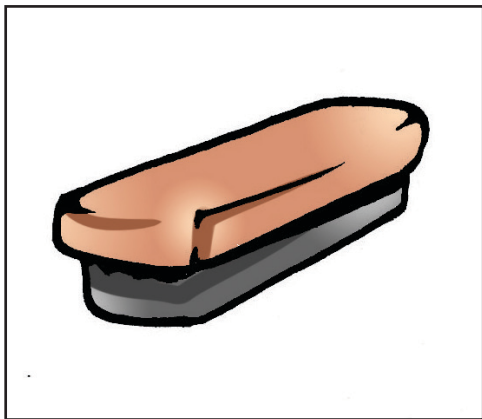
# Describing classroom objects



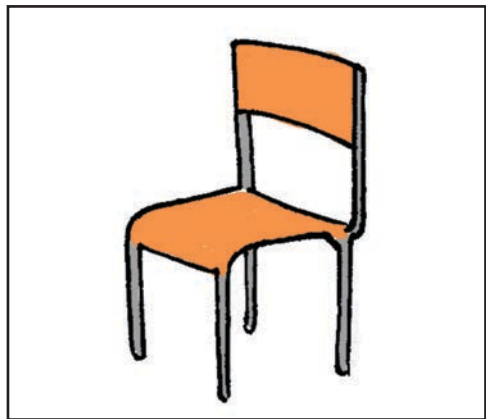
ruler



sharpener



duster



chair

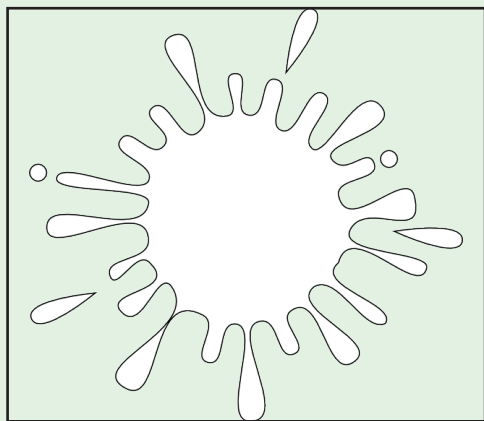


cupboard

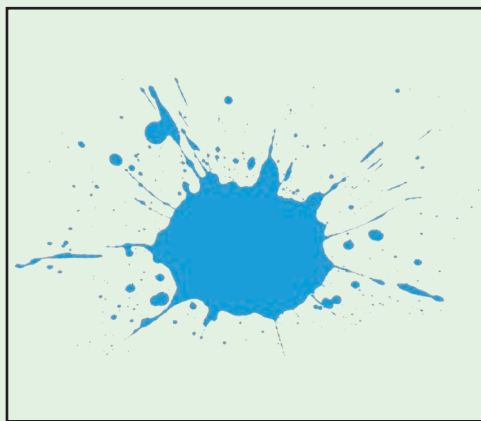


desk

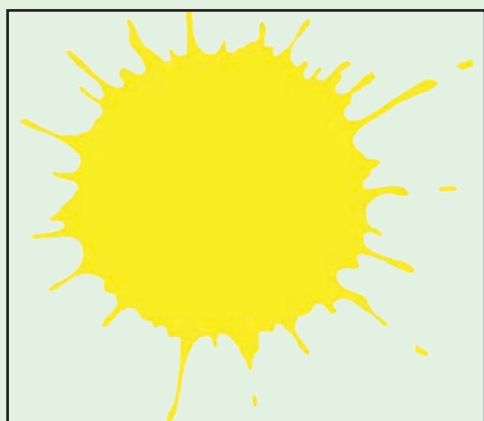
# Describing colours



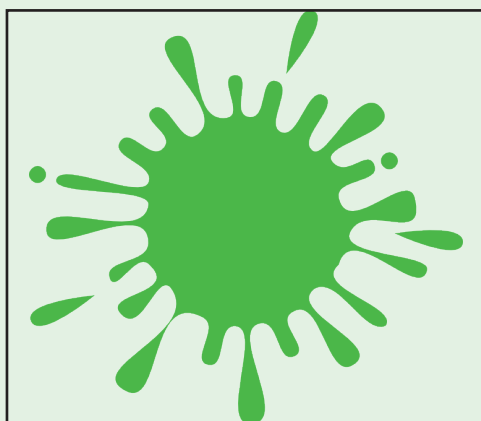
white



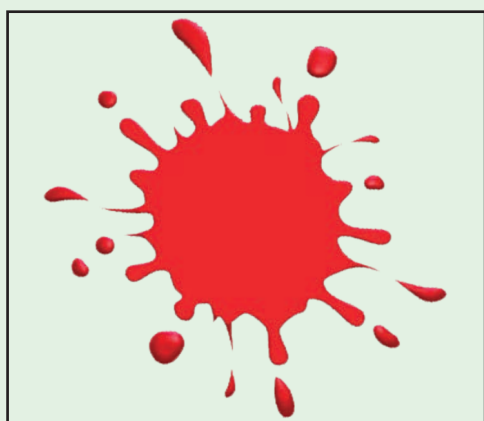
blue



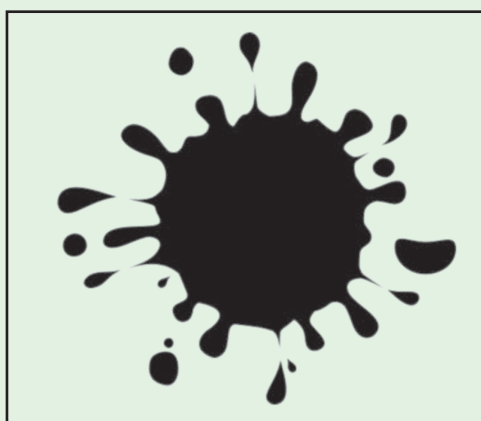
yellow



green



red



black

# Describing colours



red pen



black pen



blue pen



blue pens



red pens



black pens



# What can you see?



## Unit 3. People at home and school



### My family

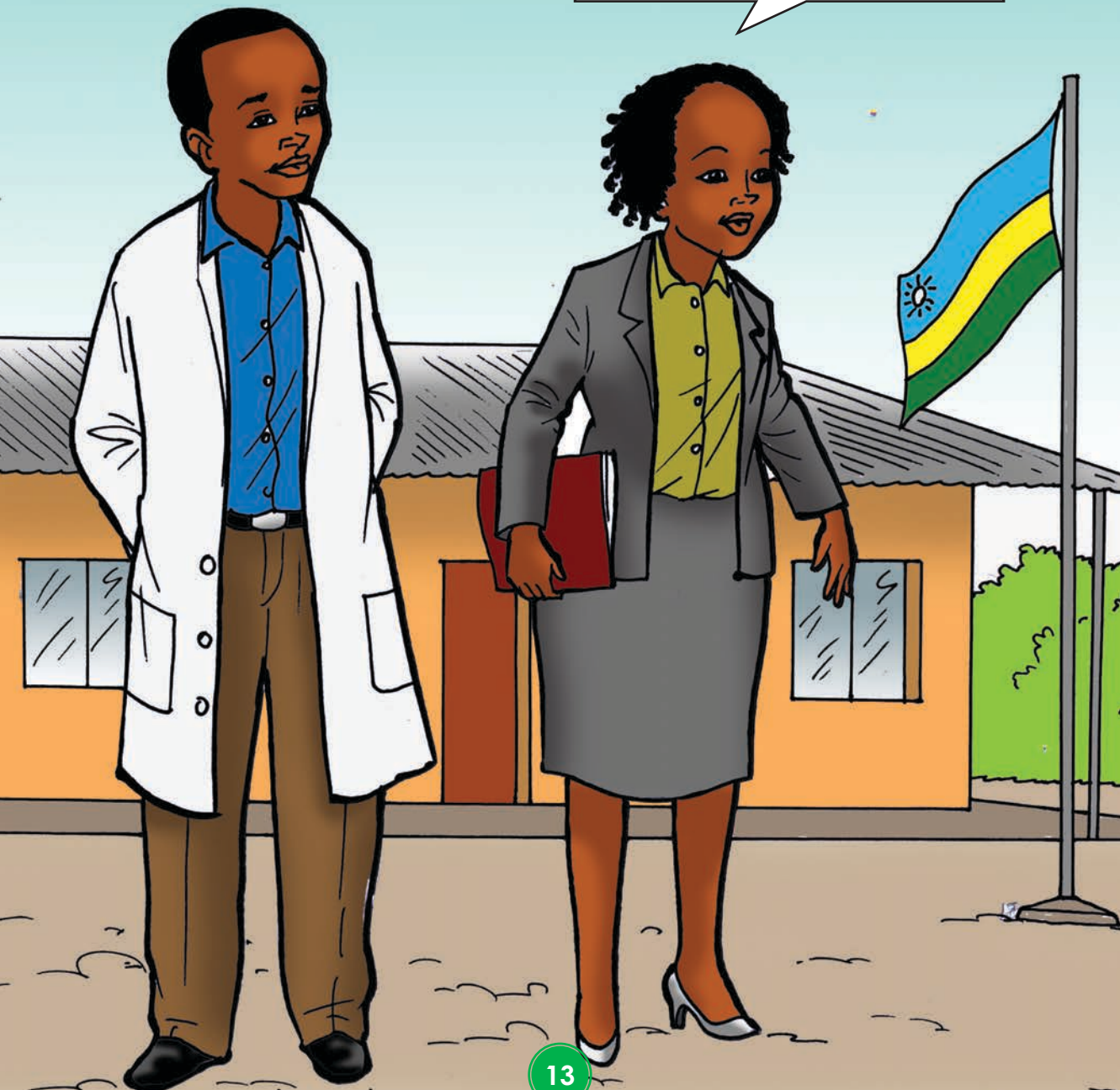
father      mother      brother      sister  
grandfather      grandmother



# People in school

I am a teacher.

I am a headteacher.



# Numbers 1 — 20

1 

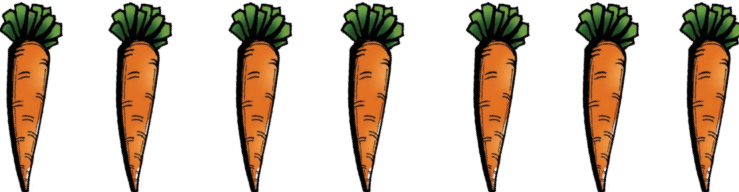
2 

3 

4 

5 

6 

7 

8 

# Numbers 1 — 20

9



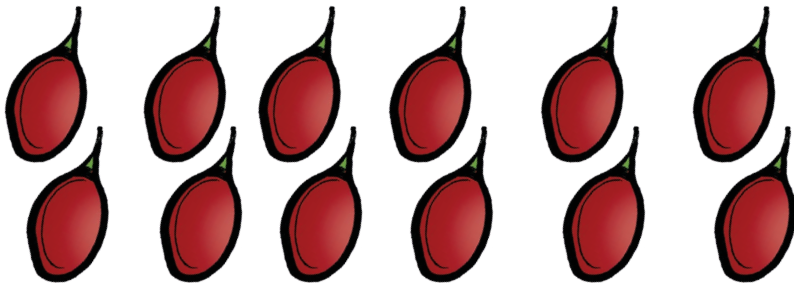
10



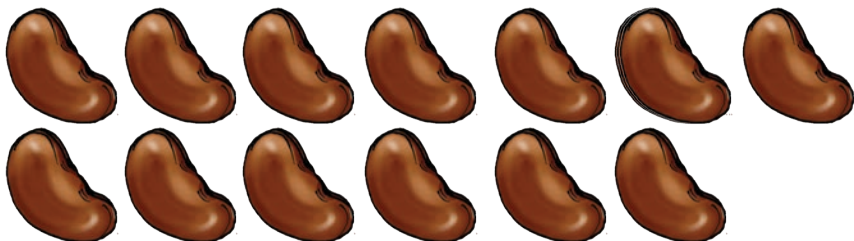
11



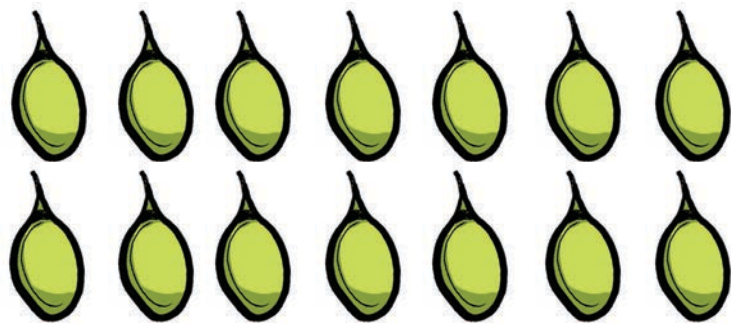
12



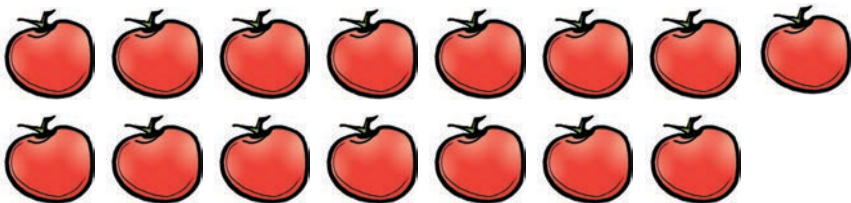
13



14



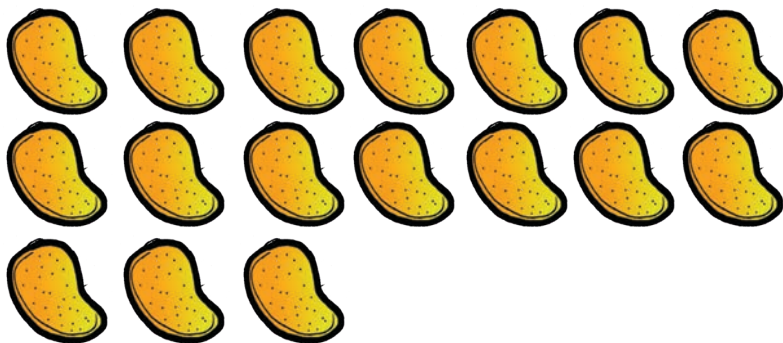
15



16

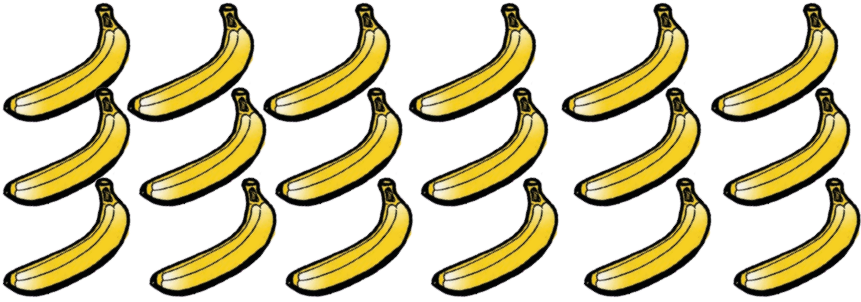


17

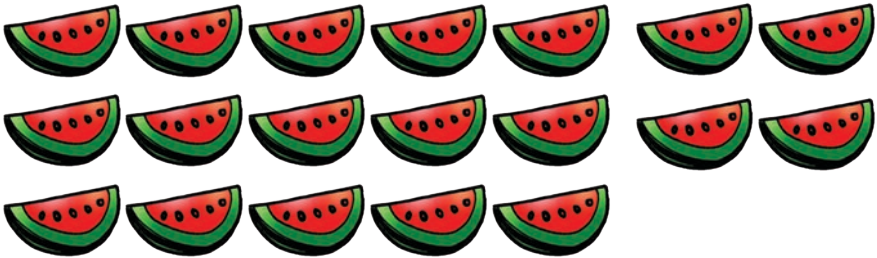


# Numbers 1 — 20

18



19



20



# The English alphabet – lowercase

a b c d e f

g h i j k l m

n o p q r s t

u v w x y z

# The English alphabet – uppercase

A B C D E F

G H I J K L M

N O P Q R S T

U V W X Y Z

## Unit 4. Body Parts and Clothes

boy



I am a boy.

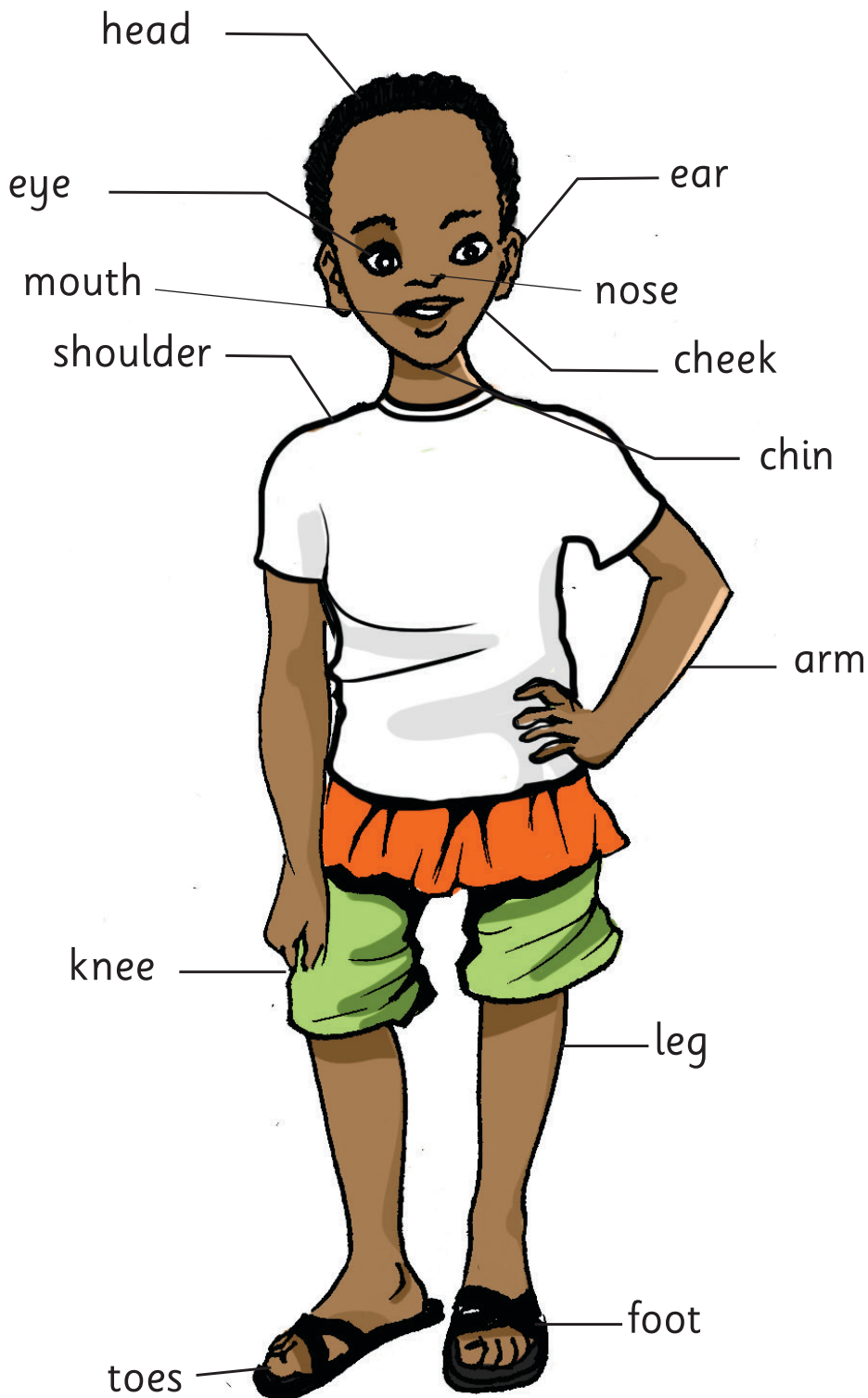
girl



I am a girl.



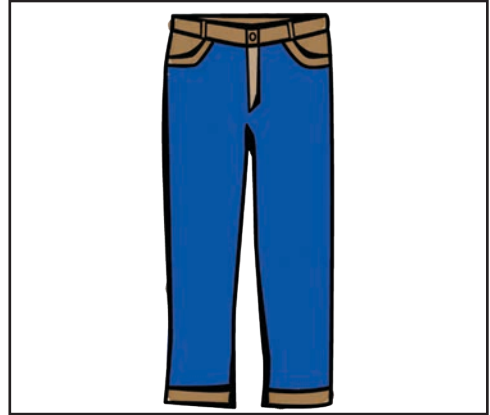
# Describing parts of the body



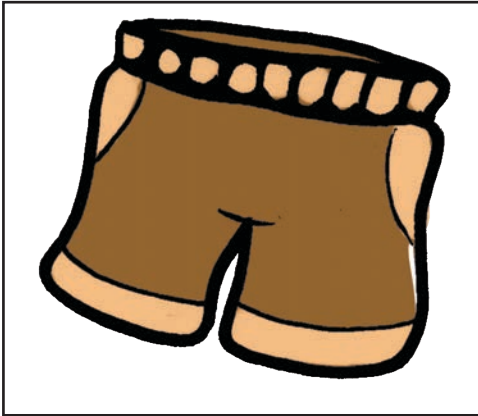
# Describing clothes



sweater



trousers



shorts



belt



socks



shoes

# Describing clothes



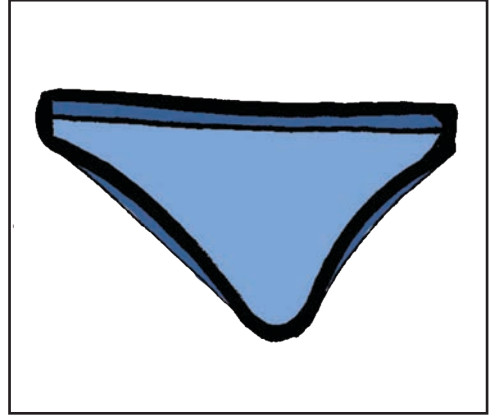
shirt



t-shirt



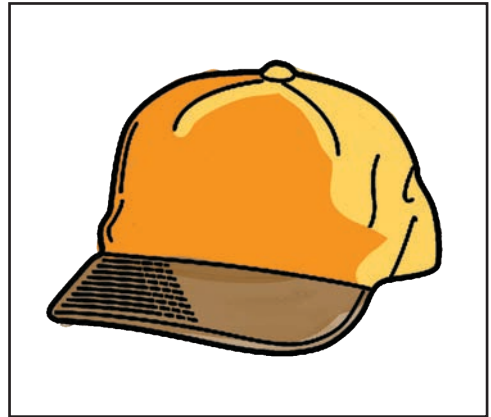
dress



underwear

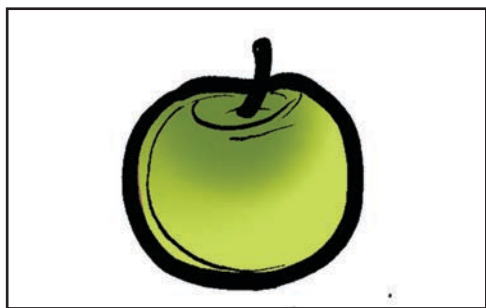


jacket

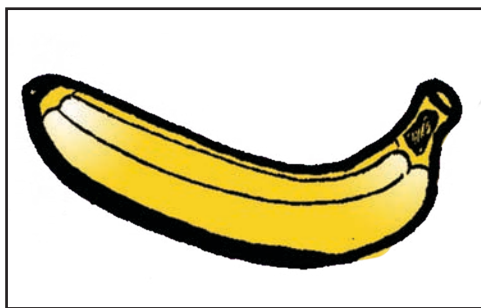


cap

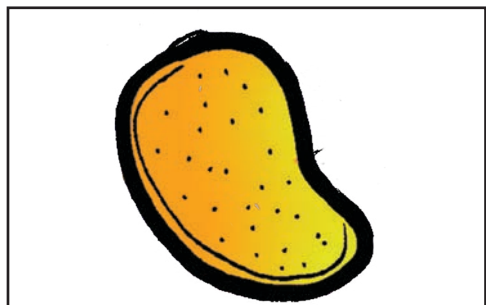
## Unit 5. Describing food



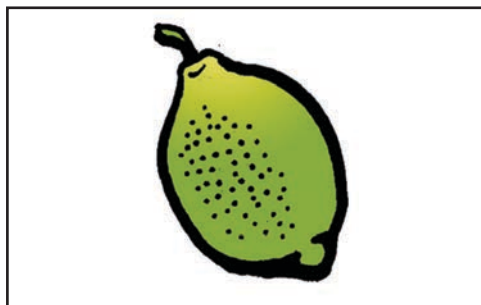
apple



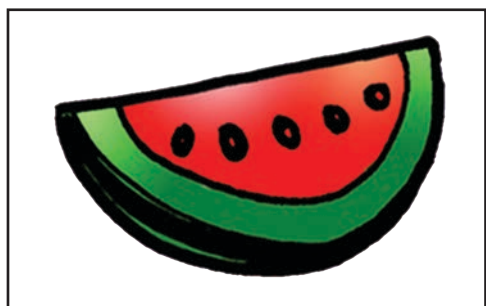
banana



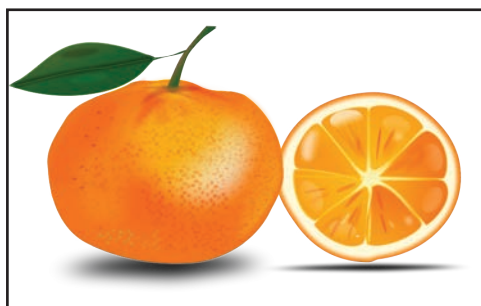
mango



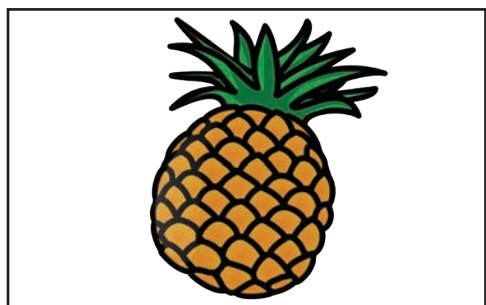
lemon



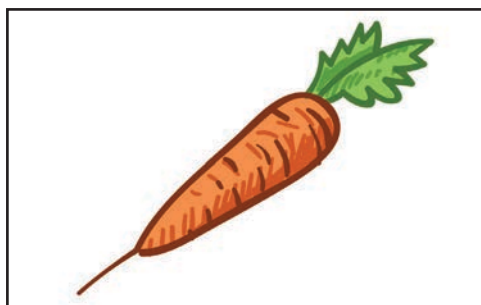
melon



orange



pineapple



carrot

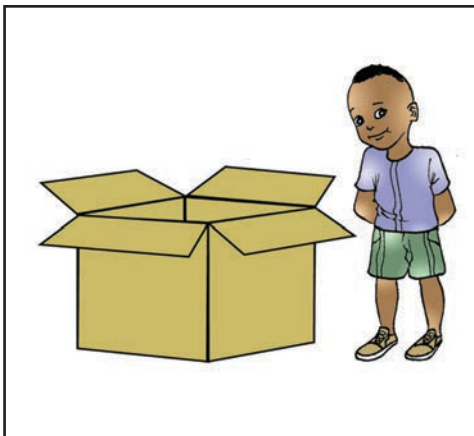
## Unit 6. Describing position



in front of



under



next to



behind



in



between



## Unit 7. Home



living room



bedroom



washroom

# Household objects



table



pot



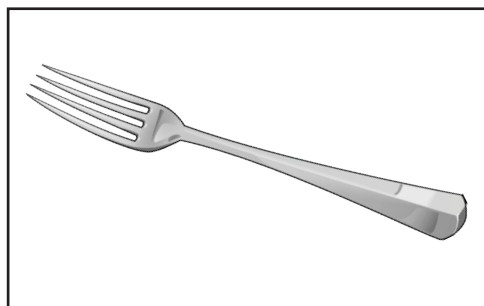
chair



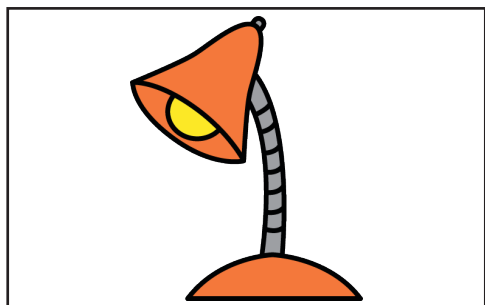
plate



cup



fork

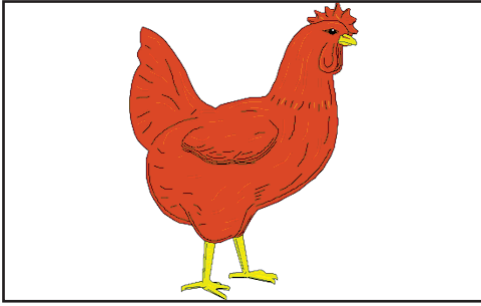


lamp

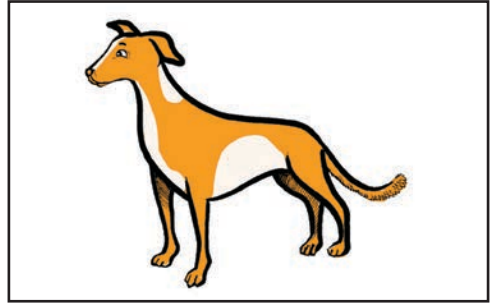


bed

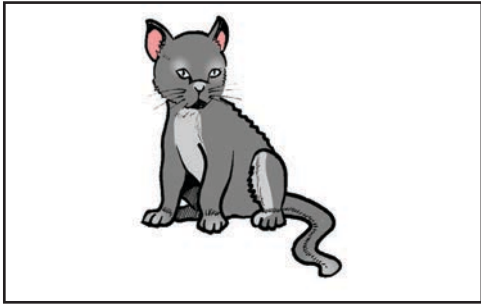
## Unit 8. Domestic animals



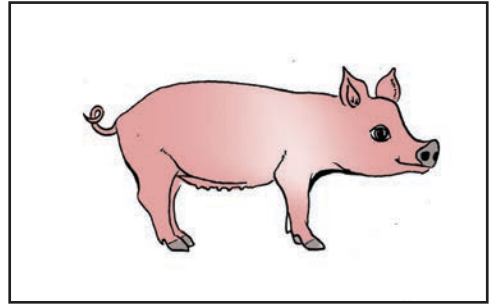
chicken



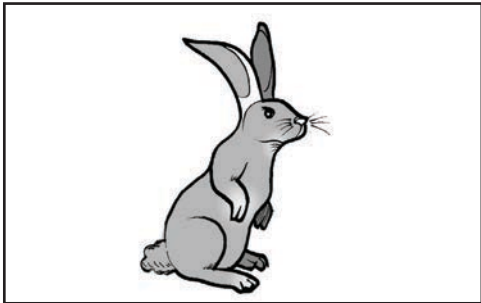
dog



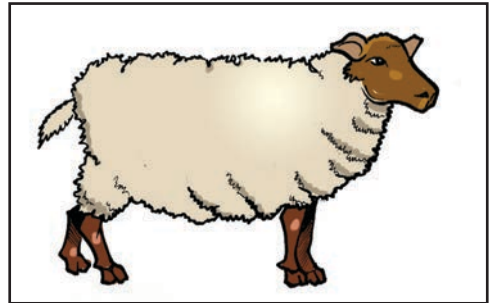
cat



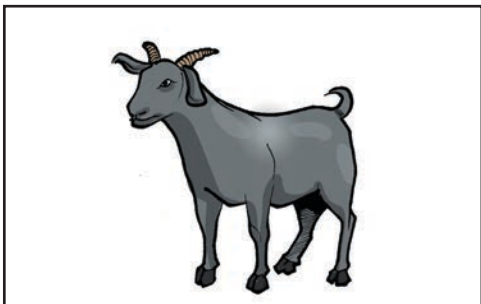
pig



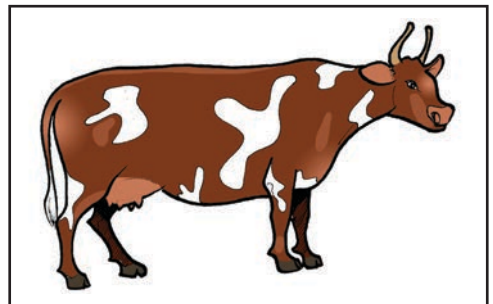
rabbit



sheep



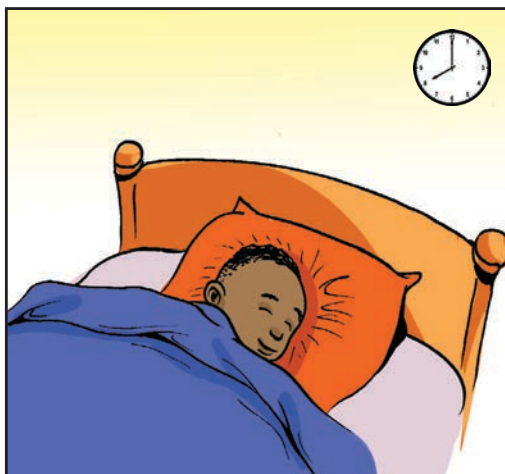
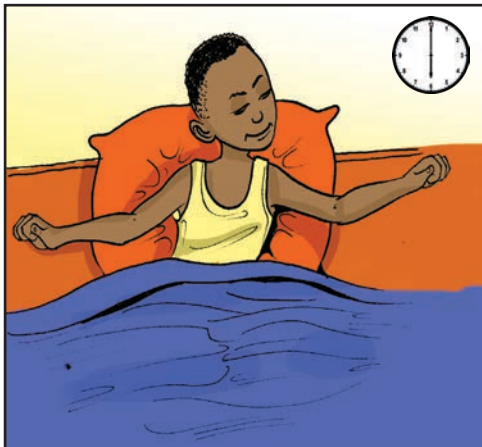
goat



cow



## Unit 9. Daily activities



# Telling the time



**What time is it?**

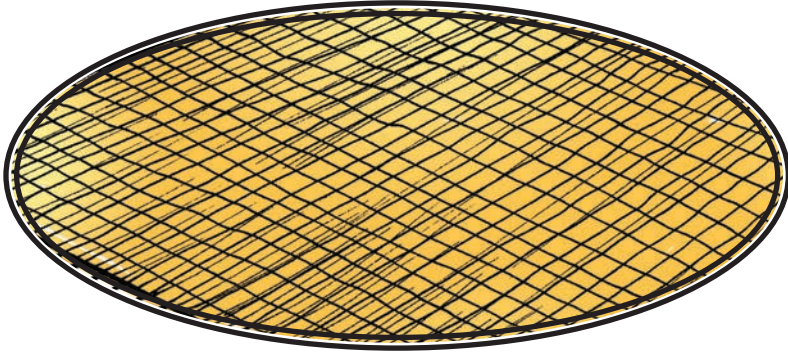
**It is 3 o'clock.**

## Unit 10. Story telling

Sam



Sam



A mat



Sam sat



Tam sat



A rat



Oh no!



Sam!



Sight word:

no

Read these words:

rat

bat

hat

ham

ram

dam

Complete the words:



r\_t

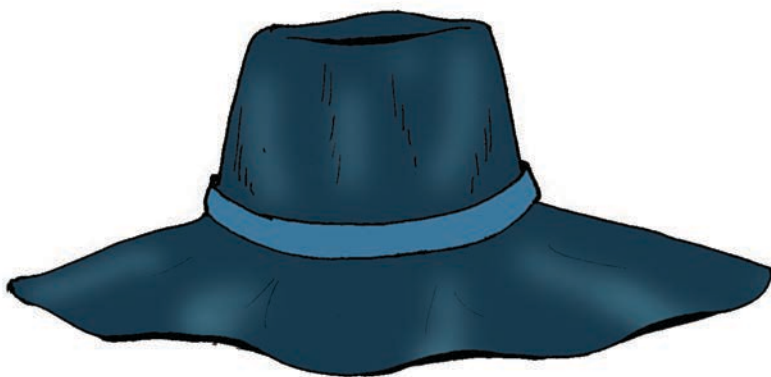


S\_m

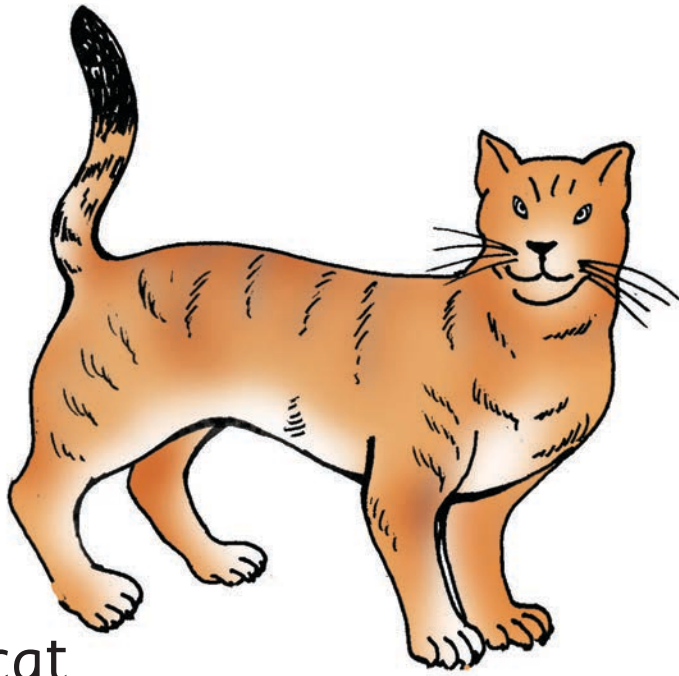


T\_m

# The Hat



Nat



The cat



The hat



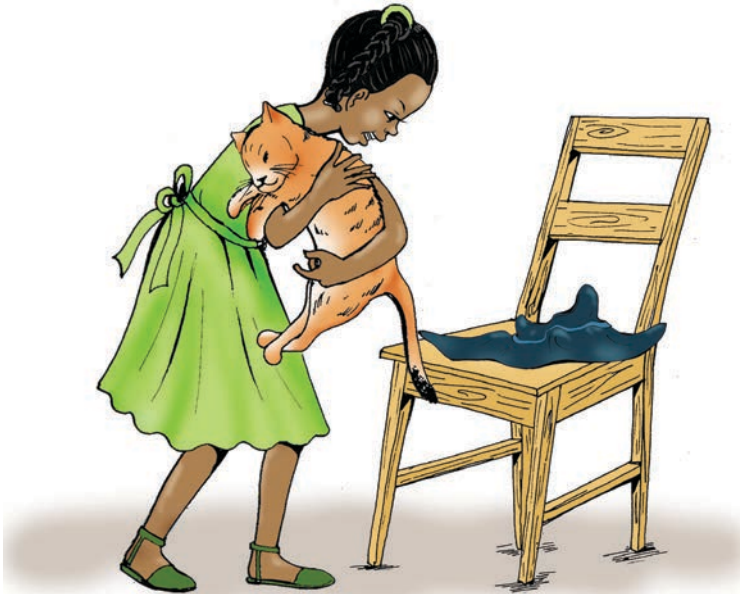
Cat sat



Nat has a cat.



Nat sat



Oh no! The hat!

Sight word:

the

Read these words:

cat

hat

mat

dad

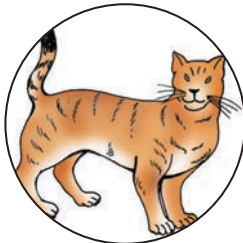
mad

sad

Complete the words:



N\_t



c\_t



h\_t



# Hot Dog



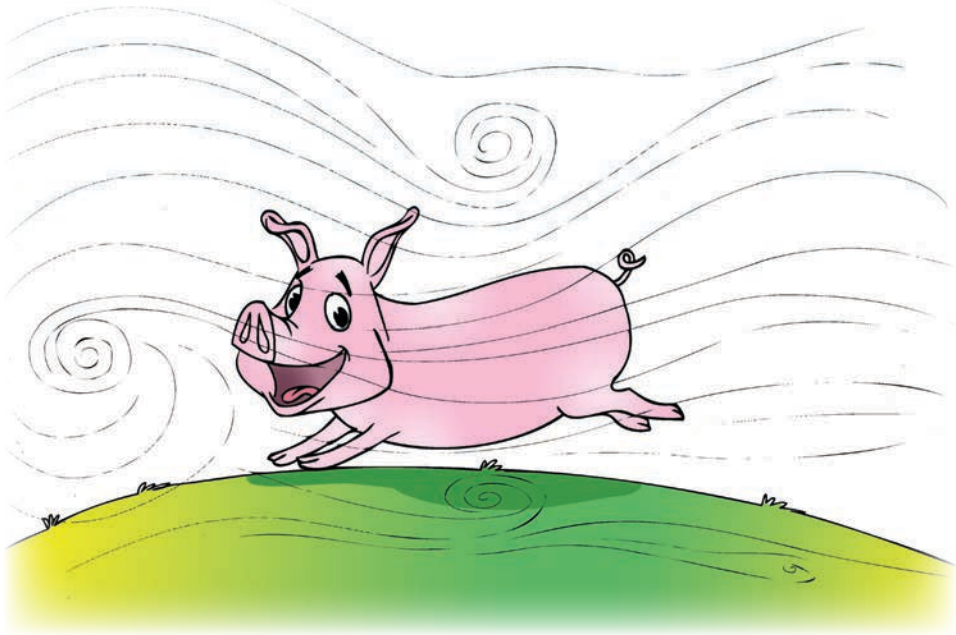
A dog in fog.



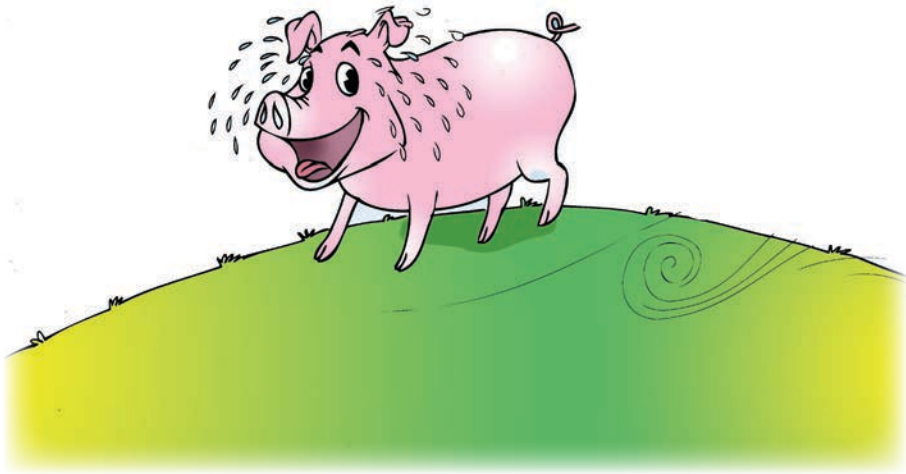
A hog in fog.



Dog runs



Hog runs



Hog gets hot



Dog gets hot



A hot dog



Sight word:

ran

Read these words:

log

fog

dog

pot

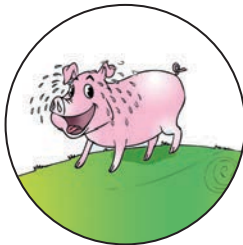
not

tot

Complete the words:



d\_g

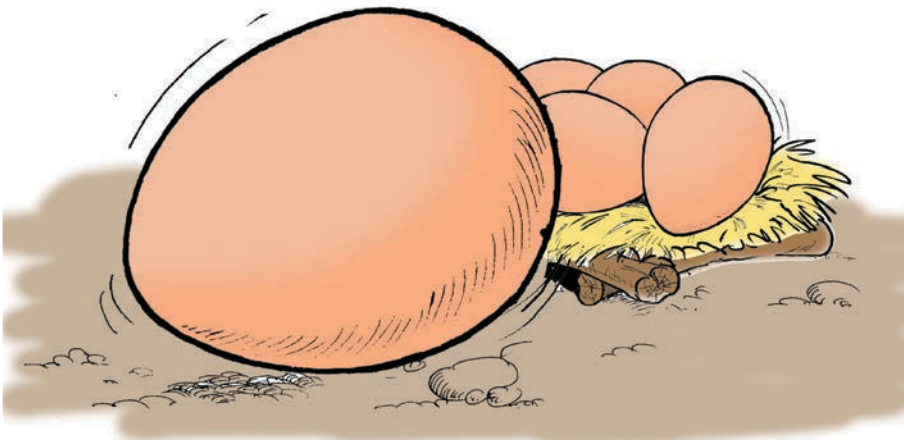
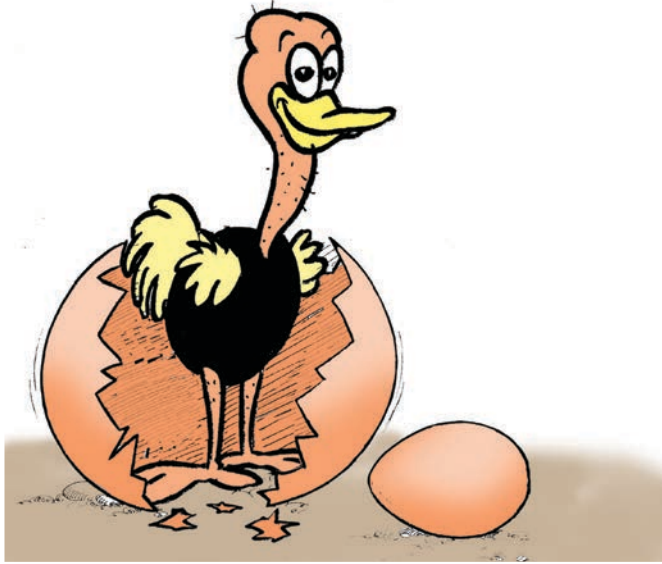


h\_g



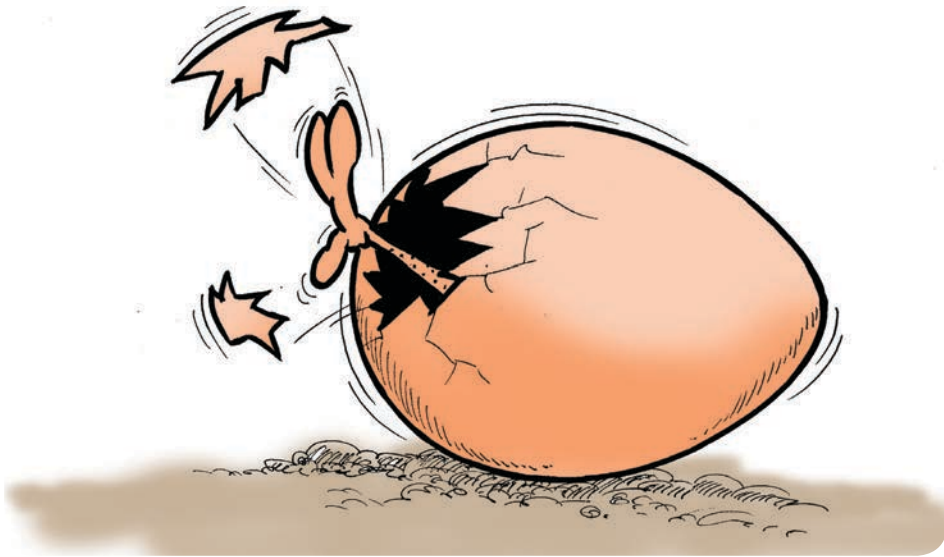
h\_t d\_g

# Peg

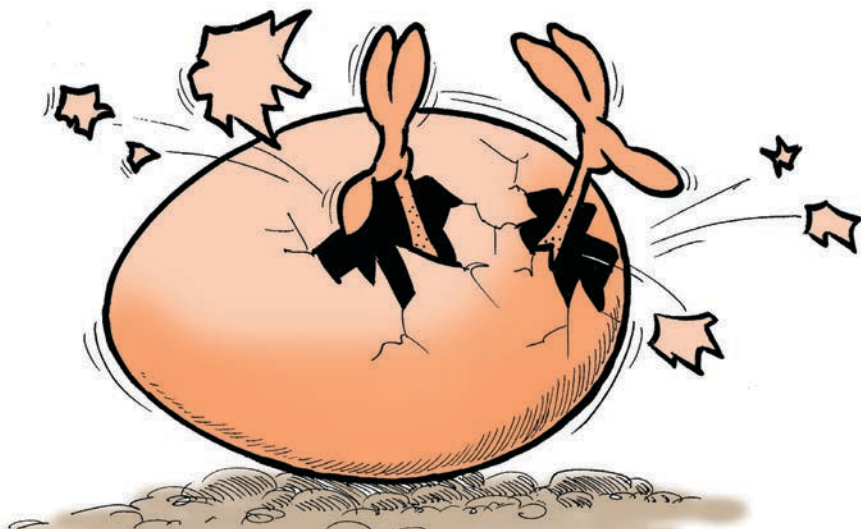


An egg

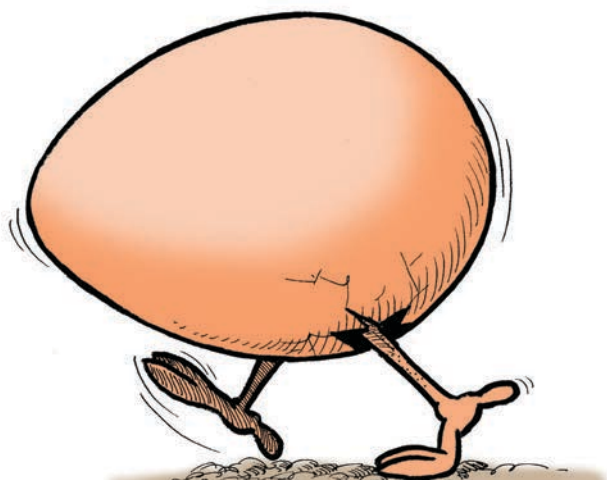




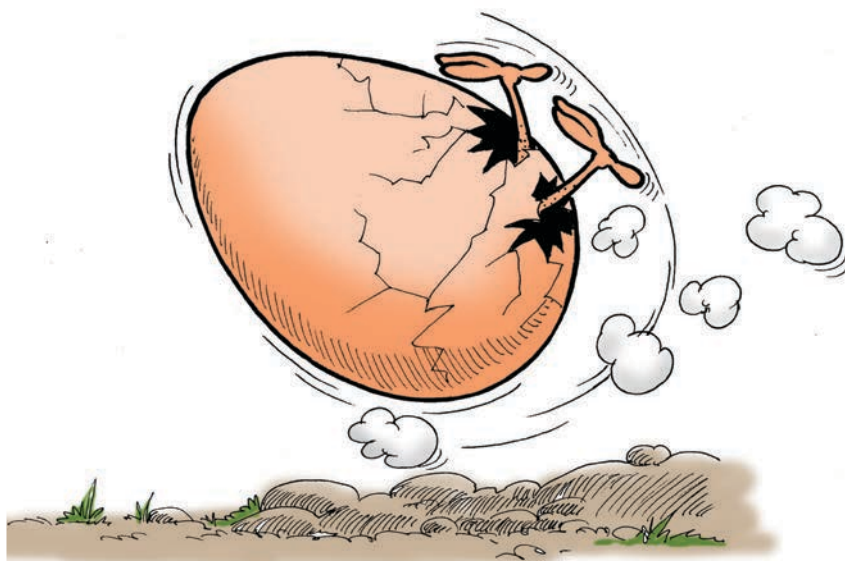
A leg



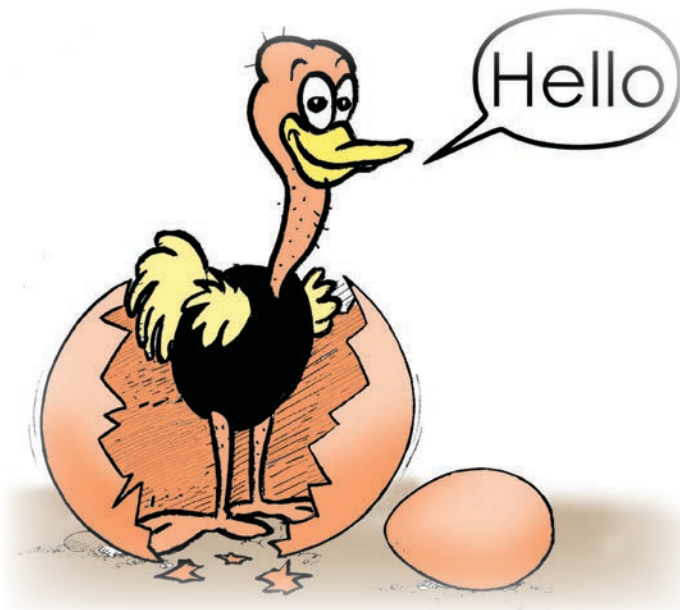
Two legs



Go egg!

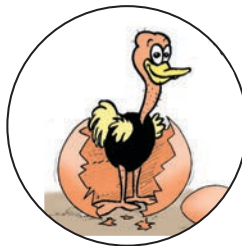


Oh no! Egg

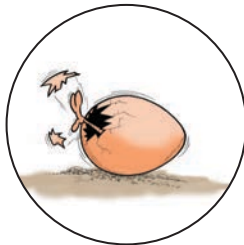


Hello, Peg

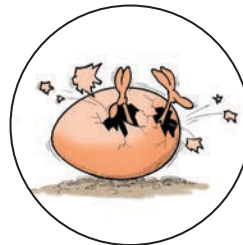
Complete the words:



P\_g



A l\_g



Two l\_gs

# The Pet



Jed



The pet



Jed and pet



Oh no! Pet

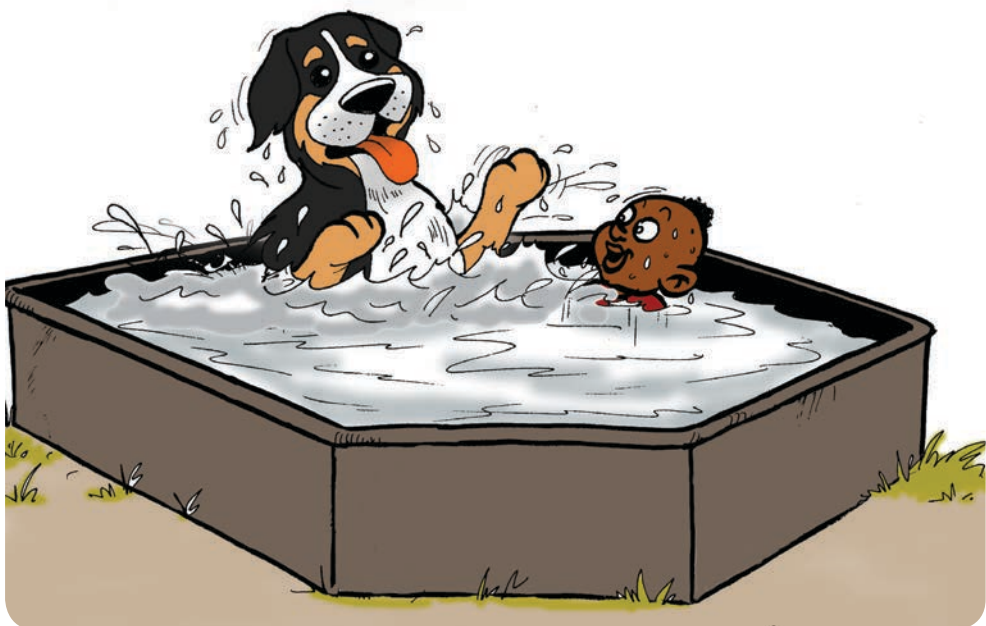


Get the pet





Pet is wet



Jed is wet

Sight words:

and

Complete the words:



J\_\_d



p\_\_t

Read these words:

pet      wet      and

Complete the sentences using the words.

Jed      \_\_\_\_\_      pet.

\_\_\_\_\_      is      wet.

Jed      is      \_\_\_\_\_.

# Dig



Kim



Jim is big



Kim digs



Big Jim digs



Dig dig dig



Rip!



Jim sits





Kim wins

Sight word:

is

Complete the words:

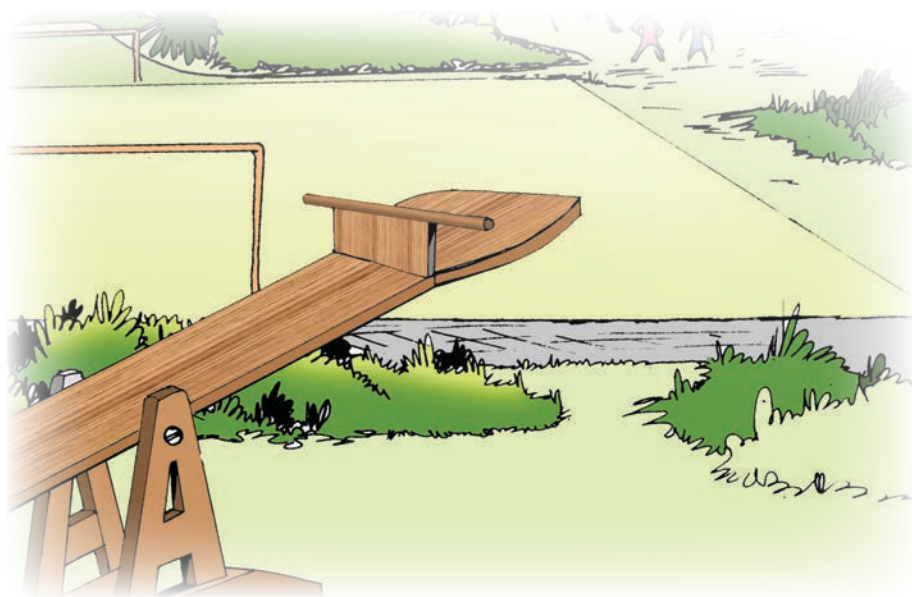
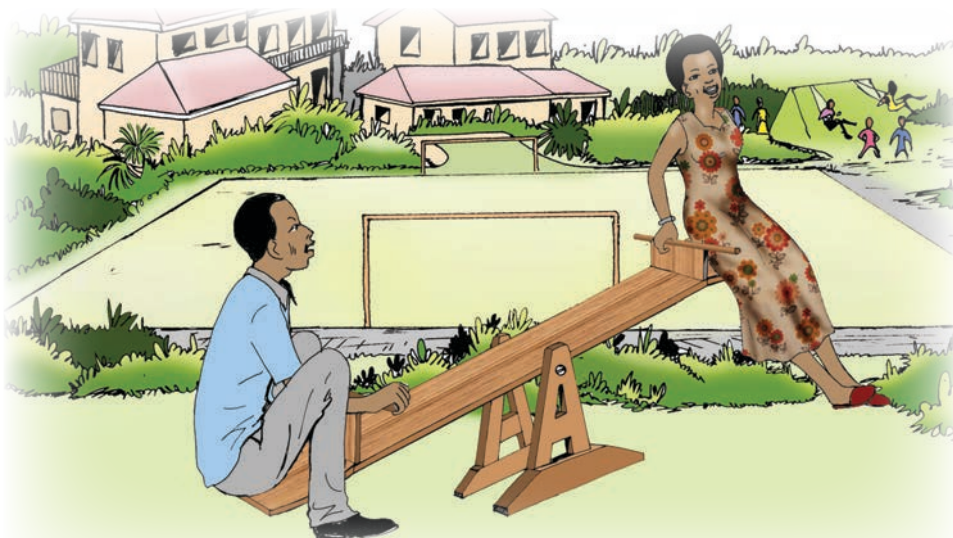


B\_g J\_m.

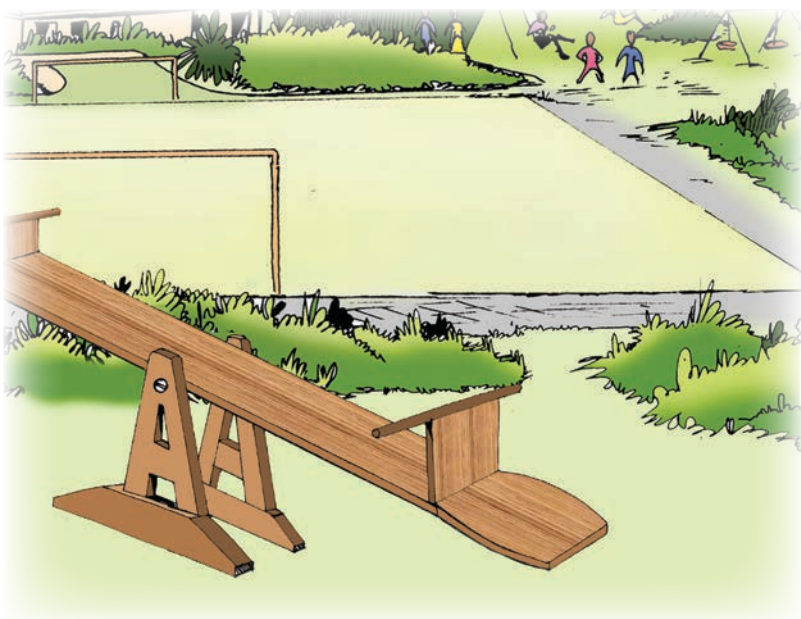


K\_m d\_gs.

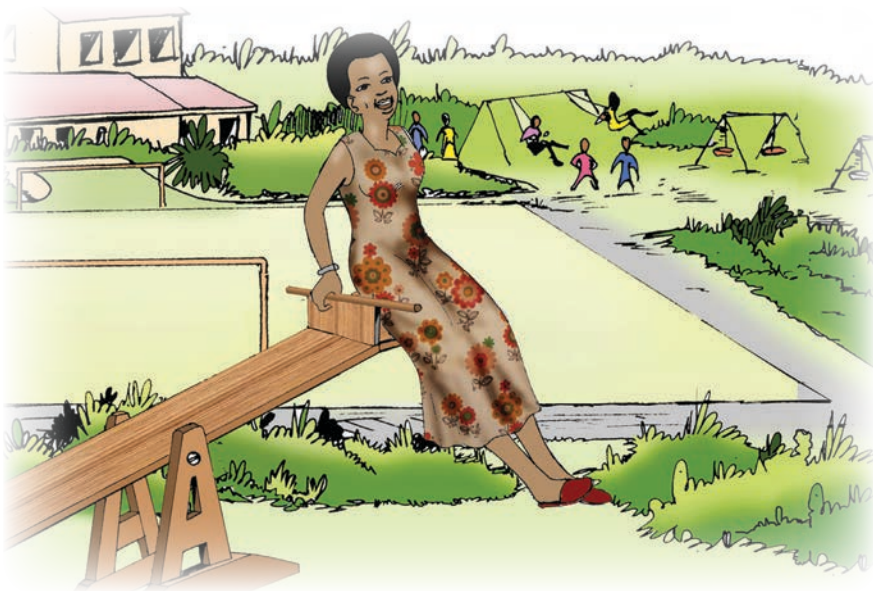
# Up and Down



Up

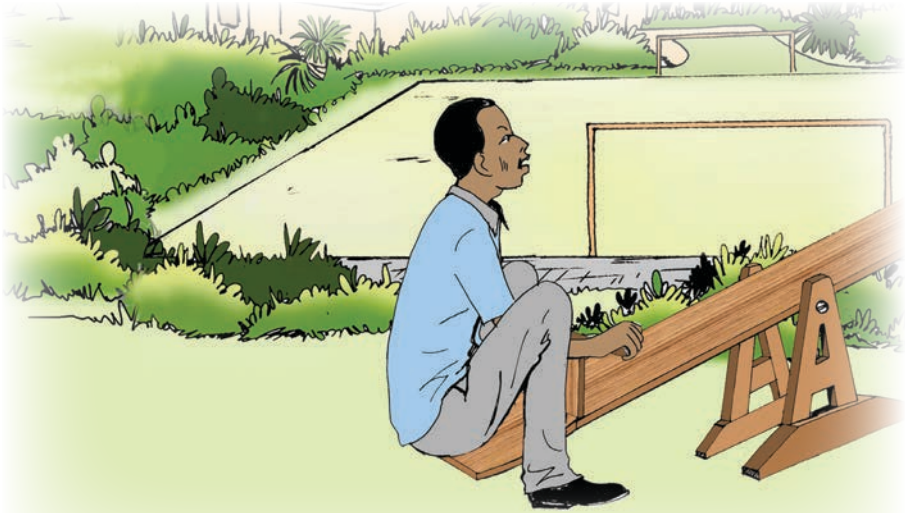


Down

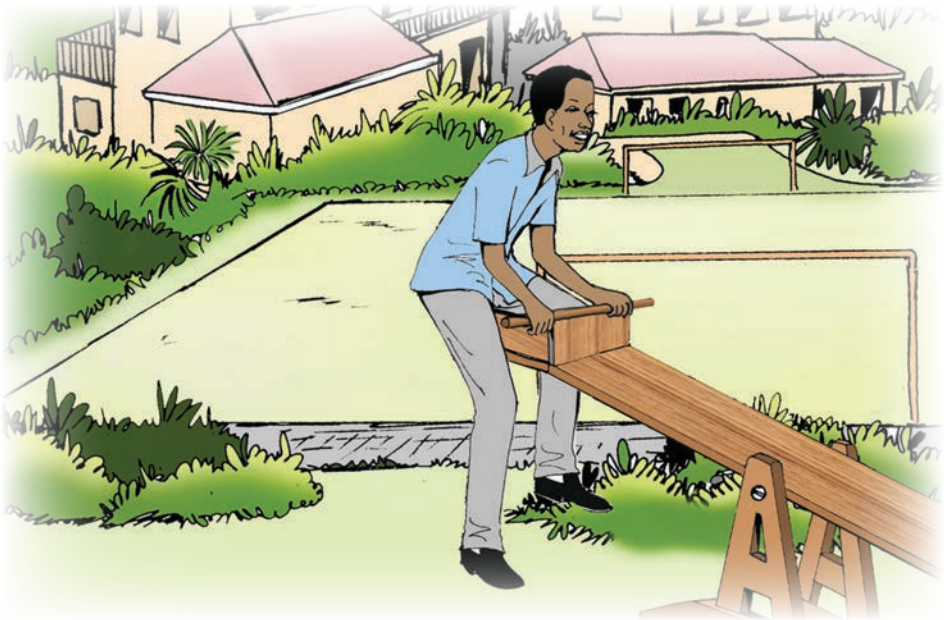


Mum is up

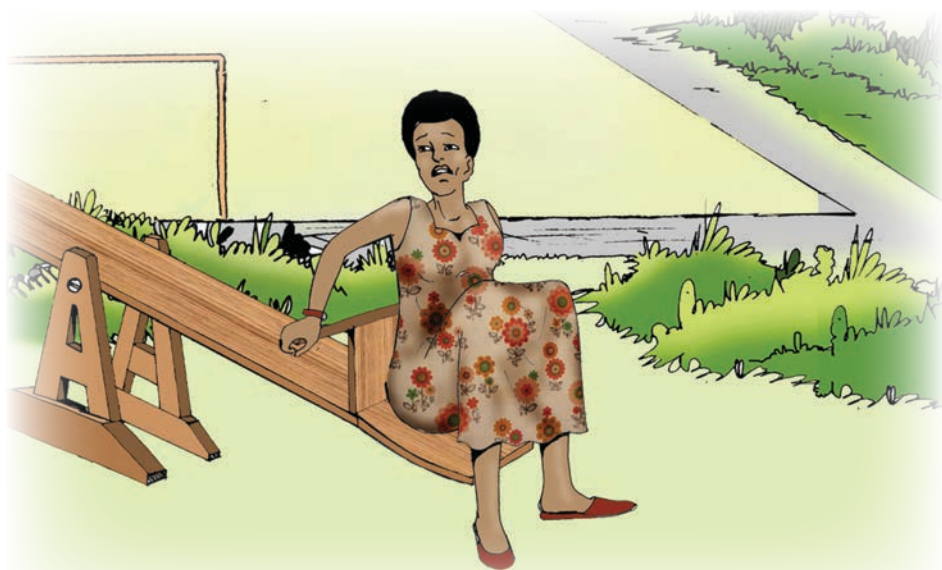




Dad is down



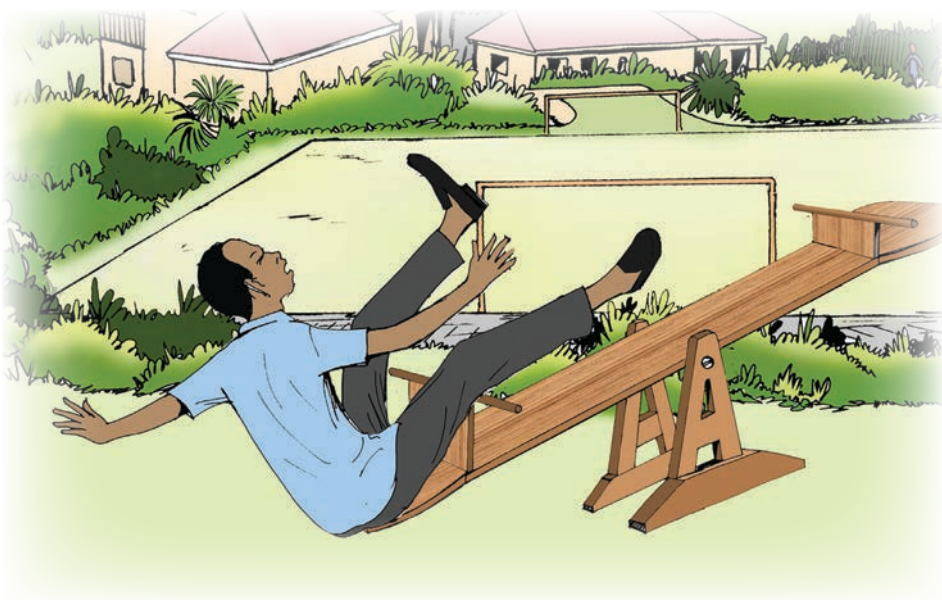
Dad is up



Mum is down



Mum jumps



Dad goes down

Sight word:

down

Complete the words:



\_\_p



m\_\_m



j\_\_mp



# Get in the Tub



The kid



The kid sits.



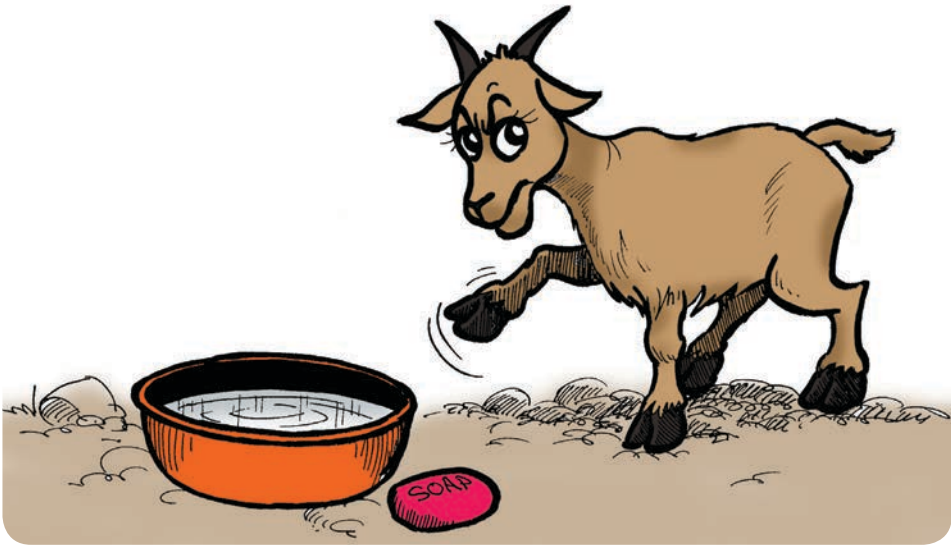
The kid runs.



The kid digs.



Oh no! Kid.



Get in the tub!



Rub in the tub.



The kid hugs.

Sight word:

in

Complete the words:



h\_\_gs



k\_\_d



r\_\_b



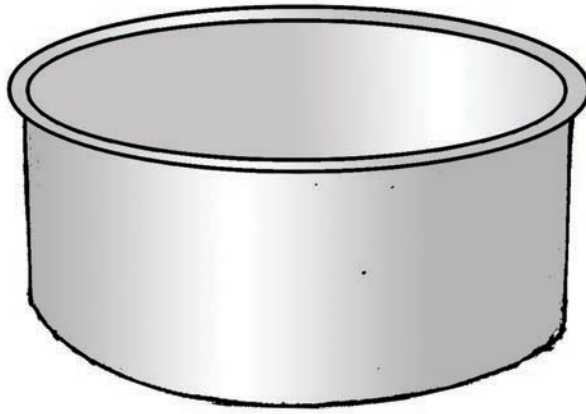
s\_\_ts

# Liz and a Pot



Liz





A pot



Liz has a pot.



This pot is hot.



Liz is not hot.



This is a lot.



Get up! Liz.



Liz is hot.

Sight word:

this

Read these words:

pot

hot

lot

cot

not

tot

# I Can



I can jump.



I can sing.



I can skip.





I can kick.



I can go.



I can run.



I can sit.



I can clap.



I can read.

Sight word:

can

Read these words:

kick

sing

hit

pick

ring

kit

Complete the sentence:



I \_\_\_\_ read.



